

Children and Young People Overview and Scrutiny Committee

2 February, 2011

Agenda

A meeting of the Children and Young People Overview and Scrutiny Committee will take place at the **SHIRE HALL, WARWICK** on **WEDNESDAY, 2 FEBRUARY, 2011** at **10.00 am**.

The agenda will be:-

1. General

- (1) **Apologies for Absence**
- (2) **Members' Declarations of Personal and Prejudicial Interests**

Members are reminded that they should declare the existence and nature of their personal interests at the commencement of the item (or as soon as the interest becomes apparent). If that interest is a prejudicial interest the Member must withdraw from the room unless one of the exceptions applies.

Membership of a district or borough council is classed as a personal interest under the Code of Conduct. A Member does not need to declare this interest unless the Member chooses to speak on a matter

The public reports referred to are available on the Warwickshire Web
www.warwickshire.gov.uk/committee-papers

relating to their membership. If the Member does not wish to speak on the matter, the Member may still vote on the matter without making a declaration.

- (3) **Minutes of the Children and Young People Overview and Scrutiny Committee meeting held on 8 December 2010**
- (4) **Chair's Announcements**

2. Public Question Time (Standing Order 34)

Up to 30 minutes of the meeting is available for members of the public to ask questions on any matters relevant to the business of the Children and Young People Overview and Scrutiny Committee.

Questioners may ask two questions and can speak for up to three minutes each.

To be sure of receiving an answer to an appropriate question, please contact Ann Mawdsley on 01926 418079 or e-mail annmawdsley@warwickshire.gov.uk at least five working days before the meeting. Otherwise, please arrive at least 15 minutes before the start of the meeting and ensure that Council staff are aware of the matter on which you wish to speak.

3. Questions to the Portfolio Holder

Up to 30 minutes of the meeting is available for Members of the Committee to put questions to the Portfolio Holder (Councillor Heather Timms (Children Young People and Families)) on any matters relevant to the Children and Young People Overview and Scrutiny Committee's remit and for the Portfolio Holder to update the Committee on relevant issues.

4. The Implications for Local Authorities of the DfE White Paper "The Importance of Teaching"

Report of the Strategic Director of Children Young People and Families

This paper is a summary of the key issues in the White paper "The Importance of Teaching" and highlights the main implications for local authorities.

Recommendation

That the Overview & Scrutiny Committee:

The public reports referred to are available on the Warwickshire Web
www.warwickshire.gov.uk/committee-papers

- note the implications of the White Paper “The Importance of Teaching” and consider what further actions may be needed by the Authority in response.

For further information please contact Bob Hooper, Head of School Improvement, Tel: 01926 742008 E-mail bobhooper@warwickshire.gov.uk.

5. Report on School Performance 2010

Report of the Strategic Director for Children, Young People and Families.

This paper is a summary of the attainment of pupils in Warwickshire in 2010 public examinations. It highlights differences in performance across the county. It also draws on Ofsted inspection data and compares Ofsted judgements on Warwickshire schools with those seen nationally.

Recommendation

That the Overview & Scrutiny Committee:

- note the improvements in attainment achieved by pupils in Warwickshire schools,
- note that Warwickshire schools are generally found to be performing better than schools elsewhere in England,
- note that there remains significant variance in performance across the county with North Warwickshire performing less well than other areas,
- endorse the continuing priority focus to narrow the gaps in attainment across the County.

For further information please contact Bob Hooper, Head of School Improvement, Tel: 01926 742008 E-mail bobhooper@warwickshire.gov.uk.

6. Work Programme 2010-11

Report of the Strategic Director of Customers, Workforce and Governance.

The Children and Young People Overview and Scrutiny Committee is asked to consider its work programme.

Recommendation

That the Children and Young People Overview and Scrutiny Committee considers the draft work programme at Appendix 1 and amends as appropriate.

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The public reports referred to are available on the Warwickshire Web
www.warwickshire.gov.uk/committee-papers

For further information please contact Jane Pollard, Democratic Services Manager, Tel: 01926 412565 E-mail janepollard@warwickshire.gov.uk.

7. Any Other Items

Which the Chair decides are urgent.

Jim Graham
Chief Executive

Children and Young People Overview and Scrutiny Committee Membership

County Councillors:- Peter Balaam, Carol Fox, Robin Hazelton, Julie Jackson, Tilly May Mike Perry, Clive Rickhards, Carolyn Robbins, John Ross, June Tandy (Chair)

Cabinet Portfolio Holder:- Councillor Heather Timms (Children, Young People and Families)

Church Representatives:- Mr Joseph Cannon, Dr Rex Pogson

Parent Governor Representatives:- John Liddamore and Alison Livesey

The reports referred to are available in large print if requested

General Enquiries: Please contact Ann Mawdsley on 01926 418079

E-mail: annmawdsley@warwickshire.gov.uk

Enquiries about specific reports: Please contact the officers named in the reports.

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The public reports referred to are available on the Warwickshire Web
www.warwickshire.gov.uk/committee-papers

Minutes of the Meeting of the Children and Young People Overview and Scrutiny Committee held on 8 December 2010

Present:-

Members of the Committee	Councillor	Peter Balaam
	“	Robin Hazelton
	“	Julie Jackson
	“	Tilly May
	“	Mike Perry
	“	Clive Rickhards
	“	Carolyn Robbins
	“	John Ross
	“	June Tandy (Chair)

Parent Governor Representatives

Alison Livesey

Invited Representatives

Chris Smart (Governor Representative)
Diana Turner (Governor Representative)

Other County Councillors

Councillor Heather Timms (Portfolio Holder
for Children, Young People and Families)

Officers

Dave Abbott, Assistant to Political Group (Liberal Democrat)
Mark Gore, Head of Service, Learning and Achievement
Anne Hawker, Headteacher for the Virtual School for Children in
Care
Geoff King, Head of Service, Commissioning Planning &
Partnerships Division
Gill Mullis, Senior Finance Officer
Jane Pollard, Democratic Services Manager
Simon Smith, Strategic Finance Manager
Paul Williams, Overview and Scrutiny Officer

1. General

The Chair informed the committee of the resignation from the steering group of the Warwickshire Governors' Association of Claire Sangster. Claire's involvement with the committee has ended as well. The Chair expressed her appreciation of Claire's contributions to the committee and it was agreed that a letter should be sent from the Chair to Claire expressing that appreciation.

(1) Apologies for absence

Apologies for absence were received on behalf of Councillor Carol Fox and Dr Rex Pogson.

