

A G E N D A

Education Scrutiny Committee

Date: **Tuesday, 18th November, 2003**

Time: **10.30 a.m.**

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

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

For any further information please contact:

P. R. James, tel, 01432 260460.

**County of Herefordshire
District Council**

AGENDA

for the Meeting of the Education Scrutiny Committee

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

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

Church Members: J.G. Griffin, Rev. I. Terry.

Parent Governor Members: M. Burges, Mrs S.Wright

C-opted Teacher Representatives: Ms. E. Christopher, C. Lewandowski,
J.D. Pritchard

Co-opted Headteacher Representatives: A. Marson, vacancy.

	Pages
1. APOLOGIES FOR ABSENCE	
To receive apologies for absence.	
2. NAMED SUBSTITUTES (IF ANY)	
To receive any details of Members nominated to attend the meeting in place of a Member of the Committee.	
3. DECLARATIONS OF INTEREST	
To receive any declarations of interest by Members in respect of items on the Agenda.	
4. MINUTES	
To approve and sign the Minutes of the meeting held on 23rd September, 2003	To be circulated.
5. SAFER ROUTES TO SCHOOLS	5 - 10
To review the opportunities, and action taken to date, for developing arrangements designed to produce safer routes to schools.	
6. HOME TO SCHOOL/COLLEGE TRANSPORT - DISCRETIONARY AREAS OF POLICY	11 - 14
To approve the remit, membership and timetable of a group to consider discretionary policies on home to school/college transport.	
7. SOCIAL INCLUSION EDUCATION POLICY	15 - 34
To consider the document, ' <i>Inclusive Education in Herefordshire</i> '.	
8. BUILDING SCHOOLS FOR THE FUTURE	35 - 40
To note the bid to the DfES for inclusion in the first phase of the Government's initiative, ' <i>Building Schools for the Future</i> '.	

9.	REVIEW OF SMALL SCHOOLS - BRILLEY PRIMARY, ST. MARY'S OF HOPE CE PRIMARY SCHOOL (HOPE-UNDER-DINMORE), KINGS CAPLE PRIMARY, LONGTOWN PRIMARY AND DILWYN PRIMARY	41 - 44
	To provide information about pupil numbers in 5 very small schools at the start of the autumn term and ask for the Committee's views about whether or not the position of any of the five schools, whose pupil numbers are below the levels specified for review in Herefordshire's School Organisation Plan, should be examined further.	
	WARDS AFFECTED: Backbury, Castle, Golden Valley South, Golden Cross with Weobley and Old Gore.	
10.	EDUCATION DEVELOPMENT PLAN 2002 - 2007	45 - 60
	To up-date the Committee on the progress made in implementing the second Education Development Plan (EDP2) 2002-2007 and to highlight the potential impact of the single Education Plan (SEP) and the DfES/LEA compact.	
11.	POST-OFSTED INSPECTION ACTION PLAN MONITORING	61 - 70
	To consider the progress made in implementing the Action Plan prepared in response to the judgements of the LEA Ofsted report in January 2001.	
12.	COMPLAINTS, COMPLIMENTS AND APPEALS	71 - 74
	To consider the summary of comments, complaints and appeals relating to the Education Directorate, for the period 1st July 2003 to 31st October 2003.	
13.	COMMITTEE WORK PROGRAMME	75 - 78
	To outline the range of business that it is anticipated the Committee will need to consider during the coming financial year 2003/04.	

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

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- 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.
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COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

BROCKINGTON, 35 HAFOD ROAD, HEREFORD.

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SAFER ROUTES TO SCHOOL

Report By: HEAD OF POLICY AND RESOURCES

Wards Affected

Countywide.

Purpose

1. To review the opportunities, and action taken to date, for developing arrangements designed to produce safer routes to schools.

Financial Implications

2. As specified in this report.

Report – Progress on Safer Routes to School Projects

3. Introduction
4. The Safer Routes to School (SRTS) initiative has been developed through national pilot studies conducted by Sustrans and supported by Government. A SRTS project includes an analysis of the travel patterns at a school, surveys of the school and local highway environment and surveys of the attitudes and concerns of pupils, parents and teachers regarding travel to and from school. The project aims to identify a range of measures which enable more children to walk, cycle and use public transport for the school run which in turn can increase the health of children, provide greater road safety and reduce congestion. County schools have been prioritised so that schools with the greatest potential for increased walking and cycling and accident savings are dealt with in the early years of the programme. So far, the Council has embarked on 3 Phases, the first Phase of studies having commenced in 2000. Progress on Phases 2 and 3 is provided below and at Appendix 1.
5. Progress on Phase 2 projects
Final Study Reports will be completed by the end of November 2003, covering the following schools:

Broadlands Primary (Hereford)
St Thomas Cantilupe Primary (Hereford)
Ledbury Primary
Leominster Primary
John Masefield Secondary (Ledbury)

A final report for Haywood High School has already been completed.

Whilst there has been a lengthy delay in finalising these reports, infrastructure improvement works have been implemented or are programmed for completion in 2003/4 (See Appendix 1 attached to this Report).

6. Progress on Phase 3 projects
Draft infrastructure proposals will be provided by December 2003. Consultation on the draft proposals will be scheduled at the Phase 3 schools (listed below) between January and February 2004:

Ashfield Park Primary (Ross)
John Kyrle High (Ross)
Hampton Dene Primary
St Paul's Primary (Hereford)
St Peters Primary (Bromyard)
Holmer Primary (Hereford)
Our Lady's RC Primary (Hereford)

St Mary's Primary (Credenhill) on hold due to proposed school move.

7. Following the consultation period it is anticipated that Reports will be finalised by the end of 2003/4 enabling the Council to commence providing infrastructure improvements in 2004/5 – some larger or more complicated schemes such as those requiring traffic regulation orders may take longer to implement.

Recruitment of School Travel Advisers

8. A review of the process for undertaking the Safer Routes to School studies was carried out in early 2003 and reported to Environment Programme Panel (20 February 2003) and Education Scrutiny Committee (26 March 2003). The review identified the need to ensure that schools benefiting from Safer Routes to School improvements in the future should begin work on developing their own school travel plans in advance. The Report recognised the need to allocate additional resources to provide a good level of support for schools to help them through this process.
9. It is proposed that the revised approach is introduced to commence in the next financial year and consequently, it is intended to appoint a School Travel Adviser(s) using Local Transport Plan funding allocated for Safer Routes to School Training Support. Discussions between the Transportation Unit and Education Directorate have identified a best practice example in North Yorkshire where supply teachers have been recruited as School Travel Advisers. Employing School Travel Advisers with teaching experience is considered particularly effective as the Advisers need a good understanding of how schools work including relationships with PTA and School Governors, the potential benefits for the school curriculum, pressures on teacher's time and communicating with pupils and their parents.

Department for Transport and Department for Education and Skills joint initiative on School Travel April 2004 – March 2006

10. In September 2003, DfT and DfES made a joint announcement about the provision of more than £50m over the next 2 years to help support the development of school travel plans. An action plan was also launched setting out proposals encouraging schools and local authorities to work together to:
- Put in place a school travel plan over the next few years, after consulting parents, pupils and local transport organisations. Such plans should cover safer routes to

school, road crossings, local speed restrictions, dedicated cycle ways, secure cycle storage, sufficient locker space and improved public transport provision;

- Develop road safety skills, particularly at primary schools. Cycle training, for example, has helped reduce child cyclist casualties by a quarter in York;
- Working with the police, bus operators and the local community to promote positive behaviour by pupils on their journey to and from school, perhaps rewarding good behaviour;
- Work with local transport bodies on how transport can support the extended school day. For example, in Merseyside there is a sweeper bus which caters for pupils arriving or staying late at school;
- Consider whether staggering school opening hours can allow pupils access to a wider range of school based activities;
- Provide secure cycle storage and lockers, appropriate bus shelters etc;
- Use geography, Personal Social and Health Education (PSHE), citizenship and other lessons to explain the benefits of sustainable travel;
- Work with children with Special Education Needs (SEN) to prepare them for independent travel wherever possible.

11. The Government will provide funding to support sustainable school travel by:

- Providing £7.5m per year for at least 2 years to fund more local authority based school travel advisers who will help schools carry out surveys and prepare plans;
- Allocating £5,000 for a typical primary school and £10,000 for a typical secondary, through DfES's capital programme, to help schools upgrade their travel facilities. **This will be dependent on the school having a signed off school travel plan.**

12. Whilst details are still emerging as to how this funding will be allocated it is likely that the Council will receive a specific allocation for the School Travel Advisers. In return for this allocation, Government will be seeking a commitment from the Council that the funding will be used in support of school travel plans and that information will be provided to DfT and DfES in the form of annual reports demonstrating that progress is being made. Future funding will be influenced by the rate of progress on implementing school travel plans and reducing the proportion of children travelling to school by car.

Planned Action

13. It is proposed to combine the recently announced DfT/DfES funding for School Travel Advisers (£32,000 in 2004/05 and 2005/06) with that earmarked within the LTP budget (£25,000 per annum as described in 9 above) to establish a good level of support for County Schools seeking to develop a School Travel Plan and thus reduce the overall number of pupils being driven to school. The additional funding to be provided by Government should enable excellent additionality to the project, extending the support to schools which are not currently involved in Safer Routes to School. Many more schools would benefit:

- schools which are required to develop a School Travel Plan as a result of a planning condition associated with site relocation (i.e. Cradley Primary),
- schools that are independently seeking to address their travel issues (i.e. Burghill Primary School), and
- the schools that will be keen to access the £5 - £10k grants per school earmarked by Government for which a signed off travel plan will be required.

RECOMMENDATION

The Committee are asked to consider the action plan set out in this report, and suggest ways in which it might be improved or further developed.

BACKGROUND PAPERS

Appendix 1 : Safer Routes To School Phase 2 Infrastructure Schemes 2003/4

SAFER ROUTES TO SCHOOL PHASE 2 INFRASTRUCTURE SCHEMES 2003/4

HAYWOOD HIGH SCHOOL

Ross Road Crossing (subject to Highways Agency approval)
Marlbrook Road/Falstaff Road Cycle track

ST THOMAS CANTILUPE PRIMARY

New cycle racks (Complete)
Investigate new access off Blackfriars Garden
Widemarsh Footway Improvement
Barrs Court Road widen footway and dropped crossings

BROADLANDS PRIMARY

Bollards/giveway Eastnor Drive school access
Venn's Lane/Overbury Road Dropped Crossings

LEDBURY PRIMARY

Barnett Avenue Footway Works (Complete)
Ledbury Primary School Cycleway/Footway (Complete)
Ledbury Primary School Cycle Shelter installation (Complete)

LEOMINSTER JUNIOR SCHOOL

Cycle Parking (Complete)
New footway and raised crossing in grounds widen gate (Complete)
Bollards George Street

JOHN MASEFIELD HIGH

Pedestrian improvements at school entrance

HOME TO SCHOOL/COLLEGE TRANSPORT – DISCRETIONARY AREAS OF POLICY

Report By: Head of Policy and Resources

Wards Affected

Countywide

Purpose

1. To approve the remit, membership and timetable of a group to consider discretionary policies on home to school/college transport.

Financial Implications

2. The financial implications of current and possible changes will be considered by the group.

Report

3. At the meeting on 14th July, 2003, this Committee resolved to establish a group to consider those areas in which the Council currently operates discretionary arrangements i.e.
 - walking distances to pick up points
 - travelling home on school transport
 - denominational transport
 - charges for post-16 transport
 - charges for vacant seats
4. It was suggested that the range of options for modifying these policies should be considered, with an assessment of their implications for:
 - a. enrolments at schools in the County
 - b. the provision of school places as set out in the School Organisation Plan
 - c. school budgets
 - d. parents and families
 - e. the environment, especially overall traffic volumes and effects on traffic flows around the start and end of the school day.

5. At its meeting on the 12th September the Committee decided to await clarification of the Government's intentions following the publication of the consultation document "Travelling to School: a good practice guide". In light of this publication and from attendance at a DfES seminar it is understood that the DfES are currently seeking views of local education authorities and others prior to making any legislative changes. Topics of discussion at the seminar included:
- powers to determine school session time
 - DfES asked to define national school terms.
 - Management arrangements to allow multi-tripping of school transport vehicles.
 - deregulation of the 2 and 3 mile qualification criteria which would allow the LEA to impose charges for journeys of any length.
 - School Travel Plans and the creation of cycle and walking routes to/from school.
6. It is not clear that the DfES have a clear view what should happen in the future other than suggest that it is now timely for review of the arrangements associated with the transport of children to school should take place. It is therefore appropriate for the LEA to have a debate taking account of these potential changes when reviewing Council's current discretionary arrangements.
7. The DfES are inviting LEAs to pilot schemes in the autumn of 2004, and it is suggested the group now widen its remit to develop proposals for consideration as a pilot as well as consider the implication for the areas identified in paragraphs 3 and 4 above.
8. It is proposed that the group comprise 6 members of this committee, namely -
- (i) the representative of the R.C. Diocese
 - (ii) the representative of the Church of England Diocese
 - (iii) a representative of parents
 - (iv) the vice-chairman of the Scrutiny Committee
 - (v) 2 other councillors not involved in current Best Value reviews
9. The suggested work programme and timetable are as follows -
- By 10th December, 2003** Meeting to agree content of initial consultation
- 1st January – 14th February** Consultation with relevant groups.
- By end of April** Consideration of responses from Consultation and DfES Final Report.