(2) Members Declarations of Personal and Prejudicial Interests

Councillor Clive Rickhards declared a personal interest for his work at the Keresley Centre ((Item 7).

Councillor Julie Jackson declared a personal interest as her daughter currently uses post 16 transport. (Item 8). In addition she declared an interest as a school governor (Item 6)

Councillor Perry declared an interest as a school governor (Item 6)

(3) Minutes of the Children, Young People and Families Overview and Scrutiny Committee meeting held on 20 October 2010

The minutes of the meeting held on 20 October 2010 were agreed as correct and were duly signed by the Chair.

Matters Arising

None

(4) Chair's Announcements

None

2. Public Question Time (Standing Order 34)

There were no public questions.

3. Questions to the Portfolio Holder

Councillor Robbins noted that on 16th December 2010 Cabinet will consider a report on primary school places in Warwickshire. She asked for assurance from the Portfolio Holder that there will be sufficient primary school places available to Warwickshire children in 2013. The Portfolio Holder informed the committee that she could not provide guarantees but sought to reassure members that work was already underway aimed at ensuring that sufficient accommodation will be available. This may involve the recommissioning of currently unused classrooms and the allocation of a limited capital amount to allow for new or refurbished accommodation to be provided.

Councillor Hazleton asked whether funds will be available to allow for the merger of Dunchurch Infants School and Dunchurch Primary School. The Portfolio Holder informed the meeting that whilst no funds were available to allow a full merger governors of the two schools were considering a federation of the two schools.

Councillor Perry asked what systems were in place or likely to be put in place to allow for demand for school places to be accurately assessed following the abolition of Regional Spatial Strategies. He was informed that the council currently uses birth data to forecast demand. Councillor Perry then asked whether there is any evidence of the success Warwickshire pupils have in obtaining a place at university. The reply was that the council only monitors NEETs (Not in Education, Employment or Training) data. Councillor Timms added that the authority's concern is to help pupils attain the best results they can at school.

Returning to the issue of primary school places Chris Smart asked whether the emerging pressure for places will be taken account of when considering revisions to the Denominational Transport Policy. The committee was informed that the policy was currently being consulted on and that account will be taken of all comments made up to closing date of 14th January 2011.

4. Statementing of Pupils

The report was presented by Geoff King who opened by explaining that it had been prompted by concerns raised during the recent scrutiny review of permanent school exclusions. He explained that concerns often arise because many people regard the statementing process as starting as soon as the school identifies that a pupil may be having problems. This is only the start of an incremental process that involves varying levels of intervention and support. Geoff King was also keen to emphasise that assessment does not always result in a statement. It is in effect the consideration of whether a statement is needed or not. The Chair thanked Geoff King for introducing the report adding that as well as being commented on during the review into school exclusions the matter of perceived delays was also picked up during the recent review of the Pupil Reintegration Unit.

There then followed a discussion during which the following questions were asked and points made. Whilst he acknowledged the need for a due process Councillor Balaam asked whether it was possible to streamline it. In reply Geoff King noted that the 6 week initial period between which a request for an assessment is made and the local authority decided to undertake one is a minimum. The 10 weeks that elapse between the decision to undertake the assessment and the assessment itself is for practical reasons quite tight. This is because a number of agencies and professionals have to become involved. The point was also made that schools have funds that enable them to provide support during this period. This means that the pupil is not left waiting. The key is to ensure that intervention is made as early as possible.

Chris Smart noted that a critical time for many pupils is when they transfer from year 6 (primary) to year 7 (secondary). In reply the committee was informed that problems often arise because of the

context and culture of secondary schools. Work is being done with Headteachers to make the transition less traumatic. Currently the Early Intervention Service has a budget of £1m to assist vulnerable children through transition.

Councillor Robbins repeated the concerns that it can take up to 6 months to secure adequate support for some children. The committee was told that North Leamington School is currently piloting a scheme whereby it has received an advance on Special Education Needs funds. The school can use these funds to put early intervention measures in place and so avoid greater problems later on. Alison Livesey noted that difficulties arise when parents/carers and schools disagree on a course of action. Parents/carers have a right to request an assessment even if the school does not support them. It was however acknowledged in the meeting that conflicts are rare.

In instances when an assessment is made but the decision is taken not to statement a pupil this will go on their personal record and will move around with the pupil. All parents/carers have access to this information.

Councillor Jackson noted that a pupil can potentially be on School Action Plus for many years. She asked whether a parent/carer can request a shortening of the 6 week lead-in but was informed they could not.

Councillor Balaam asked how the system of assessment and statementing will be affected by the current financial challenges being faced. He was informed that whilst the service will be affected schools (which are already becoming more autonomous) are able to buy in services if they have a pupil who they consider needs assistance.

Councillor May asked about Learning and Support Units and was informed that 8 out of 37 secondary schools countywide have them.

The Chair returned to the role of health professionals in the assessment process and expressed concern that it might be these partners that are causing delays. In reply the committee was informed that whilst response rates by these agencies used to be poor (30% on time) this figure is now 97%. In response to a question from the Chair concerning the future impact of GP commissioning the committee was informed that this may not be an issue depending on what the anticipated Special Education Needs Green Paper says.

It was resolved that:

The committee will consider the issues raised in this report in the light of the Green Paper on Special Educational Needs at its meeting in April 2011.

5 The Education of Children in Care in Warwickshire

This item was introduced by Anne Hawker the Headteacher for the Virtual School for Children in Care. Anne explained that there is now a statutory duty for local authorities to have a senior officer or Headteacher to monitor the progress of children in care. The committee was told that looked after children are not necessarily naughty children. Support covers people aged 3 to 25 (although those aged 19 to 25 only qualify for guidance and advice). Every effort is made to avoid children in care being permanently excluded. In 2008 10 children in care were permanently excluded from school. The figure is currently 1. This reduction has been achieved by the provision of intensive support and a general desire to keep young cared for people in school.

It is normally expected that around 25% of children in care will have statements. However in some cohorts this figure is as big as 38%. There is a heavy emphasis on Key Stage 4 attainment (5 GCSEs grade A* - C including English and Mathematics). In general asylum seekers are excluded from the figures but asylum seekers that are classified as "cared for" are not. With the challenges these people face with English and Maths the performance figures are inevitably low. It was conceded that some illegal exclusions do occur but these are very rare at primary level. The number of asylum seekers increased in recent years but has levelled off now.