By end of May Report of Group completed.

June Report to Scrutiny Committee.

Although this timetable would not allow any significant change to be brought in before September, 2005 or 2006, it would allow a bid to be made to operate a pilot in the autumn of 2004.

RECOMMENDATION

THAT (i) the proposed working group be established as indicated in this report;

(ii) the members of working group be nominated where necessary.

BACKGROUND PAPERS

- **None identified.**

SOCIAL INCLUSION EDUCATION POLICY

Report By: **MANAGER OF PUPIL, SCHOOL AND PARENT SUPPORT**

Wards Affected

Countywide.

Purpose

1. To consider the document, '*Inclusive Education in Herefordshire*'.

Financial Implications

2. None

Report

3. In line with recent DfES thinking regarding working with minority groups in a cohesive way, the Education Directorate have been in the process of preparing a document, *Inclusive Education in Herefordshire*, that outlines both the policy and the practice within the county. This consultative document (attached at Appendix 1), which is in an advanced draft form, sets out the general approach to minority groups and sets the tone for work in and out of schools. In addition, it pulls together the various strands of practice, some of it individual to particular schools within the County.
4. The draft document puts forward an overall philosophy of intent designed to benefit all children and young people of Herefordshire, including the following –
 - Ethnic minority people (including Gypsies and Travellers)
 - Children and young people with Special Educational Needs
 - Disaffected young people and others at risk of exclusion from school
 - Children and young people from all social classes, and religious groups
5. The document specifically focuses on –
 - Race Equality work
 - Healthy Schools Standard
 - Drugs education
 - Pupil participation
 - The SEN Inclusion Project which integrates students from the county's special schools into mainstream schools
 - Looked After Children (still in preliminary draft and not included in here)
 - Human Rights

6. The draft document has now been widely considered within the Education Directorate and is now ready to go out to a sample of schools for their comments. It has already been sent out to the special schools for their consideration.

Social Inclusion Policy Document in its wider context

7. The document '*Inclusive Education in Herefordshire*' is one of a range of elements in the Council's strategy for dealing effectively with inclusion issues. Other key elements include -

- **"How to deal with Racist Harassment"** – this is a guidance document circulated to school in March 2003. It outlines the steps to be taken when problems occur, including the requirement to record and report racist incidents
- **SACRE Agreed Syllabus for RE** – this document has been circulated to schools and has two central themes: learning about world religions and learning from world religions. There is a significant emphasis on tolerance and understanding, and of cultural settings.
- Anne Frank Exhibition – a range of activities and documents including a comprehensive resource pack for each school. The pack includes curriculum suggestions about religious and cultural intolerance. A whole section is dedicated to travellers and related issues.
- Monitoring of attainment of minority ethnic pupils – this is now possible through a central electronic database. This will allow future trends and patterns to be monitored and addressed
- West Midlands Consortium Education Service for Travelling Children (WMCESTC) – the Education Directorate commission specialist support for travellers in schools from this long established and highly regarded consortium which covers 14 LEAs.
- School-level work – direct and specific advice, guidance and support regarding all aspects of race equality work in school.
- Heritage Service – collaborative work with the Council's Heritage Service especially Hereford Museum, to develop, publish and circulate multi-cultural curriculum resources for schools.
- Anti-racist resources for school – presently consultations are taking place with schools prior to purchasing a resource pack specifically aimed to address, within the classroom, of racist attitudes and behaviour.
- Accessibility Strategy and Action Plan – this document outlines the present position and action required to allow access to schools and other buildings for all people including students and adults with disabilities.
- Council Policies – representatives from the Education Directorate are members of all the relevant groups involving in developing documents regarding diversity and race, including monitoring of progress.
- Liaison with Race Equality Officer – close, joint working between Education Directorate and Race Equality Officer.

RECOMMENDATION

The Committee are asked to consider the draft policy statement and identify areas in which the draft needs to be further developed.

BACKGROUND PAPERS

Inclusive Education in Herefordshire (attached)

DRAFT – October 2003

Inclusive Education in Herefordshire

Policy Statement

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DRAFT – October 2003
Inclusive Education in Herefordshire

Policy Statement

VISION

In Herefordshire, the Council aims to serve a County that is free from discrimination, prejudice and intolerance. The Council believes that it is a fundamental right for all its citizens to be treated equally, with respect and dignity; it will act directly and use its influence to ensure that this right is promoted and upheld. Schools are a major agent of change, and have an essential role to play in moving the county and its people towards this goal. Schools, through the curriculum, and by example, can educate, can challenge stereotyping, ignorance and intolerance, and offer new ways of perceiving people who may be different to the majority.

Differences should be celebrated, diversity applauded. As the future unfolds, Herefordshire will change as the population becomes increasingly diverse. It is essential that our children embrace an outward-looking, inclusive perspective, so that they can function effectively in the county and beyond.

AIMS

The aim of this document is to identify principles that set out the commitment of the Herefordshire Education Service to inclusive education.

In order to establish inclusive education in Herefordshire effectively, it is necessary to remove barriers, including negative personal and institutional attitudes, while welcoming, valuing and celebrating all learners.

There are some particular challenges for schools, which nationally tend to exclude disproportionate numbers of black children. Girls tend to do better in national examinations than boys. Issues such as bullying can blight individuals and schools alike. Some schools are better equipped and more willing to take on challenges such as those that pupils with disabilities or emotional and behavioural difficulties can present. The Council aims to assist schools to overcome these challenges

DEFINITIONS

'Inclusive education' means all children and young people - whatever their race, religion, class or gender or their being disabled, non-disabled and disaffected - being able to learn together in ordinary pre-school and schools, with appropriate networks of support.

The term **'disaffected'** describes children and young people who face difficulties in accessing mainstream education because of their behaviour or school attendance. Such pupils often feel under-valued and have little investment in the educational process.

The term **'ethnic minority'** refers to groups specified by the Commission for Racial Equality and the DfES.

The term **'racism'**, as accepted by the Stephen Lawrence Inquiry (Section 6.4), can be considered as, "...conduct or words or practices which disadvantage or advantage people

because of their colour, culture, or ethnic origin. In its more subtle form it is as damaging as in its overt form.”

The working definition of *‘institutional racism’* applied by the Stephen Lawrence Inquiry 1999 (Section 6.34) is:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”

The term *‘disabled people’* covers people with physical or sensory impairments, learning difficulties and emotional distress. The Disability Discrimination Act defined disability as “a physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to perform normal day to day activities”.

The Herefordshire policy statement, set out in this document, also covers the 'social model' of disability, which recognises that for some people disability is caused not by a particular impairment, but by the physical, environmental and attitudinal barriers that exist in the education system and in the population as a whole.

RATIONALE

Inclusive education is a human right, makes good sense socially and can lead to real improvements in school achievement. There is clear evidence that children and young people that are healthy in mind and body are better placed and more likely to achieve higher levels of performance than would otherwise be the case. An increasing number of Ofsted reports support that conclusion (*DfES: How the National Healthy School Standard contributes to School Improvement 2003*).

The human rights issue - that disabled and disaffected children and adults have an equal right to membership of the same groups as all others - is recognised in international law. It is enshrined in the UN Convention on the rights of the child, the Human Rights Act 1998, and in the UNESCO Salamanca (UNESCO 1984) agreement calling on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes.

The Special Educational Needs and Disability Act, 2001, removes the exemption of education from the Disability Discrimination Act (1995). The Act strengthens the rights of children and young people to be educated in primary and secondary schools where parents wish it and where the interests of other children can be protected.

The Race Relations (Amendment) Act 2000 places duties on Local Authorities and extends to schools in respect of pupils from ethnic minorities. In summary, for Local Authorities these duties are to:

- tackle racial discrimination;
- promote equality of opportunity; and
- promote good race relations.

Schools have the following specific duties:

- prepare a written policy for promoting race equality;

- assess the impact of whole-school policies on pupils, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such pupils; and
- monitor the impact of policies on such pupils, staff and parents, in particular the impact on pupil attainment.

In Herefordshire, which has relatively small numbers of pupils from ethnic minorities, a significant proportion are Gypsies and Irish Travellers. Travellers have long been thought to be the most discriminated against group in England (Swann Report 1985) and, as such, require careful consideration. Ofsted have raised the attainment of Traveller pupils as an important issue.

Inclusive education is a characteristic of good education. Research has shown that it leads to improvements in social development and academic outcomes for children with disabilities and for children who are disaffected. In addition, the peer group adopt more positive attitudes and actions towards pupils with disabilities where they have been educated together.

Inclusive education also supports positive social outcomes because all children and young people will have a part to play in their community including in adult life. They can more easily play that part if they have been included in the wider community from early childhood. Educating children together from the start can break down the barriers of ignorance and prejudice. It is a human right for all children and young people to experience a real environment in which they can learn that there is a diversity of people and that all people should be welcomed, with the right to have their individual needs met appropriately.

Inclusive education seeks to adapt systems and structures to meet varying needs, and seeks to involve children and young people in the process. Adaptations to the school curriculum, to buildings, to attitudes and values, to language, images and role models are some of the changes required for Herefordshire to be able to establish full inclusion.

IMPLICATIONS FOR THE COUNCIL'S ACTIVITIES

Attitudes

The Herefordshire Council supports a range of activities to promote a wider understanding of inclusion, including issues of race and disability equality. It will promote definitions of achievement to which all learners can realistically aspire, and are relevant to them. It will take care that the language it uses to describe young people and the images in its own materials and those it may promote, provide positive models. It will promote the concept of differentiation, in the way schools teach, to meet the whole range of individual needs rather than separate arrangements for students with special educational needs.

Access

The Disability Discrimination Act 1995, as amended in 2001, places a duty on local education authorities to improve the accessibility of their schools for young people with disabilities. Herefordshire has carried out an audit of all schools and units to ascertain the position regarding curriculum access, physical environment and the provision of information to pupils and their families. From this an action plan (2003-2006) was developed. Details of the audit and the action plan are available in the 'Education Accessibility Strategy 2003/2006' which was published in 2003.

The Council's aspiration is to make all education buildings, activities and events fully accessible to children and adults. This will include access:

- to the full curriculum, appropriately differentiated:

- to and within buildings;
- to information, for example in Braille, on tape, signed or in straightforward language ;
- to appropriate support for vulnerable groups;
- where appropriate, to transport to and from school.

The National Curriculum sets out three principles that are essential to developing a more inclusive curriculum:

A: setting suitable learning challenges

B: responding to pupils' diverse learning needs

C: overcoming potential barriers to learning and assessment for individuals and groups of pupils

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for particular pupils.

Employment

The Council has drawn up, and will keep under review, detailed procedures for recruitment and retention of staff from a range of ethnic backgrounds or with disabilities.

The Council recognises the importance of reinforcing positive images of people from vulnerable and minority groups, and of providing appropriate role models, and will take positive action to attract applicants to apply for posts from such groups. It will also take positive action to recruit and retain school governors from such groups.

The Council recognises the importance of retaining within the education service staff who become disabled whilst in post, by making appropriate arrangements to enable their continued employment.

Raising Awareness and Curriculum Support

The Council, through its education advisers, officers, educational psychologists and learning support services, will provide ongoing support for all schools and their governing bodies, within a process of two-way dialogue, in order to:

- raise awareness with regard to race and disability equality, disaffection and the school environment;
- work with schools to develop curriculum policies, so that they provide for appropriate work on race and disability equality within the National Curriculum framework, and take account of the need to differentiate learning experiences to match the needs of a wide range of learners;
- ultimately ensure that inclusive education can be offered to any child regardless of their background or circumstances within their family and local community.

Race Equality

The aim of the Herefordshire Council's Race Equality Scheme is to, "...*build an equal and inclusive society.*" Herefordshire Council recognizes that disadvantage, prejudice and discrimination exist within the County as it does nationally. In addition, it acknowledges that some people often face simultaneous oppression by, for example, racism, poverty, learning difficulties and so on. The Council and all its schools will address and work towards eliminating such inequalities. By working in partnership with local communities and other agencies, the Council will promote equality of opportunity and develop good relations with, and between, people from different racial groups.

By supporting and advising its schools, the Council will work with staff to develop understanding of prejudice and racism, and strategies to combat them. Training and resources will be offered to schools to enable them to carry out their duties in this area.