The committee was informed that the service was facing a 40% reduction in its budget and that this will impact on service delivery. For example, in future, looked after children who are currently educated out of county may only receive arms length support whereas they currently receive regular visits from Warwickshire staff. The point was made, however, that children will continue to receive good support regardless of their ability. The key is that they should find a positive destination be it in education, training or employment. Presently that figure is 89%.

Most children in care are not aware of the virtual school. They have a mainstream Headteacher but know they can obtain support from their Area Lead if they need it. Carers are more aware of the virtual school.

Some pupils are provided with private tuition. This recognises that in the absence of family support they may benefit from additional support.

It was resolved that;

The committee notes and welcomes the support offered by the Virtual School to children in care in Warwickshire.

6 Profile of Special Education Needs

Geoff King introduced this report explaining that it had arisen as the result of a request from the task and finish group examining permanent school exclusions.

Members noted that financial information on in-county schools was absent from the report and it was agreed that Geoff King would send this to members.

The committee was informed that some out of county placements were as far away as Cumbria. There is a belief amongst some people that residential care is necessary. However this is often only the case when distances make it a requisite. In response to a question from Councillor Balaam the committee was informed that out of county placements are often prompted by a lack of capacity in Warwickshire. In addition some facilities in Warwickshire are in the wrong location. For example River House would be better located in the north of the county.

It was resolved that:

That the Committee notes the contents of the report and supports the Local Authority in implementing the priorities proposed in new legislation to work in collaboration with schools.

7 Feedback from PRU Select Committee

This item was introduced by the Chair who emphasised the need to act promptly on this matter. Members had previously been circulated with the executive summary of the report on the select committee meeting held on 24th November 2010.

Chris Smart expressed some concern that there were two issues that the select committee had not apparently considered. These related to the operating hours of the Pupil Reintegration Unit (PRU) and the cost of operating the PRU. It was pointed out that the briefing note circulated previously had covered these issues although it was conceded that it did not explore why the situation had arisen. It was agreed that Geoff King should find answers to Chris Smart's concerns and bring them to the next meeting of the committee.

There then followed a discussion about the cost of implementing the changes to the PRU. It was generally acknowledged that more efficient working and a reduction in the number of teaching and learning centres would realise savings to be spent in implementing other recommendations. It was acknowledged that if schools are to establish LSUs they will need to identify accommodation and staff resources. Again, however it was felt that support for this could come from savings made by changes to the PRUs. the Chair was keen to emphasise that any money saved by restructuring must not be diverted elsewhere.

Councillor Rickhards called for an additional recommendation seeking to encourage the development of further Learning Support Units. The committee agreed to this. (See resolution at end of this item).

Diana Turner observed that as a governor she has previously sent information to the local authority regarding pupils. She was not however convinced that the information was acted on.

Councillor Ross moved, seconded by Councillor Hazelton and it was resolved:

That the Cabinet:

- (1) Authorises the Strategic Director of Children, Young People and Families to take immediate action to
 - (a) restructure the whole of the PRU service including a reduction in the number of centres from 4 to 2 no later than the commencement of the September 2011 term. There should be one centre in the North and one in the Central area.
 - (b) consult with the Strategic Director of Resources to identify possible alternative sites, particularly for the Keresley Centre, and to bring proposals forward to Cabinet at the earliest opportunity.
 - (c) secure proper provision for the teaching of science at all the PRU centres to ensure that pupils receive their educational entitlement.
 - (d) ensure there is provision for a hot meal at each of the PRU centres as a matter of urgency
 - (e) ensure that from September 2011 the 2 centres should be available for KS3 and 4 pupils only and have adequate provision for English, Maths and Science on site supported by adequate ICT facilities.
 - (f) come forward with recommendations to Cabinet for alternative arrangements as a matter of urgency to ensure that primary school children are not accommodated within the PRU from September 2011 onwards.
- (2) Asks the Lead Portfolio Holder Children, Young People and Families in consultation with the Strategic Director of Children, Young People and Families to put forward proposals to Cabinet before the end of January 2011 for a Strategic Plan to meet the needs of excluded pupils or those at risk of exclusion which includes different and separate alternative provision for excluded primary school children.

The Strategic Plan should be supported by a business case and a plan for implementation

- (3) Authorises the Strategic Director of Children, Young People and Families to put in place arrangements in consultation with Heads of Primary and Secondary Schools and the Area Behaviour Partnerships to ensure in the short-term there are standing arrangements for
 - (a) A CAF to be carried out where a pupil is at risk of exclusion
 - (b) the Head of PRU/Head of Centre to be invited to every CAF Assessment where there is the possibility of permanent exclusion
 - (c) the PRU has contact details for a person who can give an informed view of the pupil on the referral to the PRU following exclusion
- (4) Asks the Strategic Director of Children, Young People and Families to develop an information passport to improve the information being passed from schools to the PRU and from the PRU to schools.
- (5) Asks the Strategic Director of Children, Young People and Families to actively encourage the development of Learning Support Units in secondary schools in consultation with Headteachers and the Area Behaviour Partnerships
- (6) That progress on implementing these recommendations should be reported to the Children and Young People Overview and Scrutiny Committee within 6 months.

8. Work Programme 2010-11

The Chair reminded the committee that the meeting considering pupil attainment scheduled for 2nd February 2010 will last all day. Following a suggestion from Jane Pollard it was also agreed that the committee will consider a report on the Education White Paper on 2nd February. Councillor Hazleton noted that he was due to attend a training course on the afternoon of the 2nd February and the Chair suggested that it may be necessary to see about moving the date of the course.

9. Any Other Items

There were no urgent items.

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Chair

The Committee rose at 12:17 p.m.

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview and Scrutiny Committee

Date of Committee 2 February 2011

Report Title The Implications for Local Authorities of the DfE White Paper “The Importance of Teaching”

Summary This paper is a summary of the key issues in the White paper “The Importance of Teaching” and highlights the main implications for local authorities.

For further information please contact: Bob Hooper
Head of School Improvement
Tel: 01926 742008
bobhooper@warwickshire.gov.uk

Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

CONSULTATION ALREADY UNDERTAKEN: Details to be specified

Other Committees

Local Member(s)

Other Elected Members CYP&F O&S Chair & Vice Chair
Cllr June Tandy
Cllr John Ross

CYP&F O&S Spokespersons
Cllr Peter Balaam - – *Comments incorporated*
Cllr Carolyn Robbins

Cabinet Member For information:
Cllr Heather Timms – CYP&F Portfolio Holder

- Other Cabinet Members consulted
- Chief Executive
- Legal Fay Ford – *No comments*
- Finance David Clarke, Strategic Director – Resources
- Other Strategic Directors
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Jane Pollard, Overview and Scrutiny Manager

FINAL DECISION **NO**

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet
- To an O & S Committee
- To an Area Committee
- Further Consultation

Children and Young People Overview and Scrutiny Committee – 2 February 2011

The Implications for Local Authorities of the DfE White Paper “The Importance of Teaching”

Report of the Strategic Director for Children, Young People and Families

Recommendation:

That the Overview & Scrutiny Committee:

- note the implications of the White Paper “The Importance of Teaching” and consider what further actions may be needed by the Authority in response.

1. Purpose of this Report

- 1.1 The Government has set out its proposals for radically transforming the education system in the White paper, “The Importance of Teaching”, published in November 2010. A summary of the proposals can be found in **Appendix 1** along with a copy of the presentation that will be given to the Committee. This paper will concentrate on the issues that particularly affect the Local Authority and that require Member consideration and issues affecting Council policy.

2. Increasing School Autonomy

- 2.1 It is the view of the Department for Education (DfE) that outcomes for children are best served through; increasing the autonomy for individual schools to run their own affairs, reducing regulation and lessening the bureaucratic burden. As well as increased freedoms for schools the Government intends to strengthen further school accountability by increasing the amount of information that is published regarding school performance.
- 2.2 Consequently the White Paper increases the opportunities for more schools to become academies or free schools. It encourages outstanding and good schools to apply to become academies and those judged as satisfactory by Ofsted also to apply in conjunction with an outstanding school. Local Authorities are encouraged to promote academy status for any schools that requires special measures or where attainment is low.

- 2.3 Local Authorities are encouraged to work with interested parties locally to establish free schools in future where new schools are needed. Free Schools are very similar to academies in status, the difference being that Free Schools are new schools while academies are schools that have changed their status.
- 2.4 Warwickshire has taken a neutral stance on academy status leaving the decision to individual schools. The Department would like Authorities to promote academy status. The White Paper speaks about “when all schools become academies”. As I understand it the top slice is not applied proportionately to the number of schools becoming academies in the LA. Instead, it is a flat-rate academies adjustment to all top tier Las’ Formula Grant. A number of secondary schools have already applied to become an academy and others are investigating the matter. It is likely nine of the thirty six secondary schools in Warwickshire will become academies within this academic year. Primary schools have shown much less interest and none have yet applied to become an academy, but they also incur additional responsibilities.
- 2.5 Academies receive additional funding over and above the allocation of resources to them through the Local Authority funding formula to enable them to undertake certain responsibilities carried out on behalf of non-academies by the Local Authority. Currently those additional resources are substantial; an individual secondary school could expect to receive, under the current formula, approximately £500,000 per year. However, the Department for Education is reviewing the formula and it is possible that in future years the additional resources made available to academies may be less. The additional funding is provided directly by government from resources top-sliced from the resources made available to all authorities.

3. The Changing Role of the Local Authorities

- 3.1 The Government envisages a different role for authorities in future. Their view is that authorities must be the key strategic commissioner and planner of school places but may no longer choose to be the direct provider. Authorities are encouraged to shift their emphasis away from providing services to schools if these could be better done by commercial operator. As more schools become academies or free schools they will be funded directly and therefore have the choice where to purchase services at best value (as indeed do all schools.) A further continuing role for the LA is as a “champion for children and learners”.
- 3.2 The Local Authority does retain responsibility for ensuring that there are sufficient school places in the County. The places may be in an academy or free school rather than a maintained school. It is anticipated that the Authority has a strategic plan that gives maximum choice and opportunity for learners. However, the Authority may not, in future, maintain as many schools as now.

4. The Local Authority and School Improvement

- 4.1 The future role of Local Authorities with regard to quality assurance is not clear. The School Improvement Partner programme has been abolished which means that Local Authorities will have far less information about local school performance and consequently less opportunity to intervene swiftly when things go wrong. There is an increased risk of failure. Where a school is an Academy or a Free School the Local Authority will not be in a position to intervene to prevent or remedy failure.
- 4.2 The future model for school improvement is one that promotes school to school support. It is hoped that good schools will assist less successful ones or that successful ones will take over the leadership of weaker schools under a federated structure model where the successful school “brand” is shared. The Local Authority has a role in shaping and facilitating these arrangements rather than providing direct school improvement advice and guidance. Area Officers will have responsibility for monitoring the performance of all schools in each area of the County.
- 4.3 The Local Authority will need to act on behalf of all learners and challenge schools where necessary if there is evidence of poor provision. For example, the Authority may ask Ofsted to inspect a school (including Academies or Free Schools) if performance data suggests the pupils are not performing well enough.
- 4.4 The Authority will retain a smaller School Improvement team. The present advisory service will end and schools will need to purchase advice and guidance from other sources in future. The Authority will move to be a broker of services rather than having a centrally retained team that supports schools.

5. Special Needs and Vulnerable Groups of Pupils

- 5.1 At the time of writing we are awaiting a further White Paper setting out the Government’s proposals following their review of provision for pupils with special needs. Significant changes are expected although it is very likely that Local Authorities will retain their responsibilities for this. Special Schools are also able to become independent academies and this may affect the way we fund specialist provision.
- 5.2 The White Paper suggests that all schools have a responsibility for the education of all the pupils in their area. We will monitor closely the number of exclusions from Academies and Free Schools. The concern some parties have is that the move towards greater autonomy for some schools may mean that the maintained schools may be left shouldering a larger share of challenging children with less resource than at present.

5.3 The Government suggest that the Pupil Premium will play an important role in giving additional funding to those schools who have a higher proportion of children from poorer homes and in receipt of free school meals.

6. Funding

6.1 The Government believes that schools have been shown some protection with regard to their funding compared to other sectors. They also suggest the pupil premium will assist the improvement of provision for the most vulnerable. However, they also feel that the present arrangements for school funding is too variable across the Country and not transparent enough. The Government will review the present funding arrangements with a view to developing greater standardisation across the system.

6.2 The White Paper sets out how the Government plan to publish further details about how much money each school receives per pupil per year. In Warwickshire there are significant variations across schools in the Country in terms of funding per pupil. The cost of educating a pupil in a small primary school is significantly higher than a similar pupil in a larger school. This information will become more transparent in future.