The Council accepts the definitions of racist incidents and institutional racism set out in the Stephen Lawrence Inquiry Report, and will seek to address institutional racism and all other forms of discrimination.

The Council has published guidance for recording and reporting racial harassment among the pupils in its schools and in the wider context of the community. The Race Equality Partnership maintains a central record of such incidents. The Council will review and refine its procedures for monitoring racist incidents, and racially motivated bullying and harassment, and will offer support, advice and guidance to schools, where appropriate.

In a county like Herefordshire, which has very low numbers of ethnic minority people - probably around one percent of the population - the issue of rural racism is seen as no less serious than that occurring in urban areas. Additional factors, including isolation, mono-cultural traditions and relatively sparse public transport service, tend to exacerbate any negative experiences ethnic minority families and individuals may encounter. With this in mind, it is particularly important for schools to offer a window on a diverse world and become agents of change.

The largest ethnic minority group in Herefordshire is that of Travellers. However, it is difficult to have an accurate number in the County and its schools because some Traveller families, especially people living in housing, do not always state their ethnic status, believing it to be a disadvantage to settling within a community.

The achievement of ethnic minority pupils will be monitored and steps taken to help schools develop strategies to deal with underachievement. In addition, the exclusion of ethnic minority pupils will be closely monitored and advice given, where appropriate.

Racial equality training for Education Service staff, including teaching and support staff in schools and school governors, will be offered.

Schools will be supported to develop, so that they reflect the pluralist society of which they are part. Partnership work, for example with the Heritage Service, will provide extra guidance with multi-cultural education, and schools will be supported in applying anti-racist strategies as part of the curriculum offered to Key Stages 3 and 4.

By continually monitoring and reviewing the race equality work carried out in schools, the Council is committed to eliminating racism and promoting good relations across all ethnic groups.

Healthy Schools

The White Paper on Excellence in Schools (1997) stressed the importance of a sound education in promoting better health and emotional well-being for all children and young people and, in particular, students who are socially and economically disadvantaged. An integral part of this strategy was the creation of the National Healthy Schools Standard (NHSS), which is jointly funded by the DfES and the DoH. The NHSS offers support for local programmes such as the Herefordshire Healthy Schools Partnership (HHSP), and provided national accreditation which the HHSP achieved in April 2002. The local partnership seeks to respond to school and local needs, as well as national priorities, in its attempts to support the creation of genuinely healthy schools. Such schools are committed to ongoing improvement and development. They promote physical and emotional health by providing accessible and relevant information, and equipping pupils with the skills and attitudes to make informed decisions about their health.

A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards through a whole school approach.

The HHSP, therefore, has a key role to play in both school improvement and inclusion. It has actively supported a range of related activities including:

- Training staff and pupils in the setting up of effective school councils.
- Supporting and contributing to student conferences on sexual health, positive participation, peer listening and anti-bullying.
- Auditing, planning and implementing improved PSHE provision within both mainstream and special education settings.
- Working directly with key groups of at-risk young people.
- Developing new resources (for example 'Balance, including Rachel's Story: a Key Stage 4 Drug Education Resource').
- Training staff in the adoption of a whole school approach to drug, and sex and relationship, education in primary schools by using literacy-based materials such as 'Taking Drugs Literally' and 'Brand New Me'.
- Working with partners in establishing accredited courses for young people to become peer listeners in addressing the need for high schools to establish anti-bullying cultures.

The potential for the HHSP to offer further support in addressing issues around inclusion has been made greater with the requirement that it should forge particularly strong links with approximately twenty schools targeted in terms of deprivation as measured by two key criteria. As the HHSP gains further expertise, and its work is seen by others as raising achievement and promoting social inclusion, it is hoped that it will become a key part of the support that is offered to Herefordshire schools.

Drugs

It is now acknowledged that the use of illegal drugs, especially some of the class A drugs such as heroin and crack cocaine, can lead to isolation, crime and social exclusion. The destructive consequences of the misuse of alcohol can also have similar effects. The Council is committed to addressing and combating such drug use through its education programmes in schools and through its partnership work with other agencies, for example, Connexions, the Police and the Youth Offending Service.

The Education Directorate has a Drugs Education Development Officer and has published resources for use in Herefordshire schools as well as for the rest of the country. The Council is an active member and contributor to the Young Peoples Substance Misuse Plan and the Drugs Action Team.

Training

The Council will provide a programme of training on inclusive education policy. Such training will be part of both the induction programmes developed for new staff, and the ongoing staff development cycle. Although training will be offered to school-based staff, the programme will focus particularly on staff who are involved in advising and supporting schools.

Appropriate training will enable staff to support schools in identifying and meeting their own training needs. The aim is to ensure that all school staff can develop their existing skills and expertise so that they can take responsibility with confidence for a range of pupil needs.

Governor training programmes on inclusive education will be offered to all school governors.

Pupil Participation

All categories of children and young people, regardless of their background or circumstances, will where possible participate in all the decision-making processes that occur in their education. This will include setting learning and behavioural targets and contributing to IEPs, Pastoral Support Plans, discussions about choice of schools, contributing to assessment of their needs and to annual review and transition processes. The Council will provide training to schools and early education settings on supporting pupils to express their own views about their education.

The Role of Special Schools

The Council recognises the essential role played by its special schools and pupil referral units as centres of excellence and expertise in meeting the needs of children and young people with severe disabilities or disaffection. It places such schools and units at the heart of its inclusive education strategy, looking to them to take the lead in developing local partnerships with primary and secondary colleagues, and in exploring options for their pupils to have experience of being educated in or alongside other pupils in school and college settings.

The Council envisages a future where special school staff work both directly with children and also with teachers in primary and secondary schools in implementing more inclusive arrangements.

Resourcing

The Council will seek to resource educational settings so as to maximise their capacity to include all children. In cases of less complex need, additional resources will not necessarily be specifically targeted at individual students through the process of statutory assessment of special educational needs. Instead, resources will be provided through a banded system of funding currently being developed in the County.

Through the support of the Inclusion Project in the Education Directorate, the Council will seek to increase the numbers of children with severe special educational needs educated in primary and secondary schools.

When developing new provision for children with special educational needs, the Council will promote inclusive options rather than establishing new separate special provision. Wherever new provision in general is being developed, the opportunity will be taken to make that provision inclusive from the start.

The Council will seek over time, where appropriate, to share resources from separate special school sites into primary and secondary settings, not only through money and equipment, but also through staff expertise.

The Council recognises that adequate resourcing is the key to the confidence with which teachers feel able to approach inclusion of learners with disaffection or disability. It will invest resources in order to assist inclusion, as money becomes available and opportunities to bid for external resources present themselves.

To support the education of Traveller children in the County, the LEA commission the West Midlands Consortium Education Service for Travelling Children (WMCESTC). The Consortium covers most of the West Midlands region offering specialist advice and support to schools and Traveller families.

Identifying, Disseminating and Extending Good Practice

The Council will ensure that all progress towards inclusion in practice is identified and reported regularly to all education settings and staff working within them.

Data on best practice will also be disseminated to all LEA staff and schools, as a means of encouraging progression towards inclusive education across the county. Training will be provided to equip school staff better to deal with pupils presenting challenging behaviour.

Developing Whole School Policies

The Council will encourage and support all schools through the Inspection and Advisory Service and in-service training programmes in developing whole-school inclusive special educational needs policies. Such policies would set out how the school will work towards offering the same right of access to all pupils in its area and ensure that they fully belong to the school and all its varied activities, while being entitled to appropriate support to meet their specific educational needs.

Admissions Year Groups

The Council will maintain and publish an admissions policy that makes it clear that, given appropriate networks of support, an impairment experienced by a child or young person is not grounds for refusing admission to that pupil. In addition, the Council will design and maintain an equitable system for placing pupils in primary and secondary schools who have previously been permanently excluded.

Pupils will be taught in groups of the same school year group unless there are exceptional reasons for their being included in earlier or later year groups.

Assessment

The Council recognises the importance of early identification, assessment and support for all children who experience significant barriers to learning, rather than later assessment of pupils with more severe levels of 'special need'.

All such arrangements need to be flexible and prompt in identifying, reviewing and providing for all pupils' needs - be they temporary difficulties or setbacks, long term needs, or serious incidents of illness.

The Council will seek to ensure that the views of each child or young person is fundamental to any assessment made of his/her needs. It will seek to ensure that the assessment process is fully accessible in format and language to everyone involved in the assessment.

When considering provision, it will be assumed that children will be educated in primary and secondary settings other than in circumstances of severe needs where, after taking account of parental wishes, it is judged to be more appropriate for a specialist placement to be made.

Inter-agency Working

The Council places a high priority on interdepartmental work with colleagues in Social Care and Health Services in implementing its inclusive education policy.

The Council is committed to working co-operatively and flexibly with the Primary Care Trust and local health authority and with the voluntary sector to ensure that the inclusive principle is central to assessment and planning for all pupils.

It will work closely with partners in Social Services, Connexions services, Youth Offending Teams, adult education and training settings to ensure a smooth and positive transition for young people with a disability into further education or work.

Partnership

The Council recognises the need to work with key partners in implementing its policy on inclusion. These partners include the children and young people themselves, their parents,

organisations that represent minority groups, the voluntary sector and colleagues in Health and Social Services and other agencies, as well as well as school staff and governors.

Monitoring and Review

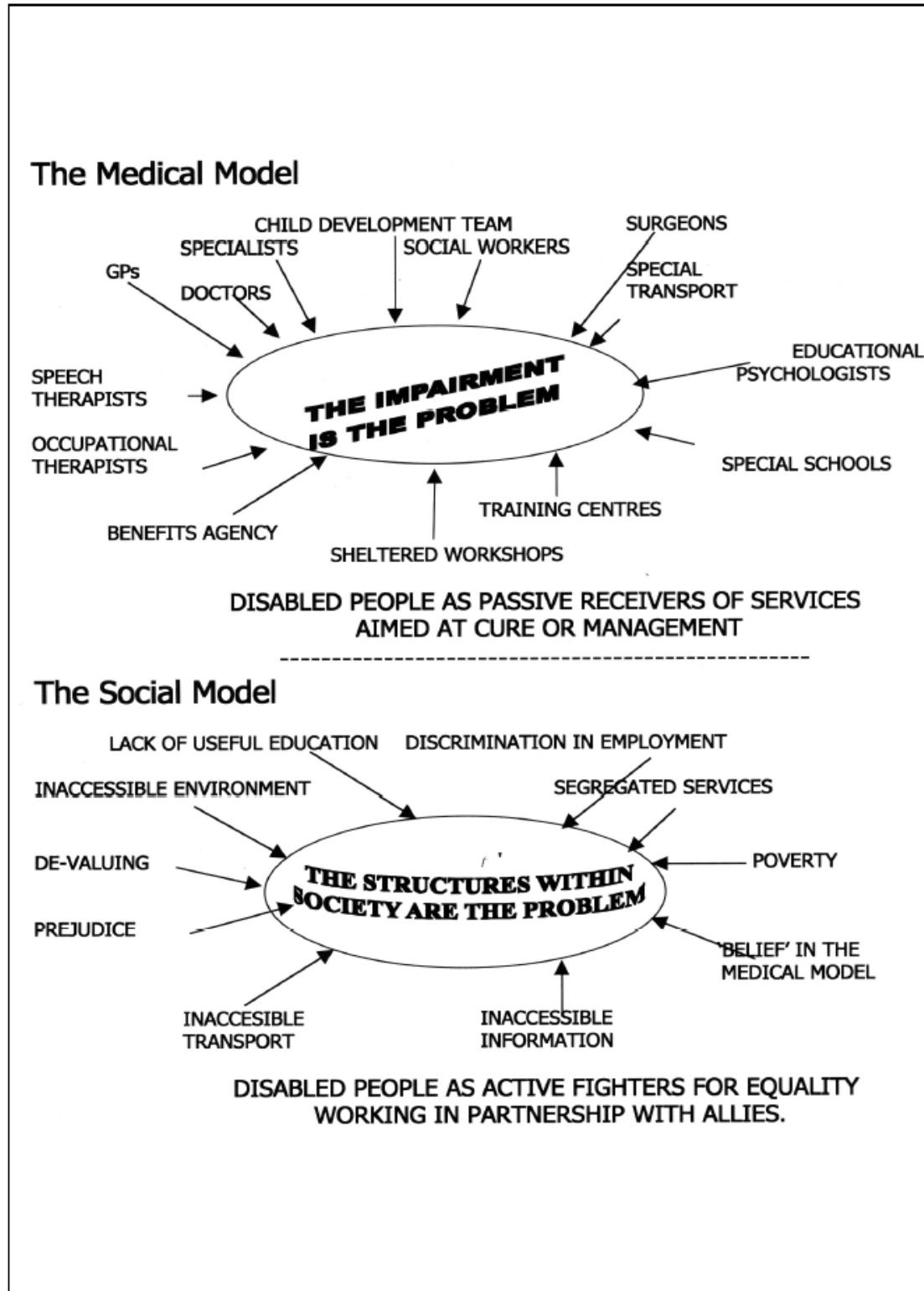
The Council will monitor progress towards inclusive education by collecting data and evaluating practice annually at the level of the individual pupil, the school and the County as a whole. The data will include information about the attainment of pupils from ethnic minorities, permanent and fixed-term exclusions and schools' use of intervention and support systems, e.g. Pastoral Support Programmes.

The Council will review its inclusive education policy and associated action plan regularly in consultation with all key partners.

APPENDIXES

1. Diagram of social/medical model of disability
2. Salamanca statement (UNESCO 1994)
3. UN Standard Rules on the equalisation of opportunities (1993)
4. UN Convention on the Right of the Child (1989)

Diagram of Medical/Social Model of Disability



The UNESCO Salamanca Statement (1994)

This report from the UN's education agency calls on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes.

In June 1994, representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new statement on the education of all children with disabilities which called for inclusion to be the norm. In addition, the conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate **all** children, whatever their physical, intellectual, social, emotional, linguistic or other conditions. All education policies should stipulate that children with disabilities attend the neighbourhood school 'that would be attended if the child did not have a disability.'

The statement begins with a commitment to *Education for All*, recognising the necessity and urgency of providing education for all children, young people and adults within the regular education system. It says that children with special educational needs must have access to regular schools and adds:

'Regular schools with this inclusive orientation are the most effective of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and cost-effectiveness of the entire education system.'

The World Conference went on to call upon all Governments to:

- give the highest policy and budgetary priority to improve education services so that all children could be included, whatever their differences or difficulties.
- adopt as a matter of law or policy the principle of inclusive education and enrol all children in ordinary schools unless there were compelling reasons for doing otherwise.
- develop demonstration projects and encourage exchanges with countries with inclusive schools.
- ensure that organisations of people with disabilities, along with parents and community bodies, are involved in planning and decision-making.
- put greater effort into pre-school strategies as well as into vocational aspects of inclusive education
- ensure that both initial and in-service teacher training address the provision of inclusive education.

The statement also calls on the international community to endorse the approach of inclusive schooling and to support development of special needs education as an integral part of all education programmes. In particular it calls on UNESCO, UNICEF and the World Bank for this endorsement.

It asks for the United Nations and its specialist agencies to '*strengthen their inputs for technical co-operation*' and improve their networking for more efficient support to integrated special needs provision. Non-governmental organisations are asked to strengthen their collaboration with official national bodies and become more involved in all aspects of inclusive education.

As the UN agency for education, UNESCO is asked to:

- ensure that special needs education forms part of every discussion dealing with education for all.
- enhance teacher education in this field by getting support from teacher unions and associations.
- stimulate the academic community to do more research into inclusive education and disseminate the findings and reports.
- use its funds over the five-year period, 1996-2001, to create an expanded programme for inclusive schools and community support projects, thus enabling the launch of pilot projects.

The Framework for Action states that *'inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. In the field of education this is reflected in bringing about a 'genuine equalisation of opportunity'*. Special needs education incorporates proven methods of teaching from which all children can benefit. It assumes human differences are normal and that learning must be adapted to the needs of individual children, rather than children fitted to the process. The fundamental principle of the inclusive school, it adds, is that all children should learn together, where possible, and that schools must recognise and respond to the diverse needs of their students, whilst also having a continuum of support and services to match such needs. Inclusive schools are the most effective at building solidarity between children with special needs and their peers. Countries with few or no special schools should establish inclusive - not special - schools.

Source: *The Salamanca Statement and Framework for Action on Special Needs Education.*

The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)

Standard Rules set an international standard for policy-making and action covering people with disabilities, as summarized below.

Countries should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, young people and adults with disabilities, in integrated settings. They should ensure that education of people with disabilities is an integral part of the educational system.

There should be interpreters and other support services to ensure adequate accessibility. Parent groups and organisations of disabled people should be involved in the education process at all levels. In States where education is compulsory, it should be provided to girls and boys with all kinds and levels of disabilities, including the most severe.

Special attention should be given to very young children with disabilities, pre-school children with disabilities and adults with disabilities, particularly women.

In order to implement inclusive education, States should have a clearly stated policy that is understood at school and wider community levels. They should allow for a flexible curriculum as well as additions and adaptations, and provide high quality materials, on-going teacher training and support teachers. Inclusive education and community-based programmes should be seen as complementary approaches to cost-effective education and training for people with disabilities. Communities should develop local resources to provide such education.

Where ordinary primary schools cannot yet adequately make provision, special school education may be aimed at preparing students for fuller inclusion. Such a separate placement should have the same aims and standards as the ordinary sector, including resources at least equal to those provided for students without disabilities. States should aim for gradual inclusion. In some instances, special education may be appropriate for some students, particularly people with sight and hearing disabilities, though special classes and units should be considered. Culturally sensitive instruction will provide maximum communication skills and independence.

The UN Convention on the Rights of the Child (1989)

188 countries worldwide have ratified the Convention; the UK ratified it in 1991, committing the UK to full participation.

Article 2 states that all rights shall apply to all children without discrimination on any ground and specifically mentions disability.

Article 3 states that in all actions the child's best interests shall be a primary consideration.

Article 6 states that every child has the inherent right to life, and each country should ensure the child's survival and development to the maximum extent possible.

Article 12 states that the right of the child to express an opinion and to have that opinion taken into account, in any matter or procedure affecting the child.

Article 23 states that the right of children with disabilities to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community. It also states the right of children with disabilities to special care, education, health care, training, rehabilitation, employment preparation and recreation opportunities. All these shall be designed in a manner conducive to children achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

Article 28 states the child's right to education, and says it shall be on the basis of equal opportunity.

Article 29 states that a child's education should be directed at developing the child's personality and talents, and mental and physical abilities to their fullest potential. It also states that education shall prepare the child for an active and responsible life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

LINKED POLICIES AND DOCUMENTS

Herefordshire Documents

Race Equality Scheme
The Equal Opportunities Policy
Education Development Plan
SEN Code of Conduct of Practice Guidelines
Behaviour Support Plan
Special Educational Needs Policy and Action Plan
Fair and Effective Recruitment and Action Plan
Equal Opportunities (Employment) 1998
Information for Parents: Admissions and Transport
Policy for the Gifted and Talented
Accessibility Strategy and Action Plan 2003
Banding Policy 2003
Dealing With Racial Harassment: Guidance for Schools
Anne Frank Resource Pack for Schools
Annual Review Procedures: Guidance for Schools
Policy on Specialist Modes of Communication
Code of Practice for Children with Special Educational Needs: LEA Guidelines for Schools
Guidance for Writing Schools Policy on Special Educational Needs

National Documents

Accessible Schools: Planning to increase access to schools for disabled pupils (DfES guidance)
Disability Discrimination Act Part 4: Code of Practice for Schools
Special Educational Needs Code of Practice (DfES 2001)
Special Educational Needs and Disability Act 2001
Making It Work: Removing Disability Discrimination

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BUILDING SCHOOLS FOR THE FUTURE**Report By: HEAD OF POLICY AND RESOURCES****Wards Affected**

Countywide.

Purpose

1. To note the bid to the DfES for inclusion in the first phase of the Government's initiative, '*Building Schools for the Future*'.

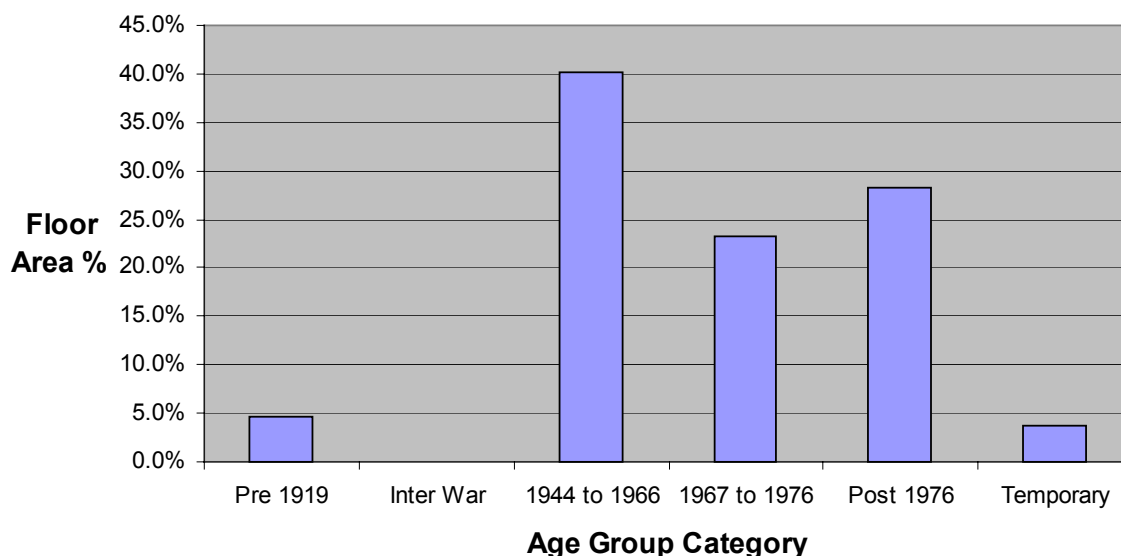
Financial Implications

2. As detailed in the report.

Report

3. The DfES invited all LEAs to submit bids by the end of October, or expressions of interest by December 2003 in response to the initiative, '*Building Schools for the Future*', which aims to replace or refurbish all secondary schools in the country by 2020. The DfES are seeking 'packages' of work with a minimum value of £50 million and a maximum value of £150 million.
4. In response, the Cabinet agreed that Herefordshire should make a bid covering all 14 of the County's high schools. The bid acknowledges that Whitecross High School will require no further expenditure beyond the PFI scheme, and that the strategy for the two aided high schools (St Mary's RC, Lugwardine and Bishop of Hereford CE) may be implemented through national arrangements for Aided Schools.
5. All high schools have been consulted as well as other key bodies such as the Diocesan Education Authorities, the Learning and Skills Council, Connexions service, Herefordshire Colleges and Rural Regeneration Zone. Within the Council, there has been widespread discussion with officers from Education, Property, Finance, Planning and Policy and Community.
5. The DfES have indicated that they are seeking to support one rural pilot in the first phase of the programme, bids for which had to be made by the end of October. Priority will otherwise have to be accorded to authorities serving areas with high levels of deprivation and in which schools have low levels of performance.
6. The last newly built high school in Herefordshire was completed in 1962. Despite some investment in the intervening years there are significant parts of each of the County's high schools that are in poor condition and poorly equipped to meet the needs of the 21st Century. It is estimated that the outstanding maintenance required within a five-year period amounts to at least £7 million.

Buildings By Age % Group Summary



7. The bid proposes that implementation would be undertaken through a Local Education Partnership involving the private sector. It includes imaginative opportunities to contribute to and benefit from other initiatives, including exploring the potential for shared development with colleges and other partners on the Herefordshire Colleges campus. It also includes proposals for widening of provision for community use of school premises through the Extended Schools programme, and for greater inclusion of pupils with special needs and disabilities.
8. The national initiative will provide the accommodation for high school students until at least 2050. The DfES have appointed consultants to produce exemplar designs. Although it is not expected that these 4 designs will be replicated across the country, it is expected that the principles on which they are based will be. All new high schools should:
 - *be safe and secure yet stimulating and inspirational.* In recently completed high schools schemes in other parts of the country, the feeling of excitement and stimulation have often been achieved through provision of high volume entrance and circulation spaces.
 - *meet the needs of the evolving curriculum.* The DfES have stated that schools should have 20% more floor area than at present. Initiatives such as the 14-19 strategy suggest that there should be a greater variety of size and type of spaces. The Herefordshire bid has been costed on the basis of improved space standards.
 - *exploit the benefits of technology.* ICT is changing the way schools work internally. It also allows schools to work in partnership and will increase the possibilities of colleges and schools, and employees and schools working together. The ICT Broadband link to high schools has and will continue for some time to have far greater capacity than links through landlines.