6.3 The Government will end the disparity between the funding of post 16 students in schools and colleges. In the past post 16 students in schools have been funded at a higher rate. This difference will be phased out in the next three years and this will mean schools will receive less funding for their 6th forms than they have in the past. This will put additional pressure on small school 6th forms which will find it increasingly challenging to offer a wide range of courses of high quality in future.

6.4 The Government is reviewing its capital spending for schools following the ending of the Building Schools for the Future (BSF) programme. It is confident there will be a capital building programme but this will take account of the need for additional places and maintenance costs rather than major rebuilding plans.

MARION DAVIS
Strategic Director for Children,
Young People and Families

Saltisford Office Park
Ansell Way
Warwick

2nd February 2011

Executive Summary

1. We are fortunate that our school system has important strengths. But our commitment to making opportunity more equal means that we cannot shy away from confronting its weaknesses.
2. There are many outstanding school teachers and leaders. But teachers consistently tell us that they feel constrained and burdened, required to teach the same limited diet to successive classes of young people. Most children and young people behave well, but teachers consistently tell us that their authority to deal decisively with bad behaviour has been undermined. More children are participating in education for longer, but the curriculum they are following contains too much that is non-essential and too little which stretches them to achieve standards matching the best in the world.
3. More young people are achieving qualifications, but it is no coincidence that many of the qualifications which have grown in popularity recently are not those best recognised by employers and universities, but those which carry the highest value in school performance tables. Schools have become skilled at meeting government targets but too often have had their ability to do what they think is right for their pupils constrained by government directives or improvement initiatives. Schools have more money overall, but it is distributed unfairly, with too much consumed by bureaucracy, both local and national.
4. As a result, our school system performs well below its potential and can improve significantly. Many other countries in the world are improving their schools faster than we are. Many other countries have much smaller gaps between the achievements of rich and poor than we do. The very best performing education systems show us that there need be no contradiction between a rigorous focus on high standards and a determination to narrow attainment gaps between pupils from different parts of society; between a rigorous and stretching curriculum and high participation in education; or between autonomous teachers and schools and high levels of accountability. Indeed, these jurisdictions show us that we must pay attention to all of these things at once if our school system is to become one of the world's fastest improving. Even the best school systems in the world are constantly striving to get better – Singapore is looking again at further improving its curriculum, while Hong Kong is looking at ways in which it can improve its teacher training.
5. In England, what is needed most of all is decisive action to free our teachers from constraint and improve their professional status and authority, raise the standards set by our curriculum and qualifications to match the best in the world and, having freed schools from external control, hold them effectively to account for the results they achieve. Government should make sure that school funding is fair, with more money for the most disadvantaged, but should then support the efforts of teachers, helping them to learn from one another and from proven best practice, rather than ceaselessly directing them to follow centralised Government initiatives.

6. This White Paper sets out our plans for continuing to take the action that is urgently needed.

Teaching and leadership

7. All the evidence from different education systems around the world shows that the most important factor in determining how well children do is the quality of teachers and teaching. The best education systems in the world draw their teachers from among the top graduates and train them rigorously and effectively, focusing on classroom practice. They then make sure that teachers receive effective professional development throughout their career, with opportunities to observe and work with other teachers, and appropriate training for leadership positions.
8. So, we will:
- Continue to raise the quality of new entrants to the teaching profession, by: ceasing to provide Department for Education funding for initial teacher training for those graduates who do not have at least a 2:2 degree; expanding Teach First; offering financial incentives to attract more of the very best graduates in shortage subjects into teaching; and enabling more talented career changers to become teachers.
 - Reform initial teacher training, to increase the proportion of time trainees spend in the classroom, focusing on core teaching skills, especially in teaching reading and mathematics and in managing behaviour.
 - Develop a national network of Teaching Schools on the model of teaching hospitals to lead the training and professional development of teachers and head teachers, and increase the number of National and Local Leaders of Education – head teachers of excellent schools who commit to working to support other schools.
 - Sharply reduce the bureaucratic burden on schools, cutting away unnecessary duties, processes, guidance and requirements, so that schools are free to focus on doing what is right for the children and young people in their care.
 - Recognise that schools have always had good pastoral systems and understand well the connections between pupils' physical and mental health, their safety, and their educational achievement and that they are well placed to make sure additional support is offered to those who need it.

Behaviour

9. The greatest concern voiced by new teachers and a very common reason experienced teachers cite for leaving the profession is poor pupil behaviour. We know that a minority of pupils can cause serious disruption in the classroom. The number of serious physical assaults on teachers has risen. And poorly disciplined children cause misery for other pupils by bullying them and disrupting learning. It is vital that we restore the authority of teachers and head teachers. And it is crucial that we protect them from false allegations of excessive use of

10 The Importance of Teaching

force or inappropriate contact. Unless we act more good people will leave the profession – without good discipline teachers cannot teach and pupils cannot learn. So, we will:

- Increase the authority of teachers to discipline pupils by strengthening their powers to search pupils, issue same day detentions and use reasonable force where necessary.
- Strengthen head teachers' authority to maintain discipline beyond the school gates, improve exclusion processes and empower head teachers to take a strong stand against bullying, especially racist, homophobic and other prejudice-based bullying.
- Change the current system of independent appeals panels for exclusions, so that they take less time and head teachers no longer have to worry that a pupil will be reinstated when the young person concerned has committed a serious offence.
- Trial a new approach to exclusions where schools have new responsibilities for the ongoing education and care of excluded children.
- Improve the quality of alternative provision, encouraging new providers to set up alternative provision Free Schools.
- Protect teachers from malicious allegations – speeding up investigations and legislating to grant teachers anonymity when accused by pupils.
- Focus Ofsted inspection more strongly on behaviour and safety, including bullying, as one of four key areas of inspections.

Curriculum, assessment and qualifications

10. Raising the status of teachers and giving them renewed freedom and authority will make a significant contribution to improving schools. However, the best performing education systems also set clear expectations for what children must know and be able to do at each stage in their education, and make sure that the standards they set match the best in the world. Our system of curriculum, assessment and qualifications gives us the ability to do that in this country, but at present the National Curriculum includes too much that is not essential knowledge, and there is too much prescription about how to teach.
11. We need a new approach to the National Curriculum, specifying a tighter, more rigorous, model of the knowledge which every child should expect to master in core subjects at every key stage. In a school system which encourages a greater degree of autonomy and innovation the National Curriculum will increasingly become a rigorous benchmark, against which schools can be judged rather than a prescriptive straitjacket into which all learning must be squeezed.
12. So, we will:
 - Review the National Curriculum, with the aim of reducing prescription and allowing schools to decide how to teach, while refocusing on the core subject

knowledge that every child and young person should gain at each stage of their education.

- Ensure that there is support available to every school for the teaching of systematic synthetic phonics, as the best method for teaching reading.
- Ensure that there is proper assessment of pupils at each vital transitional stage of their education, to provide information to parents about how well their child has done and about the effectiveness of schools, and objective evidence for teachers: at age 6, a simple test of pupils' ability to decode words; at 11, as pupils complete primary education; and at 16 as pupils complete compulsory schooling.
- Introduce the English Baccalaureate to encourage schools to offer a broad set of academic subjects to age 16, whether or not students then go down an academic or vocational route.
- Hold an independent review of key stage two testing, seeking to retain a strong basis for accountability and information to parents and secondary schools, while alleviating the damaging effects of over-rehearsal of tests.
- Give the independent regulator, Ofqual, the task of making sure that exam standards in this country match the highest standards overseas.
- Reform vocational education so that it supports progression to further and higher education and employment, and overhaul our vocational qualifications following Professor Alison Wolf's review to ensure that they match the world's best.
- Raise to 17 by 2013 and then 18 by 2015 the age to which all young people will be expected to participate in education or training.

The new school system

13. Across the world, the case for the benefits of school autonomy has been established beyond doubt. In a school system with good quality teachers, flexibility in the curriculum and clearly established accountability measures, it makes sense to devolve as much day-to-day decision-making as possible to the front line.
14. In this country, the ability of schools to decide their own ethos and chart their own destiny has been severely constrained by government guidance, Ministerial interference and too much bureaucracy. While Academies and City Technology Colleges (CTCs) have taken advantage of greater freedoms to innovate and raise standards, these freedoms too have been curtailed in recent years. Meanwhile, it has been virtually impossible to establish a new state-funded school without local authority support, despite convincing international evidence of the galvanising effect on the whole school system of allowing new entrants in areas where parents are dissatisfied with what is available.
15. We want every school to be able to shape its own character, frame its own ethos and develop its own specialisms, free of either central or local bureaucratic

12 The Importance of Teaching

constraint. It is our ambition, therefore, to help every school which wishes to enjoy greater freedom to achieve Academy status. Some schools will not want to acquire Academy status just yet, others do not yet have the capacity to enjoy full Academy freedoms without external support or sponsorship. But our direction of travel is towards schools as autonomous institutions collaborating with each other on terms set by teachers, not bureaucrats.

16. So, we will:

- Increase freedom and autonomy for all schools, removing unnecessary duties and burdens, and allowing all schools to choose for themselves how best to develop.
- Restore for all Academies the freedoms they originally had while continuing to ensure a level playing field on admissions particularly in relation to children with Special Educational Needs.
- Ensure that the lowest performing schools, attaining poorly and in an Ofsted category or not improving, are considered for conversion to become Academies to effect educational transformation.
- Dramatically extend the Academies programme, opening it up to all schools: already there are 347 Academies, up from 203 in July.
- Ensure that there is support for schools increasingly to collaborate through Academy chains and multi-school trusts and federations.
- Support teachers and parents to set up new Free Schools to meet parental demand, especially in areas of deprivation.
- Give local authorities a strong strategic role as champions for parents, families and vulnerable pupils. They will promote educational excellence by ensuring a good supply of high quality school places, co-ordinating fair admissions and developing their own school improvement strategies to support local schools.

Accountability

17. Analysis of the international evidence also demonstrates that, alongside school autonomy, accountability for student performance is critical to driving educational improvement.
18. It is vital that schools should be accountable to parents for how well pupils do, and how taxpayers' money is spent. Clear performance information and good comparative data are positive features of our system. But we must do better. Greater transparency in the funding system will mean that every parent will know the money which is allocated for their child's education, the amount spent by local government, and the amount available to the school. Comparisons between different schools and local authority areas will drive higher performance and better value for money.
19. Clear accountability measures are vital if we are to identify good practice in the best schools and identify those schools where students are being let down. But

existing measures of performance encourage 'gaming' behaviour – with primary schools over-rehearsing tests and secondary schools changing the curriculum to embrace 'equivalent' qualifications which count heavily in performance tables.

20. So, we will:

- Put far more information into the public domain, so that it is possible to understand a school's performance more fully than now.
- Place information on expenditure, including the amount allocated per pupil, online.
- Reform performance tables so that they set out our high expectations – every pupil should have a broad education (the English Baccalaureate), a firm grip of the basics and be making progress.
- Institute a new measure of how well deprived pupils do and introduce a measure of how young people do when they leave school.
- Reform Ofsted inspection, so that inspectors spend more time in the classroom and focus on key issues of educational effectiveness, rather than the long list of issues they are currently required to consider.
- Establish a new 'floor standard' for primary and secondary schools, which sets an escalating minimum expectation for attainment.
- Make it easier for schools to adopt models of governance which work for them – including smaller, more focused governing bodies, which clearly hold the school to account for children's progress.

School improvement

21. Over recent years, centralised approaches to improving schools have become the norm. Government has tended to lead, organise and systematise improvement activity seeking to ensure compliance with its priorities. Government has ring-fenced grants, fettered discretion, imposed its will through field forces and intervened to micro-manage everything from the hours allocated to specific kinds of teaching to the precise nature of after-school activities.
22. We think that this is the wrong approach. Government should certainly put in place the structures and processes which will challenge and support schools to improve. And where schools are seriously failing we will intervene. But the timetabling, educational priorities and staff deployment of schools cannot be decided in Whitehall. And the attempt to secure automatic compliance with central government initiatives reduces the capacity of the school system to improve itself. Instead, our aim should be to support the school system to become more effectively self-improving. The primary responsibility for improvement rests with schools, and the wider system should be designed so that our best schools and leaders can take on greater responsibility, leading improvement work across the system.