- *meet the needs of pupils outside the curriculum, the needs of parents and the needs of the community.* This will be reflected the facilities provided and through design to make possible greater public use of areas of the school whilst maintaining the security of pupils.
 - *be fully inclusive.* All schools in Herefordshire High Schools will be fully accessible for students with disabilities (currently 20% of teaching space is not on the ground floor). It is proposed to relocate Westfield Special School and Barrs Court and colleges to allow further integrated working with neighbouring high schools and colleges.
9. The needs and proposals for each of the Herefordshire secondary schools are summarised in Table 1.
 10. The DfES are likely to support schemes from only 15 LEAs initially, and only 1 will be a rural pilot. At present there are doubts as to whether or not such an ambitious programme would be achieved nationally even by 2020, though local schools would be delighted if progress could be made in 2005/06.
 11. The DfES have so far provided an outline of the implementation of the programme and of the level of local funding required to support it. The DfES have indicated that the detail would be clarified in discussions between January and April 2004 for those authorities given approval in December 2003.
 12. The scale of the national proposals raises challenges to the construction industry to deliver the size of the programme. The DfES are discussing these issues with the industry at national level.
 13. If the Herefordshire bid is successful, the level of work could affect the operation of each high school during a two-year period. The proposals have therefore set aside a budget to cater for transition costs associated with implementation, and it is recognised that a high quality service must be maintained throughout the period.
 14. If Herefordshire's bid is unsuccessful, the DfES would allocate Herefordshire a place in the national programme at any time in the period between 2006 and 2020. Such delay would make future planning of development in secondary schools more difficult until such time as a programme for Herefordshire is approved.

RECOMMENDATION

That the Committee comment on any aspect of the proposals that may need further clarification or explanation.

Background Papers

- None identified.

Table 1

SUMMARY OF DRAFT PROPOSALS BY SCHOOL

Name of School	Current Deficiencies	Proposals within the Bid	Area of new build needed	Area of major refurbishment needed	Area of minor refurbishment needed	Total Area
Aylestone High School Number on roll: 1243 Floor Area: 8109m ²	9 temporary classrooms. Poor quality specialist space. Undersized rooms. Use of attic in Broadlands Avenue. No sports hall. Access by pupils with disabilities very poor.	Major new build to provide new science and technology facilities. Major refurbishment of original block. No temporary classrooms. Provision of sports hall.	4421m ²	5177m ²	1591m ²	11189m ²
Bishop of Hereford's Bluecoat School Number on roll: 1184 Floor Area: 9464m ²	Poor quality single storey accommodation. Poor quality specialist space. Undersized rooms. Restrictive circulation. Inadequate administrative areas. Major constraints on access by pupils with disabilities.	Replacement of single storey teaching accommodation and administrative block. Refurbishment of three storey block. New P. E. facilities	7575m ²	3671m ²	673m ²	11919m ²
Fairfield High School Number on roll: 322 Floor Area: 2393 m ²	Undersized general classrooms. Condemned HORSAs building. Temporary Science Accommodation. No dedicated indoor PE space. Access by pupils with disabilities very limited.	Replacement with permanent build of HORSAs and all temporary teaching spaces. Major refurbishment of original building.	2648m ²	850m ²	660m ²	4158m ²
Haywood High School Number on roll: 895 Floor Area: 6388m ²	Long term structural problems and poor quality buildings from 1960s. Access by pupils disabilities restricted.	Retention of 1990s building and former Marlbrook School. Demolition of remainder and large scale replacement in new build.	8759m ²	0m ²	1195m ²	9954m ²
John Kyrle High School Number on roll: 902 Floor Area: 9703m ²	Small classrooms in original block, with poor circulation. Poor quality buildings in single storey. Sports hall requiring major expenditure.	Major refurbishment of original block. Demolition and replacement of single storey accommodation. New sports hall.	2270m ²	6185m ²	2053m ²	10508m ²
John Masefield High School Number on roll: 851 (+111 post 16) Floor Area: 6775m ²	9 temporary classrooms. Poor single storey and three storey accommodation. Very poor access for pupils with disabilities.	Retention of sports hall, and sixth form block. Replacement of all temporary accommodation and poor quality 1970s single storey development.	7867m ²	0m ²	2583m ²	10450m ²
Kingstone High School Number on roll: 659 Floor Area: 5174m ²	Temporary classrooms. Undersized design technology spaces. Poor quality science laboratories. No access to first floor for pupils with disabilities.	Demolition and replacement of original school building and rationalisation of detached blocks	6347m ²	0m ²	780m ²	7127m ²
Lady Hawkins High School Number on roll: 364 (+49 post 16) Floor Area: 4739m ²	Poor quality three storey block with some undersized spaces and poor circulation. Inadequate sixth form accommodation. Elements of specialist space poor. Access by pupils with disability very limited.	Demolition and replacement of main block with extension. Retention of sports hall.	4330m ²	0m ²	1274m ²	5604m ²
Minster College Number on roll: 688 Floor Area: 9027m ²	Poor quality teaching spaces in poor quality buildings. Limited access for those with disability.	Demolition and replacement of all spaces other than sports hall and design technology block. Provision of new access from South Street.	7190m ²	0m ²	3546m ²	10736m ²
Queen Elizabeth High School Number on roll: 402 Floor Area: 4749m ²	Long term structural problems with main building. Generally poor quality specialist spaces.	Large scale demolition and replacement in new building.	4939m ²	0m ²	0m ²	4939m ²

Table 1

Name of School	Current Deficiencies	Proposals within the Bid	Area of new build	Area of major refurbishment	Area of minor refurbishment	Total Area
St Mary's RC High School Number on roll: 652 Floor Area: 5259m ²	Variable quality of teaching spaces reflecting recent improvement projects. New sports hall to be built.	Demolition and replacement in part and major refurbishment of existing building with extension where necessary.	4480m ²	2608m ²	0m ²	7088m ²
Weobley High School Number on roll: 471 Floor Area: 3400m ²	Both the three storey main building and single storey extension are generally poor in terms of quality of building, suitability of teaching spaces and circulation and access for pupils with or without disabilities.	Total new build.	5330m ²	0m ²	0m ²	5330m ²
Whitcross High School Number on roll: 870 Floor Area: 8286m ²	Original 1956 building has structural defects as well as providing poor teaching environment.	To be replaced with new school on new site in separate PFI scheme. The PFI scheme will provide a model for development of other schools, even if different procurement methods are used.	8845m ²	0m ²	0m ²	8845m ²
Wigmore High School Number on roll: 489 Floor Area: 4809m ²	Poor quality accommodation in three storey block with inadequate circulation. Substandard specialist spaces. Access by pupils with disabilities limited despite recent investment.	Retention of sports hall and recent two storey development. Demolition and redevelopment of much of remaining school.	2812m ²	1128m ²	1390m ²	5330m ²

**REVIEW OF SMALL SCHOOLS – BRILLEY PRIMARY,
ST. MARY'S OF HOPE CE PRIMARY SCHOOL (HOPE-
UNDER-DINMORE), KINGS CAPLE PRIMARY,
LONGTOWN PRIMARY AND DILWYN PRIMARY****Report By: HEAD OF POLICY AND RESOURCES****Wards Affected**

Backbury, Castle, Golden Valley South, Golden Cross with Weobley and Old Gore

Purpose

1. To provide information about pupil numbers in 5 very small schools at the start of the autumn term and ask for the Committee's views about whether or not the position of any of the five schools, whose pupil numbers are below the levels specified for review in Herefordshire's School Organisation Plan, should be examined further.

Financial Implications

2. There are no financial implications at this stage.

Report**The Review Policy in the School Organisation Plan**

3. The policy concerning the review of primary schools is contained in Section 2D of the School Organisation Plan, (paragraph 2.27), i.e.

"2.27 The Council would normally review schools in the following circumstances.

Primary Schools

- (a) *a school with fewer than 36 pupils in the September of a school year, or a school whose numbers are expected to fall below that level within the following 5 years, would be reviewed by the Council, in consultation with the relevant Diocesan Education Authority where a Church school is concerned;*
- (b) *schools with 36-45 pupils, which would be monitored by the Director of Education, with the relevant Diocesan Director of Education where a Church school is concerned, to assess whether or not numbers are likely to drop below 35 pupils within 5 years, and to determine whether or not there are other grounds for concern about the future of the school;*
- (c) *where a pyramid of primary schools has unused capacity at a level that could accommodate the closure of the smallest school, with up to 15% unused capacity still remaining if closure were to occur;*

- (d) *where a school is identified by Ofsted either as having serious weaknesses or in need of special measures;*"

Schools falling within the review categories in the Autumn Term 2002

Review Categories (a) and (b)

4. Under categories (a) and (b) above, there are 5 Primary schools with fewer than 45 pupils on roll at the time of the official autumn term count. The size of each year group, and the number of children under the age of 5 known to be living in the catchment area of each school, are given in the table below.

School	CHILDREN IN CATCHMENT AREA AGED				CHILDREN IN SCHOOL AGED							
	0	1	2	3	4	5	6	7	8	9	10	Total In School
Brilley	4	5	3	3	4	5	5	3	12	1	9	39
St. Mary's of Hope CE Primary	3	3	2	6	3	1	3	3	1	3	2	16
Kings Caple	6	10	8	11	5	6	6	5	3	7	3	35
Longtown	10	3	6	14	5	8	7	6	3	7	4	40
Dilwyn	6	4	3	6	1	5	7	8	5	5	7	38

Brilley, Kings Caple and Longtown

5. Brilley, Kings Caple and Longtown Primary Schools were in much the same situation in September 2000 as they are now. On the earlier occasion it was felt that a review was not required. Each of the 3 schools, occupies buildings that are satisfactory or better. Each school has a good location, and is well placed in its catchment area from which it recruits a high proportion of the available pupils. In all 3 schools, pupil numbers have increased by 2 or 3, and there is no reason to change the previous approach.

Dilwyn

6. Dilwyn pupil numbers have fallen from 47 to 38. Given that this is the first time for 7 years that its numbers have dropped below 45 - in 1992 there were only 22 pupils – and taking account of the recent Ofsted report and the recent investment to bring the school's accommodation up to standard, no further action is proposed here beyond discussion with the school.

St Mary's Primary School at Hope Under Dinmore

7. St Mary's remains the smallest school in the County. A previous proposal to close the school was rejected by the National Adjudicator in June 2002. In January 2002, the number of pupils at St Mary's was 23, and the policy within the SOP applied i.e. "If, following (such) review, a school is judged to be currently viable, then no further review of that school would be undertaken for at least 5 years, unless pupil numbers were to fall by a further 25% below the level considered during that review."
8. At the time of the Autumn Term count, the number of pupils had dropped to sixteen compared with the 23 pupils on roll at the time of the statutory closure notice was published in January 2002, during the final stages of the previous review. This is a reduction of more than 25%, largely as a result of 6 children leaving to enter high school and only 3 joining reception. There was also a net loss in Yrs 3,4 and 5.

9. Since the official autumn term count, the school report enrolment of two further children from one family into years 3 and 4 respectively. At the time this report was finalised, the enrolled number at the school stood at eighteen.
10. With the assistance of a £35,000 grant from the DfES, the Happy Days Nursery group, which is located at the school, has been registered to take up to 8 children aged 3 or 4. In total, the pre-school group currently has only 1 three year old and 3 four year olds attending. The 3 four year olds are also enrolled in the school reception class, which they are attending on a half-time basis until the summer; all 3 are included in the figure of 18 shown in the previous paragraph.
11. The standard of teaching and learning does not cause any concern. The school is due an Ofsted inspection in the current academic year.
12. The latest evidence indicates strongly that St Mary's will continue to struggle to achieve and sustain numbers above 20, though there are likely to be minor variations up and down as families leave or come into the Cherrybrook estate which provides most of the children at the school. Currently, the school has one child enrolled from an out area address, but has attracted only 17 of the 36 children of school age known to be living in the St Mary's catchment area.
13. The school clearly does not have the whole-hearted support of its community, notwithstanding the fact that neither free home to school transport nor good public transport is available to other schools. Most of the local children who do not attend St Mary's are enrolled at Bodenham, St Michael's Primary School, but there are also a few children at Wellington, Stoke Prior, the two Leominster schools, and a school in Hereford city.

RECOMMENDATION

THAT the Committee's views are sought about whether or not any further review or other action relating to St Mary's needs to be considered at this time.

BACKGROUND PAPERS

EDUCATION DEVELOPMENT PLAN 2002 - 2007**Report By: Head of Inspection, Advice and School
Performance Service****Wards Affected**

Countywide

Purpose

1. To up-date the Committee on the progress made in implementing the second Education Development Plan (EDP2) 2002-2007 and to highlight the potential impact of the single Education Plan (SEP) and the DfES/LEA compact.

Financial Implications

2. The costs of EDP2 forms part of the annual Section 52 Statement and are contained within the approved budget for Education.

Report

3. EDPs were introduced under sections 6 and 7 of the School Standards and Framework Act 1998. EDP1 covered the period April 1999 to July 2002. EDP2 covers the period from 2002 – 2007.
4. As reported to the Committee on 16 May 2002, the EDP2 for Herefordshire was scrutinised by both the DfES and Ofsted and approved by the Secretary of State for education. The feedback on the plan was positive but both the DfES and Ofsted acknowledge that the LEA's 2004 targets were challenging.
5. Each member of the Committee received a copy of the plan and one full copy was placed in the member's room.
6. The LEA's targets for 2003 and 2004 were published on page 7 of the original plan. The targets for 2003 apply only to Key Stage 2 (11 year olds) and Key Stage 4 (16 year olds) but in 2004 include performance at Key Stage 3 (14 year olds).
7. All the targets set were very challenging, reflecting the requirement to be in line with targets set nationally. As indicated in the report to committee on 23 September the provisional results for 2003 suggest the LEA is approximately 10% below its target for 2003 at Key Stage 2 and about 1% below at GCSE.
8. Predictions for the outcomes of 2004 are very difficult but it seems, on past performance, very unlikely that Herefordshire can meet its Key Stage 2 targets but not impossible that it can be close to the targets at Key Stage 3 and Key Stage 4.

9. It is worth recording that the national education target were not met in 2002, and seem unlikely to be reached in 2003. The government has recognised that results have plateaued over the last three years, particularly at Key Stage 2. As a consequence the target setting process is being moderated (but not abandoned) in primary schools and the LEA has been provided (in a letter from the DfES dated 17 October 2003) with new (and lower) targets for 2004 at Key Stage 3.
10. In July 2003 the Inspection, Advice and School Performance Service produced a Year 2 Supplement for EDP2 to be returned to the DfES. The report was as a result of an internal monitoring and evaluation exercise, including an external evaluation from a colleague in Bath and North East Somerset, and was required by the DfES to cover:
- | | |
|-----------|--|
| Section 1 | Overall Summary |
| Section 2 | Evaluation of Individual Priorities |
| Section 3 | Revised list of activities for 2003 – 2004 |
| Section 4 | Financial estimates for 2003 – 2004 |
11. In order to comply with all the DfES requirements, this Year 2 Supplement runs to 92 pages. A copy has been placed on the web-site, in the member's room and is available to schools who would like a copy (none so far have been requested). The overall summary is attached as Appendix 1. It contains information most of which has already been made available to the Committee through other reports.
12. The Education Development Plan is but one of a number of detailed statutory plans through which the Directorate has to operate. As part of a drive to reduce the bureaucratic burdens, the DfES intention is for each LEA to have a Single Education Plan (SEP). Herefordshire will be working towards this during 2004 with a view to its becoming operational on the 1 April 2005. In addition, the LEA is expected to draft and agree a School Improvement "Compact" with the DfEs by the end of December 2003, and it would then be subject to an annual review. It seems likely that the SEP and Compact will at first supplement and then replaces the EDP over the coming year.

RECOMMENDATION:

The Committee are recommended to note the report, and comment on any issues that need to be addressed.

BACKGROUND PAPERS

- Appendix 1

APPENDIX 1

HEREFORDSHIRE EDUCATION DEVELOPMENT PLAN [EDP] 2002 – 2007
YEAR TWO SUPPLEMENT**INTRODUCTION**

Herefordshire's second Education Development Plan [EDP2] covering the period 2002 – 2007 was published and approved by the Secretary of State in March 2002. This document, the Year 2 Supplement, is the first annual review of the EDP and is published at the end of the 2002/2003 academic year. A copy has been sent to the DfES and made available to all schools via the Herefordshire education web-site. The Year Two Supplement forms the basis of the continued reporting of the progress being made in the implementation of the EDP to local stakeholders including members of the Education Scrutiny Committee. It is important to stress two points:

- The original EDP remains the substantive reference document
- This supplement has been written before the results of the summer 2003 national testing and examination programme are known

EDP OVERVIEW APRIL 2002 – JULY 2003

Section 2.0 of the original EDP entitled "LEA Context and Audit (pages 10 – 29) continues to be a relevant summary of the educational, social and economic context of the County. Unemployment and wage rates remain very low, primary school rolls continue to fall and less than 1% of the population come from ethnic minority families.

During the period April 2002 – July 2003 Education Scrutiny Committee have met six times. Many of the reports discussed relate directly to the priorities and activities outlined in the EDP and give a clear indication to elected members and the wider community of the strengths and weaknesses of the school improvement agenda in the County.

SCHOOLS CAUSING CONCERN

During the period April 2002 – July 2003 there has been a continued reduction in the number of schools that are a cause of concern either to the LEA or as a result of an Ofsted inspection. **At the end of July 2003 there were no schools in any negative Ofsted category.** One EBD school was placed in special measures in September 2002 but was removed from this category within two terms.

During the academic year 2002/2003 27 Herefordshire schools were inspected by Ofsted. Many of the reports were good: some were outstanding. Overall they describe a positive picture about the quality of education provided by Herefordshire schools, and, in particular, highlight the high standard of leadership and management evident in many schools. Given the rural nature of the County it was particularly encouraging that so many small primary schools are receiving really good reports.

SCHOOL PERFORMANCE AND TARGETS IN 2002

The results for 2002 showed a strong overall performance and continuing improvements at Key Stage 3 and Key Stage 4. Although high performance was sustained at Key Stage 1 and 2, there was a continued slowdown in the rate of improvement at Key Stage 1. At Key Stage 2 results in English and Science fell for the first time. **Nevertheless, results remained above the national average at every Key Stage.**

KEY STAGE 1 RESULTS

In reading, 86% of pupils reached level 2c or above, 2% above the schools' aggregated targets for 2002

In writing, 88% of pupils reached level 2c or above, 6% above the schools' aggregated targets for 2002

In mathematics, 89% of pupils reached level 2c as above, 4% above the schools' aggregated targets for 2002

KEY STAGE 2 RESULTS

In English, 76% of pupils reached level 4 or above, 4% below the school's aggregated targets for 2002

In maths, 75% of pupils reached level 4 or above, 5% below the schools' aggregated targets for 2002

In Science, 88% of pupils reached level 4 or above, 8% above the schools' aggregated targets for 2002

Overall the Key Stage 2 results were disappointing. An action plan was drawn-up and implemented, with the primary strategy consultants working particularly with the larger primary schools located in the most socially deprived areas of the County. Greater emphasis has been placed on setting "floor targets" for schools with cohorts of more than ten that achieve below 60% in either English or maths. The school's aggregated targets for 2004 are 81% for English and 82% for maths.

KEY STAGE 3 RESULTS

In English, 74% of pupils reached level 5 or above, the same as the schools' aggregated targets for 2002.

In mathematics, 74% of pupils reached level 5 or above, 1% above the schools' aggregated target for 2002.

In science, 74% of pupils reached level 5 or above, 2% above the aggregated targets for 2002.

The main thrust of the work since September 2002 has been to continue with the implementation of the Key Stage 3 strategy using the newly appointed team of consultants. The results at Key Stage 3 in 2002 were significantly above the national average.

KEY STAGE 4 RESULTS

56% of pupils achieved 5 or more A* - C grades, 4% below the schools' aggregated targets for 2002.

97% of pupils achieved 1A* - G grade, 1% below the schools aggregated targets for 2002

93% of pupils achieved 5 or more A* - G grades in 2002.

The overall picture for Herefordshire is encouraging at Key Stage 4. Although schools missed their aggregated targets by 4% at the 5A*-C benchmark, results rose by 2% over 2001. Results at GCSE have risen each year for the last 8 years and remain well above the national average.

KEY STAGE 5 RESULTS

Trends in 'A' level are difficult to determine across the County. Only a small proportion (10%) remain in school based 6th forms. The majority of Post 16 education occurs with the FE sector, including the Sixth Form College. In 2002 the LEA average point score for candidates attempting 2

or more 'A' levels in the four school based sixth forms rose to 15.69 compared with 14.29 in 2001. Results at the Sixth Form College were the highest ever recorded with a 97% pass rate and 51% achieving 'A' or 'B' grades.

VALUE ADDED DATA

Herefordshire schools set demanding targets based upon individual pupil performance data and have done this for the last few years. The 2002 results show that in some phases these aggregated targets are exceeded or, as in the case of Key Stage 4, missed although the results continue to improve.

One of the major thrusts of school improvement over the last academic year that will continue in 2003/2004 and beyond is to make more effective use of value added data in both primary and secondary schools in order to challenge effectively the variation in performance between individual schools or within particular schools. This strategy, along with the setting of floor targets with a specific group of school, is one of a number designed to secure the continued improvement of the benchmark results at the five Key Stages.

LEA AND SCHOOLS' AGGREGATED TARGETS FOR 2004

The tables below illustrate the relationship between the LEA targets (nationally set) and the schools aggregated targets for 2004.

Key Stage 2	LEA	Schools' Aggregated
Level 4		
English	88%	81%
Maths	87%	82%

Key Stage 2 Level 5	LEA	Schools' Aggregated
English	36%	30%
Maths	37%	34%

Key Stage 3 Level 5	LEA	Schools' Aggregated
English	82%	76%
Maths	83%	78%
Science	84%	77%
ICT	84%	73%

Key Stage 4	LEA	Schools' Aggregated
5+A*-C	61% (62% LPSA)	61%
5+A*-G	95%	95%
Average Point Score	44%	44%

In most cases there are significant gaps between the nationally set LEA target and the schools aggregated targets. The activities outlined in the original EDP and this Supplement, particularly those linked to the primary and secondary strategies and the use of value added data, are designed to bridge the gaps. Nevertheless, the main challenge at both Key Stage 2 and 3 is to break the 80% barrier. Almost no LEA in the Country managed this in 2002 and the 2003 results are awaited with interest.

LPSA TARGETS

Herefordshire has a number of stretched LPSA targets. The latest report detailing the progress made and the actions to achieve the targets was given to Education Scrutiny Committee on 14 July 2003.

A IMPROVING QUALITY IN EARLY YEARS PROVISION

By September 30th 2005 the LPSA stretched targets are to:

- (1) ensure that at least 98% of Ofsted 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.
- (2) any setting that 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.
- (3) 45% of settings in the County become accredited under a quality assurance scheme.

Outcomes for Summer 2002

In 2002, 91% of settings received a satisfactory or better outcome further Ofsted inspections and less than 5% of settings had been accredited under quality assurance scheme. As of July 2003 it is still thought it is possible to meet these stretched targets by September 2005.

B Pupil Attainment Targets

By September 2004 the LPSA targets are to ensure that:

1. 62% of pupils achieve 5+A*-C grades at GCSE
2. 31% of pupils achieve 5+ A* - B grades at GCSE
3. 18% of pupils achieve Level 5 in all three subjects at Key Stage 2

Outcomes for Summer 2002

In 2002, 56% of pupils attained 5+A*-C grades at GCSE and 28.5% achieved 5 or more A*-B. In the 2002 round of target setting for 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 targets for LPSA. Our analysis shows that both the LPSA GCSE targets can be achieved in 2004 but we at the outer limit of what is possible given the current cohort of pupils.

In 2002, 16.9% of pupils achieved a level 5 in all three subjects at Key Stage 2. A similar analysis of the potential of the 2004 year 6 cohort in primary schools suggests that the 18% target is achievable.

(C) Improving the Educational Outcomes for pupils in care

By March 2005 the LPSA stretched targets are to ensure that

- (1) 72% of care lessons are in education, training and employment
- (2) 17% of looked after pupils obtain 5+A*-C grades at GCSE
- (3) No more than 9% looked after pupils are absent from school for 25 days or more in the academic year.

Outcomes for March 2003

In March 2003, 76% of core leavers were in education, training and employment, 12% of pupils had achieved 5+ A*-C grades at GCSE (Summer 2002) and 6% of pupils raised concerns about attendance.

Two out of three targets have already been exceeded but work is continuing to ensure there is no slippage. The targets should be met in 2005 although the numbers of pupils in public care are relatively small and can fluctuate, making the final outcomes against LPSA targets hard to predict with absolute certainty.

THE PERFORMANCE OF ETHNIC MINORITY GROUPS

Minority ethnic pupils form less than 0.5% of the school population and the largest identified group remain the Traveller population within the County. The monitoring and support for Traveller pupils continues to be effective with the LEA working in very close collaboration with the West Midlands consortium for the Education of Travelling children.

A new database has been purchased and is currently being 'populated'. This will enable the LEA to improve its tracking of ethnic minority groups and provide a better facility to compare performance between and within particular groups. At present, with the exception of the traveller population, it remains a very questionable statistical exercise to draw performance comparison between ethnic minority groups because of the very small numbers of pupils involved.

PUPILS WITH SEN

Support for pupils with Special Educational Needs has been provided within EDP Priority 1 (Primary Education), Priority 2 (Key Stage 3), Priority 3 (14-19) and Priority 6 (Inclusion). These activities are continuing along with a strategic review of SEN provision including the delegation of further resources directly to schools via a banding arrangement and the implementation of a new SEN database. The inclusion project has proved very successful, as has the work of the two SEN area SENCOs. Evidence from Ofsted inspections and an analysis of pupil data indicates generally good progress being made by pupils with SEN with no particular groups underachieving.