14 The Importance of Teaching

23. So, we will:

- Make clear that schools – governors, head teachers and teachers – have responsibility for improvement. We will end the requirement for every school to have a local authority school improvement partner (SIP) and end the current centralised target-setting process.
- Instead, increase the number of National and Local Leaders of Education – head teachers of excellent schools committed to supporting other schools – and develop Teaching Schools to make sure that every school has access to highly effective professional development support.
- Make it easier for schools to learn from one another, through publishing ‘families of schools’ data for every part of the country, setting out in detail how similar schools in a region perform, so that schools can identify from whom it is possible to learn.
- Make sure that schools have access to evidence of best practice, high-quality materials and improvement services which they can choose to use.
- Free local authorities to provide whatever forms of improvement support they choose.
- Ensure that schools below the floor standard receive support, and ensure that those which are seriously failing, or unable to improve their results, are transformed through conversion to Academy status.
- Encourage local authorities and schools to bring forward applications to the new Education Endowment Fund for funding for innovative projects to raise the attainment of deprived children in underperforming schools.
- Establish a new collaboration incentive, which financially rewards schools which effectively support weaker schools and demonstrably improve their performance.

School Funding

24. Our school funding system needs radical reform to make it more transparent, fairer and progressive. The lack of clarity about how Government allocates funds means that it is almost impossible, as things stand, to state definitively and transparently how much is allocated for each pupil in each school. And that opacity generates unfairness.
25. At present, one school may receive up to 50 per cent more funding than another school in similar circumstances serving a similar pupil body. The current funding system means that the money that schools receive depends more on history than on the current composition of their pupil body. At the same time, only around 70 per cent of the money that is intended by Government for the most deprived pupils is actually allocated to schools on that basis. We need to ensure there are appropriate incentives for schools to attract poorer students and raise their attainment.

26. The schools budget was protected in the recent Spending Review. At a time when deficit reduction is an urgent national priority, and other budgets are being cut, there is a real terms growth in school funding. It is vital that we now ensure that this money is distributed fairly and spent wisely. And with more limited capital resources, it is equally important that money is allocated more efficiently and less wastefully.
27. So, we will:
- Target more resources on the most deprived pupils over the next four years, through a new Pupil Premium. In total we will be spending £2.5 billion per year on the Pupil Premium by the end of the Spending Review period.
 - Consult on developing and introducing a clear, transparent and fairer national funding formula based on the needs of pupils, to work alongside the Pupil Premium.
 - In the meantime, increase the transparency of the current funding system by showing both how much money schools receive and what they spend their funds on.
 - End the disparity in funding for 16–18 year-olds, so that schools and colleges are funded at the same levels as one another.
 - Take forward the conclusions of the review of capital spending, cutting bureaucracy from the process of allocating capital funding and securing significantly better value for money.
28. The actions we set out in this White Paper learn systematically from the most effective and fastest improving school systems in the world. They are designed to tackle the weaknesses of our system, strengthening the status of teachers and teaching, reinforcing the standards set by the curriculum and qualifications, giving schools back the freedom to determine their own destiny, making them more accountable to parents, and helping them to learn more quickly and systematically from good practice elsewhere. Through taking these steps, we believe that we will create a system in which schools are better able to raise standards, narrow the gap in attainment between rich and poor and enable all young people to stay in education or training until at least the age of 18.

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview and Scrutiny Committee

Date of Committee 2 February 2011

Report Title Report on School Performance 2010

Summary This paper is a summary of the attainment of pupils in Warwickshire in 2010 public examinations. It highlights differences in performance across the county. It also draws on Ofsted inspection data and compares Ofsted judgements on Warwickshire schools with those seen nationally.

For further information please contact: Bob Hooper
Head of School Improvement
Tel: 01926 742008
bobhooper@warwickshire.gov.uk

Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

CONSULTATION ALREADY UNDERTAKEN: Details to be specified

Other Committees

Local Member(s)

Other Elected Members CYP&F O&S Chair & Vice Chair
Cllr June Tandy
Cllr John Ross

CYP&F O&S Spokespersons
Cllr Peter Balaam – *Comments incorporated*
Cllr Carolyn Robbins

Cabinet Member For information:
Cllr Heather Timms – CYP&F Portfolio Holder

- Other Cabinet Members consulted
- Chief Executive
- Legal Fay Ford - *No comments*
- Finance David Clarke, Strategic Director – Resources
- Other Strategic Directors
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Jane Pollard, Overview and Scrutiny Manager

FINAL DECISION **NO**

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet
- To an O & S Committee
- To an Area Committee
- Further Consultation

Children and Young People Overview and Scrutiny Committee – 2 February 2011

Report on School Performance 2010

Report of the Strategic Director for Children, Young People and Families

Recommendation:

That the Overview & Scrutiny Committee:

- note the improvements in attainment achieved by pupils in Warwickshire schools,
- note that Warwickshire schools are generally found to be performing better than schools elsewhere in England,
- note that there remains significant variance in performance across the county with North Warwickshire performing less well than other areas,
- endorse the continuing priority focus to narrow the gaps in attainment across the County.

1. Purpose of this Report

- 1.1 This report gives information on pupil performance in 2010 public examinations in Warwickshire schools. It also compares the performance of pupils in different parts of the County. The report highlights the gaps in attainment between different localities. It also provides aggregated Ofsted judgements on Warwickshire schools and compares outcomes in Warwickshire with that found nationally.

2. Ofsted Findings for Warwickshire Schools

- 2.1 The majority of Warwickshire children attend good schools. Ofsted judge that 62% of all Warwickshire schools are good or outstanding. The number of schools in categories of concern (1%) is well below that found in other Authorities (9%). 26% of secondary schools have been judged as outstanding including all the grammar schools.
- 2.2 The number of Warwickshire schools in Ofsted categories of concern has declined steadily in recent years. In 2004 there were 10 schools causing concern. In September 2010 there were only 2.

3. Overall Attainment

- 3.1 Attainment in Warwickshire is above the national average for almost all performance indicators. In the Early Years the main Early Years Foundation Stage Profile (EYFSP) indicator has Warwickshire six percentage points (ppt) above the national figure. This trend continues through the primary phase where performance in Key Stage 2 tests shows that 77% of pupils achieved Level 4 or above in English and maths compared to a national figure of 74%.
- 3.2 At age 16 Warwickshire pupils continue to perform generally above the national average although results have not been as consistently above the national average in previous years. The 2010 results showed a positive trend with no schools performing below the National Challenge floor target of 30% five or more GCSE grades A*-C or equivalent (5+ A*-C) including English and maths at GCSE, and 2010 results being a marked improvement over 2009 results.
- 3.3 The recent Government White Paper “The Importance of Teaching” informs us that the Department for Education (DfE) wishes to introduce the English Baccalaureate. This is not of itself a qualification but a measure which includes GCSE grades A*-C in two sciences, geography or history, and a language as well as English and maths. 17% of Warwickshire pupils achieved this in 2010. This is again above the national average. However there was a very wide range of performance from 87% to zero. Schools were unaware two years ago when planning their curriculum that this performance measure would be introduced and that, for example, GCSE equivalent qualifications in science would not be counted.
- 3.4 The White Paper also sets out an enhanced “floor standard” that no school should have fewer than 35% of its pupils gaining 5+ A*-C including English and maths at GCSE. Two schools were below this level in 2010, but these have now been closed.
- 3.5 Despite the overall positive picture there remain some groups of pupils whose performance gives some concern. There are also wide variations in performance across different areas of the County.
- 3.6 An analysis of value added and pupil progress data indicates that most pupils perform in line with expectations but that there are some who might reasonably be expected to do better. In primary schools pupil progress has traditionally been good although in 2010 this seems to have slowed. In secondary schools the rate of pupil progress is improving although not yet as strong as we might hope for.