VALUE FOR MONEY

In 2002 – 2003, based upon 24,240 pupils, the cost of the school improvement element of the EDP was £15 per pupils: the cost of the whole EDP was £88 per pupil. The total cost per pupil is likely to rise year on year as the number of pupils in the school system within the County continues to fall, whilst the number of schools remains the same. For 2003 – 2004 the total cost of the EDP has risen to £108 per pupil due to the increase in the central

government grants available. However, excluding the impact of these grants, the cost is £30 per pupil.

The evaluation of each priority in Section 2, outlines the progress made so far in delivering the objectives of the EDP. Overall, satisfactory to good progress has been made in implementing the seven priorities between April 2002 and July 2003. In this respect the EDP is proving to be a cost effective plan that underpins the school improvement agenda in Herefordshire.

EVALUATION

The EDP has been subject to regular evaluation at Inspection and Subject Adviser meetings in the school improvement service, and at the Director's Education Management meetings. Reports have been submitted to Education Committee and there has been an external evaluation completed by the Senior Inspector at Bath and North East Somerset.

HEREFORDSHIRE EDUCATION DEVELOPMENT PLAN [EDP] 2002 – 2007 YEAR TWO SUPPLEMENT

INTRODUCTION

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The main thrust of the work since September 2002 has been to continue with the implementation of the Key Stage 3 strategy using the newly appointed team of consultants. The results at Key Stage 3 in 2002 were significantly above the national average.

KEY STAGE 4 RESULTS

56% of pupils achieved 5 or more A* - C grades, 4% below the schools' aggregated targets for 2002.

97% of pupils achieved 1A* - G grade, 1% below the schools aggregated targets for 2002

93% of pupils achieved 5 or more A* - G grades in 2002.

The overall picture for Herefordshire is encouraging at Key Stage 4. Although schools missed their aggregated targets by 4% at the 5A*-C benchmark, results rose by 2% over 2001. Results at GCSE have risen each year for the last 8 years and remain well above the national average.

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Trends in 'A' level are difficult to determine across the County. Only a small proportion (10%) remain in school based 6th forms. The majority of Post 16 education occurs with the FE sector, including the Sixth Form College. In 2002 the LEA average point score for candidates attempting 2 or more 'A' levels in the four school based sixth forms rose to 15.69 compared with 14.29 in 2001. Results at the Sixth Form College were the highest ever recorded with a 97% pass rate and 51% achieving 'A' or 'B' grades.

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3. 18% of pupils achieve Level 5 in all three subjects at Key Stage 2

Outcomes for Summer 2002

In 2002, 56% of pupils attained 5+A*-C grades at GCSE and 28.5% achieved 5 or more A*-B. In the 2002 round of target setting for 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 targets for LPSA. Our analysis shows that both the LPSA GCSE targets can be achieved in 2004 but we are at the outer limit of what is possible given the current cohort of pupils.

In 2002, 16.9% of pupils achieved a level 5 in all three subjects at Key Stage 2. A similar analysis of the potential of the 2004 year 6 cohort in primary schools suggests that the 18% target is achievable.

(C) Improving the Educational Outcomes for pupils in care

By March 2005 the LPSA stretched targets are to ensure that

- (1) 72% of care leavers are in education, training and employment
- (2) 17% of looked after pupils obtain 5+A*-C grades at GCSE
- (3) No more than 9% looked after pupils are absent from school for 25 days or more in the academic year.

Outcomes for March 2003

In March 2003, 76% of core leavers were in education, training and employment, 12% of pupils had achieved 5+ A*-C grades at GCSE (Summer 2002) and 6% of pupils raised concerns about attendance.

Two out of three targets have already been exceeded but work is continuing to ensure there is no slippage. The targets should be met in 2005 although the numbers of pupils in public care are relatively small and can fluctuate, making the final outcomes against LPSA targets hard to predict with absolute certainty.

THE PERFORMANCE OF ETHNIC MINORITY GROUPS

Minority ethnic pupils form less than 0.5% of the school population and the largest identified group remain the Traveller population within the County. The monitoring and support for Traveller pupils continues to be effective with the LEA working in very close collaboration with the West Midlands consortium for the Education of Travelling children.

A new database has been purchased and is currently being 'populated'. This will enable the LEA to improve its tracking of ethnic minority groups and provide a better facility to compare performance between and within particular groups. At present, with the exception of the traveller population, it remains a very questionable statistical exercise to draw performance comparison between ethnic minority groups because of the very small numbers of pupils involved.

PUPILS WITH SEN

Support for pupils with Special Educational Needs has been provided within EDP Priority 1 (Primary Education), Priority 2 (Key Stage 3), Priority 3 (14-19) and Priority 6 (Inclusion). These activities are continuing along with a strategic review of SEN provision including the delegation of further resources directly to schools via a banding arrangement and the implementation of a new SEN database. The inclusion project has proved very successful, as has the work of the two SEN area SENCOs. Evidence from Ofsted inspections and an

analysis of pupil data indicates generally good progress being made by pupils with SEN with no particular groups underachieving.

VALUE FOR MONEY

In 2002 – 2003, based upon 24,240 pupils, the cost of the school improvement element of the EDP was £15 per pupils: the cost of the whole EDP was £88 per pupil. The total cost per pupil is likely to rise year on year as the number of pupils in the school system within the County continues to fall, whilst the number of schools remains the same. For 2003 – 2004 the total cost of the EDP has risen to £108 per pupil due to the increase in the central government grants available. However, excluding the impact of these grants, the cost is £30 per pupil.

The evaluation of each priority in Section 2, outlines the progress made so far in delivering the objectives of the EDP. Overall, satisfactory to good progress has been made in implementing the seven priorities between April 2002 and July 2003. In this respect the EDP is proving to be a cost effective plan that underpins the school improvement agenda in Herefordshire.

EVALUATION

The EDP has been subject to regular evaluation at Inspection and Subject Adviser meetings in the school improvement service, and at the Director's Education Management meetings. Reports have been submitted to Education Committee and there has been an external evaluation completed by the Senior Inspector at Bath and North East Somerset.

POST-OFSTED INSPECTION ACTION PLAN MONITORING

Report By: DIRECTOR OF EDUCATION

Wards Affected

Countywide

Purpose

1. To consider the progress made in implementing the Action Plan prepared in response to the judgements of the LEA Ofsted report in January 2001.

Financial Implications

2. All cost implications have been provided for within the limits of the Education Budget.

Report

3. Following a detailed inspection, Ofsted reported on its findings on the performance of the Herefordshire Education Directorate in early 2001. Overall, the Ofsted verdict was favourable. The Ofsted's conclusion was that –

Herefordshire is an effective local education authority which deservedly has the overwhelming support of its schools... The Director of Education and senior staff have given good leadership during the transition from the previous authority, and the quality of services to schools has improved.

The report identified some areas which could be improved, but

they are few in number and the areas of effective practice greatly outweigh them... The Director of Education and senior staff have demonstrated their capability to establish an effective and improving LEA and they have the capacity to act on the recommendations of this report.

4. The report made 24 recommendations in 5 broad areas for improvement. An action plan was formulated to address these issues, and to allocate responsibility, set timescales, and identify specific action required to implement the Plan. The Herefordshire Post-Ofsted Plan was subsequently used as a model for other LEAs.
5. The attached Appendix 1 summarises progress made in implementing the Plan. Each of the 24 recommendations is listed, alongside an indication of the action taken to date to implement all the improvements and actions that still need to be taken.

RECOMMENDATION

THAT the Committee considers the progress made to implement the Education Service Post-Ofsted Action Plan, and identifies any areas of concern or further action needed.

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

OFSTED RECOMMENDATIONS TO THE HEREFORDSHIRE LEA

	Recommendation	Progress to August 2001	Progress to August 2002	Progress to August 2003	% Overall Progress
Recommendations on LEA Strategy for School Improvement					
1	Improve evaluation of the impact of the EDP (Lead Officer: Ted St George)	<ul style="list-style-type: none"> Evaluation of EDP1 complete. 	<ul style="list-style-type: none"> EDP2 accepted by the DfES as a good plan, March 2002. EDP2 contains an enhanced evaluation process. 	<ul style="list-style-type: none"> Completed by April 2002 but continuing efforts to maintain and improve, especially the focus on impact. 	<p>100% Focus on impact needs to be maintained</p>
2	Develop a budget strategy for the medium term. (Lead Officer: Lynda Dunmall)	<ul style="list-style-type: none"> Heads of Service divided operations into sub sections. Discussions with County Treasurers and outlines agreed. 	<ul style="list-style-type: none"> Areas of potential change identified and submitted to Education Monitoring & Scrutiny Committee. The new Education Act requires schools to be provided with budgets three years ahead. As part of an ongoing, annual activity, the medium term strategy has been submitted to Education Scrutiny Committee. 	<ul style="list-style-type: none"> Completed by December 2002 	<p>100% Need to develop school understanding through Schools Forum and other forms of communication</p>
3	Identify resource requirements in the Education Business Plan (Lead Officer: George Salmon)	<ul style="list-style-type: none"> Main areas outlined to EMT, including levels of service required. 	<ul style="list-style-type: none"> Areas of potential change identified and submitted to Education Monitoring & Scrutiny Committee. 	<ul style="list-style-type: none"> Details incorporated into 2003/2006 Education Business Plan. 	<p>100% Need for managers to maintain awareness of all resources they control</p>
4	Explain more clearly the principles of the funding formula to schools. (Lead Officer: Lynda Dunmall)	<ul style="list-style-type: none"> Workshops with schools held summer 2001. Formula in clearer draft form reviewed by volunteers from schools summer 2001. 	<ul style="list-style-type: none"> Formula was reviewed in light of Government's new funding method in spring 2002. Principles of the funding formula are now an annex to the LMS scheme (June 2002). 	<ul style="list-style-type: none"> Completed by July 2002. Schools receive monthly information about their sources of income (including government grants) 	<p>100% Very complex area which schools only partly understand</p>

	Recommendation	Progress to August 2001	Progress to August 2002	Progress to August 2003	% Overall Progress
Recommendations on School Improvement					
5	Sharpen the strategy for developing ICT across the curriculum. (Lead Officer: Ted St George)	<ul style="list-style-type: none"> Second ICT Curriculum Adviser appointed 	<ul style="list-style-type: none"> Second ICT Curriculum Adviser (seconded teacher) has been effective. ICT consultant group record improved support. EAZ links strengthened and an LEA ICT Whiteboard project launched in April 2002. ICT a priority area within EDP2. 	<ul style="list-style-type: none"> Recommendation completed by January 2002. 	<p>100%</p> <p>Substantial progress focusing support on schools made in last 18 months.</p>
6	Quicken development of an Intranet and County Website. (Lead Officer: Martin Fowler)	<ul style="list-style-type: none"> Core Internet site implemented with basic information for parents and site visitors, secure area with core information for schools and INSET activities held on searchable database. 	<ul style="list-style-type: none"> Broadband document distributed to schools in April 2002. 4 high schools on broadband. Anticipate all high schools on broadband by the end of June 2002. Education website provides some intranet functionality (links to schools etc). The Council's Intranet implemented in September 2002. 	<ul style="list-style-type: none"> Education's intranet (Grid for Learning) implemented in January 2003. All high schools on broadband by end of July 2003 and large number of primary 	<p>100%</p> <p>Major progress in past year.</p>
7	Further support high schools to improve boys' performance in English at KS3. (Lead Officer: Ted St George)	<ul style="list-style-type: none"> A major part of the Key Stage 3 strategy for English and maths. Consultants working with identified phase 1 schools. 	<ul style="list-style-type: none"> Value added data for schools included information on boy's outcomes for 2002. Results available and in use 	<ul style="list-style-type: none"> Summer 2003 shows boys' performance in English still 12% below girls (63% to 75%) and slightly above that of girls in maths (77% to 76% and science (77% to 73%). Little change since 2001 	<p>100%</p> <p>Much improved use of data, but gap between boys' and girls' performance still very wide.</p>

	Recommendation	Progress to August 2001	Progress to August 2002	Progress to August 2003	% Overall Progress
8	Further develop use of data for school monitoring. (Lead Officer: Ted St George)	<ul style="list-style-type: none"> • More detailed information provided to schools. • Project levels/grades per pupil based on prior attainment. • More information based on value added. • Continuous improvements are being made year on year. 	<ul style="list-style-type: none"> • Completed by September 2001 – ongoing annual improvements 	<ul style="list-style-type: none"> • Further development of value-added data • Provision of individual pupil data 	<p>100% Continuing need to maintain.</p>
9	Sharpen the criteria for identifying schools causing concern. (Lead Officer: Ted St George)	<ul style="list-style-type: none"> • New policy and profile adopted in September 2001. • Policy included as a major part of EDP2. 	<ul style="list-style-type: none"> • Completed by October 2001 	<ul style="list-style-type: none"> • Completed by October 2001 	<p>100% Need to give further weighting to SEN/inclusion issues.</p>
10	Take prompt action to support schools causing concern. (Lead Officer: Ted St George)	<ul style="list-style-type: none"> • The percentage of schools causing concern below 3% and falling: EDP2 targets a further decline. • Inspection team managed rigorously on a partnership schools basis. 	<ul style="list-style-type: none"> • Completed by October 2001. Constant monitoring required 	<ul style="list-style-type: none"> • No longer any school in a negative Ofsted category 	<p>100% Constant monitoring required</p>
11	Implement a Management Development Strategy for middle managers in high schools. (Lead Officer: Ted St George)	<ul style="list-style-type: none"> • INSET programme effective but Senior Inspection secondment has reduced review cycle: external consultant working with Middle managers in High Schools. • Strategy in place and a roll out programme training middle managers implemented. 	<ul style="list-style-type: none"> • Completed by June 2002 	<ul style="list-style-type: none"> • Arrangements still in place. • Programme has now involved all middle managers other than very recently appointed 	<p>100% Programme continues</p>

	Recommendation	Progress to August 2001	Progress to August 2002	Progress to August 2003	% Overall Progress
12	<p>Improve processes for disseminating good practice to schools.</p> <p><i>(Lead Officer: Ted St George)</i></p>	<ul style="list-style-type: none"> • EDP2 includes a range of activities such as ASTs, Beacon and Specialist schools, etc. • The EDP replaced the summary booklet for schools as a priority. However, the document will still be issued during 2002/2003. 	<ul style="list-style-type: none"> • Completed by April 2002 	<ul style="list-style-type: none"> • Arrangements still in place. • Excellence cluster replacing EAZ 	<p>100%</p> <p>Good progress, but various strands need to be kept together</p>
Recommendations on Strategic Management					
13	<p>Develop a coherent ICT strategy for schools.</p> <p><i>(Lead Officer: Martin Fowler)</i></p>	<ul style="list-style-type: none"> • ICT booklet for Schools published. • Beacon school good practice recognised and used as a model. • Broadband structure defined and distributed to schools. 	<ul style="list-style-type: none"> • A draft plan drawn up and under review by IT services December 2003 	<ul style="list-style-type: none"> • ICT booklet for schools published • Draft plan distributed to schools for consultation in Summer 2003. Plan being amended as required for publication by July 2004. 	<p>80%</p> <p>Substantial progress made in last 18 months</p>
14	<p>Improve evaluation of activities in the Directorate, especially the EDP.</p> <p><i>(Lead Officer: Ted St George)</i></p>	<ul style="list-style-type: none"> • Evaluation of EDP1 complete. 	<ul style="list-style-type: none"> • EDP2 accepted by the DfES as a good plan, March 2002. • EDP2 contains an enhanced evaluation process. 	<ul style="list-style-type: none"> • Completed by April 2002 but continuing efforts to maintain and improve. 	<p>100%</p> <p>Need to further develop link to Council performance management system</p>
15	<p>State resource commitments clearly in action plans.</p> <p><i>(Lead Officer: George Salmon)</i></p>	<ul style="list-style-type: none"> • Management Team agreed resource allocations for supplementary plans. 	<ul style="list-style-type: none"> • Resource commitments now clearly stated in SEN and Ofsted action plans. 	<ul style="list-style-type: none"> • Resource commitments reflected in the Education Business Plan for 2003/06. 	<p>100%</p> <p>Substantial improvement in specification of resource commitments</p>

	Recommendation	Progress to August 2001	Progress to August 2002	Progress to August 2003	% Overall Progress
Recommendations on Special Education					
16	Improve the strategic policy document for special education. (Lead Officer: Peter Lane)	<ul style="list-style-type: none"> New SEN manager appointed, September 2001. 	<ul style="list-style-type: none"> SEN policy document consultation completed. Draft Policy and results of the consultation exercise were submitted to Education Monitoring & Scrutiny Committee and approved on 16 May 2002. The policy published and distributed in September 2002. 	<ul style="list-style-type: none"> Completed by September 2002 	<p>100%</p> <p>Will need to be amended as new policy emphasises develop.</p>
17	Improve monitoring of funds delegated to schools for statemented pupils. (Lead Officer: Peter Lane)	<ul style="list-style-type: none"> Two approaches piloted. Process updated and further consultation on revised model with a sample of schools. 	<ul style="list-style-type: none"> The initial data collection March 2002. The exercise identified the need to increase monitoring to a wider, value for money exercise. SEN pupil's progress now being monitored through both IASPS and CASS. 	<ul style="list-style-type: none"> Initially completed March 2002. Ongoing process. Some loss of continuity following resignation of monitoring officer in summer 2003 with replacement not expected until New Year. 	<p>75%</p> <p>Needs to be fully embedded</p>
18	Develop single point of contact on SEN services. (Lead Officer: Peter Lane)	<ul style="list-style-type: none"> This formed part of the consultation with schools as related to Recommendation 16. 	<ul style="list-style-type: none"> Target moved to July 2002 come into line with the ratification of the SEN Policy. Mechanisms proposed 	<ul style="list-style-type: none"> Mechanisms in place by July 2003 for commencement in Autumn Term 2003. 	<p>90%</p> <p>Full use by all schools now needs to be established</p>

	Recommendation	Progress to August 2001	Progress to August 2002	Progress to August 2003	% Overall Progress
19	Develop a single support service database on SEN and pupil progress. <i>(Lead Officer: Peter Lane)</i>	<ul style="list-style-type: none"> Detailed specification of needs developed. Products and operations in other LEAs investigated. Product decided December 2001. 	<ul style="list-style-type: none"> Decision to purchase a core pupil database prior purchasing the SEN module taken in January 2002. Core pupil database purchased and in use in March 2002. Funding for SEN module isolated and suitable software package identified – December 2002. 	<ul style="list-style-type: none"> Database software been purchased March 2003 Additional staff to support the database achieved from internal reorganisation and re-training. 	75% Technical support needs to be enhanced and all data inputted, with training continued
20	Circulate details of SENCO network arrangements to schools. <i>(Lead Officer: Fran Jones)</i>	<ul style="list-style-type: none"> Details circulated in Spring 2001. 		<ul style="list-style-type: none"> Update distributed in January 2003 further update planned for January 2004. 	100% Details revised annually
Recommendations on Access					
21	Revise School Organisation Plan to include PRU accommodation. <i>(Lead Officer: George Salmon)</i>	<ul style="list-style-type: none"> SOP revised and updated 	<ul style="list-style-type: none"> Approval to SOP in February 2002 from School Organisation Committee Published in March 2002. 	<ul style="list-style-type: none"> Completed March 2002 	100% SOP revised annually

	Recommendation	Progress to August 2001	Progress to August 2002	Progress to August 2003	% Overall Progress
22	Establish a centrally held database on attainment of ethnic minority pupils. <i>(Lead Officer: Martin Fowler)</i>	<ul style="list-style-type: none"> Document on Dealing with Racial Harassment drafted following extensive consultation with stakeholders. 	<ul style="list-style-type: none"> PLASC database implemented by January 2002. Phase 1: PLASC data containing reliable ethnicity information loaded onto the central database in July 2002, as were summer 2002 attainment results. Trial results available December 2002 	<ul style="list-style-type: none"> Phase 2: Attainment of ethnic minority pupils for 2002/2003 will be available in December 2003. 	<p>90%</p> <p>Database needs to be tested through day to day use</p>
23	Develop strategies to prevent and address racism. <i>(Lead Officer: Dennis Longmore)</i>	<ul style="list-style-type: none"> Document on Dealing with Racial Harassment drafted following extensive consultation with stakeholders. 	<ul style="list-style-type: none"> Dealing with Racist Harassment in schools Spring 2002. Briefing given to Headteachers on the implications of the Race Relations (Amendment) Act 2000 in May 2002. Training for LEA personnel March 2002. 	<ul style="list-style-type: none"> Regular advice to schools via CASS Newsletter. IT database in place and regularly collecting data. 	<p>90%</p> <p>Need to establish system of regular returns (including 'nil' returns) by schools in order to ensure full reporting of incidents</p>
24	Implement a cohesive policy on social inclusion, including procedures to counter racism and promote understanding of other cultures and beliefs. <i>(Lead Officer: Dennis Longmore)</i>	<ul style="list-style-type: none"> Overarching policy on inclusion in draft form. 	<ul style="list-style-type: none"> Training for LEA personnel March 2002. Dealing With Racial Harassment – Guidance for Schools distributed and published in spring 2002. 	<ul style="list-style-type: none"> Policy on Inclusion undergoing consultation and drafting 	<p>80%</p> <p>Draft policy reported to Education Scrutiny Committee, Oct 2003.</p>

COMPLAINTS, COMPLIMENTS 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 1st July 2003 to 31st October 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 July 2003 to the end of October 2003, complaints and formal appeal requests have been as follows –

Service Area	Complaints	Appeal requests
Transport	5	
Pupil Admissions	-	13
Early Years Provision	2	
Pupil Exclusions (permanent)	-	0
Special Education	3	1
Other Children's Services issues	1	
Personnel	1	
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. Thirteen complaints were received during the period. 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 5 complaints about transport during the period to end of October – 2 related to eligibility for transport, 2 to the operation of a particular service and the other to the arrangements for a particular child. Four of the complaints have been resolved and the fifth is still under discussion.
8. **Pupil Admissions** There were no complaints during the period about pupil admissions, though there were 13 appeals (see paragraph 17 below).
9. **Early Years** The 2 complaints concerned eligibility of Herefordshire children at early years settings in neighbouring LEAs. Both have been resolved by explanation.
10. **Exclusions** There were no complaints about exclusions.
11. **Special Education** 2 of the 3 complaints on Special Education related to problems concerning placement in a particular school and have now been resolved. The third concerns an administrative and procedural matter which the complainant has now referred to the Chief Executive.
12. **Other Children's Services Issues** 1 complaint related to pupil behaviour at a particular school.

Personnel

13. The 1 complaint concerned criteria for early retirement, and was resolved by explanation.

Miscellaneous

14. The remaining complaint, which has been resolved, related to a delayed invoice payment by an individual school.

Compliments

15. One compliment was received, via a Councillor, for a successful placement of a child in early years education.

Formal Appeals

16. Pupil admissions and SEN appeal requests are dealt with according to formal statutory procedures involving independent appeals arrangements.
17. The 13 appeals for pupil admissions relate to in-year admission to primary and secondary schools. The 5 requests for primary school places have been heard and 4 of the appeals were successful. The 8 appeals for high schools have also been heard, with 2 upheld. In each of the 6 cases upheld, the Panel accepted the Council's assessment that the relevant school was full, but allowed the appeal in response to individual family circumstances.
18. There has been 1 appeal for statutory SEN assessment which has 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.

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

Countywide

Purpose

1. To outline the range of business that it is anticipated the Committee will need to consider during the coming financial year 2003/04.

Financial Implications

2. None.

Report

3. The Chairman, and the Strategic Monitoring Committee, have suggested that the Committee should regularly consider the possible agendas for forthcoming meetings. The aim is to improve the planning of the Committee's business and to ensure that individual meetings have the appropriate amount and balance of business.
4. Appendix 1 lists the wide range of matters that will need to be reported to the Committee in the coming year, with a provisional indication of the particular meetings at which individual items will most appropriately be considered.

RECOMMENDATION

THAT the Committee is invited to amend the list of potential agenda items, and the proposed timing.

BACKGROUND PAPERS

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

SUBJECT	Date	Lead Officer
Policy issues		
1. Monitoring of SEN banding proposals (and extension to high schools)	January 2004	AH/PL
2. Review of school catchment areas (Kingstone, Much Birch, Ewyas Harold)	Autumn 2004	MCh
3. LMS changes for 2004/05	January 2004	EO
4. Business Plan	Regular reports across the year	EO
5. IT Technical Support to Schools – progress monitoring and future strategy	January 2004	TSG/MF
6. Social Inclusion and Multi-Cultural Education Policy	Autumn 2003	DL
7. Teachers' Workload Agreement – monitoring of progress	Summer 2004	TSG/NA
8. Home to school/college transport - Review of discretionary areas of policy, progress report	Spring 2004	EO/GS/MCh/AB
9. Policy on Education for 14-19 age group	Spring 2004	TSG
10. Policy and procedures for placing excluded pupils in alternative schools	Spring 2004	AH
11. Service Level Agreements with Schools	January 2004	GS
Best Value		
12. Monitoring of Best Value Improvement Plans	Spring 2004	TSG/GS/SH
13. BVRs (IASPS and SEN)	Spring 2004	EO/SH
Monitoring items		
14. School Admissions – progress report	Spring 2004	GS/MCh
15. Local Public Service Agreements – progress monitoring	Regular reports across the year	GS/AH/TSG
16. Pupil Performance in exams and assessments Summer 2003	Spring 2004/Autumn 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. ICT Technical Support	January 2004	TSG
22. Herefordshire Ambition Plan and Business Plan – progress monitoring	January 2004	GS/SH
Information items		
23. 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