4. Attainment of Pupils who Receive Free School Meals

- 4.1 There remains a significant gap between the attainment of pupils who receive Free School Meals (FSMs) and their peers. However this follows the national picture and the Warwickshire position is very similar to that seen elsewhere. At the end of the primary phase the gap is 23 percentage points (ppt). The

attainment of pupils on FSMs in Key Stage 2 SATs has not changed in the last three years while the results of their peers has risen slightly. By age sixteen the gap in performance is over 30ppt. There are a number of pupils, particularly boys, who do not perform as well in their secondary education as might have been expected given their attainment at primary school.

5. Attainment of Pupils with Special Needs

5.1 In recent years we have had a slight improvement in the performance of pupils included on the SEN register. In 2010 this was no longer the situation for pupils with statements and on School Action Plus. In 2010 only 5% of pupils with statements achieved 5+ A-C including English and maths at GCSE. However there are a number of factors which influence this figure including the comparatively low numbers of pupils involved.

5.2 An examination of value added data suggests that there are pupils with statements and at School Action Plus who did not make as much progress at secondary school as other pupils with the same Key Stage 2 results.

6. Attainment by Area and Locality

6.1 The presentation highlights the close alignment between the level of deprivation experienced by school pupils and their level of attainment. In Warwickshire there is one of the most important factor in determining pupil attainment is the context of their family income and home background. Schools serving areas of relative economic advantage do significantly better than those in more deprived areas. This is noticeable even within towns. For example in Nuneaton pupils in Weddington and St Nicolas achieve significantly higher results than their peers who live elsewhere in the town.

6.2 The analysis of performance by locality does highlight the variance in attainment. It also indicates the progress made in improving performance. For example in 2007 there were six localities where attainment was below 35% 5+ A-C inc English and maths while in 2009 this had fallen to just three. In 2007 there were three localities where pupils achieved 65% or less in their Key Stage 2 SATs, while in 2009 there were none.

7. Schools Judged Inadequate

7.1 Of the 248 schools in Warwickshire only two, (Wood End Primary School and the Warwickshire Pupil Referral Unit, PRU) have been judged as failing to provide at least satisfactory education in their last inspection. Although the number of pupils attending schools judged to be providing less than satisfactory education is very small it is our aspiration that no pupil should be disadvantaged in this way in future.

7.2 Members have asked why schools fail. In the past this was because weaknesses may have remained undetected until an Ofsted inspection

revealed the problem. Today all schools have an LA appointed School Improvement Partner (SIP) working with them who alert the LA to any problems at an early stage. Consequently action can be taken swiftly to address problems and so prevent failure. With the ending of the SIP programme and the disbanding of the National Strategies advisory teams there is an increased risk of more schools failing in future.

- 7.3 There are a variety of causes of school failure. Common amongst these are weaknesses in leadership and management in a particular school. In almost all failing schools governors have failed to recognise the school's weaknesses and have not fulfilled their monitoring and challenge functions effectively. In the past, pupils in some schools may have underperformed because parents, pupils and staff had low aspirations and consequently accepted low educational standards. It now very uncommon for schools to be complacent about low standards, and there have been a number of initiatives such as "Aim Higher" that have attempted to raise aspirations for pupils. However, it remains true at a national level that there are more schools causing concern in areas of social disadvantage.
- 7.4 In future it is anticipated that successful schools will work alongside (or federate with) low performing schools. Successful headteachers will be asked to share their expertise and help promote high quality provision across a number of schools.
- 7.5 The responsibility of Local Authorities to prevent failure in academies and free schools is, as yet, unclear. The White Paper anticipates that the Local Authority will alert the Secretary of State for concerns about academies.

MARION DAVIS
Strategic Director for Children,
Young People and Families

Saltisford Office Park
Ansell Way
Warwick

2nd February 2011

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview And Scrutiny Committee
Date of Committee 2 February 2011

Report Title Work Programme 2010-11

Summary The Children and Young People Overview and Scrutiny Committee is asked to consider its work programme.

For further information please contact:

Jane Pollard Democratic Services Manager Tel: 01926 412565 janepollard@warwickshire.gov.uk	Ann Mawdsley Principal Committee Administrator Tel: 01926 418079 annmawdsley@warwickshire.gov.uk
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Would the recommended decision be contrary to the Budget and Policy Framework? No.

Background papers None

CONSULTATION ALREADY UNDERTAKEN:- Details to be specified

- Other Committees
- Local Member(s) N/A
- Other Elected Members Councillors June Tandy, Peter Balaam, John Ross
- Cabinet Member For information Councillor Heather Timms
- Chief Executive
- Legal Jane Pollard
- Finance
- Other Strategic Directors
- District Councils

Health Authority

Police

Other Bodies/Individuals

FINAL DECISION YES

SUGGESTED NEXT STEPS:

Details to be specified

Further consideration by this Committee

To Council

To Cabinet

To an O & S Committee

To an Area Committee

Further Consultation

Agenda No 6

Children and Young People Overview and Scrutiny Committee – 2 February 2011

Work Programme 2010-11

Report of the Strategic Director Customers, Workforce and Governance

Recommendation

That the Children and Young People Overview and Scrutiny Committee considers the draft work programme at Appendix 1 and amends as appropriate.

1. Draft Work Programme

Following discussion with the Chair and the party spokespersons a draft work programme for the Children and Young People Overview and Scrutiny Committee is attached for consideration – see Appendix 1.

2. Forward Plan Items

The following items relating to the remit of this committee are currently in the forward plan.

Cabinet 27/01/2011

School Transport

Outcome of the consultation on changes to the transport policy

Kingsbury Swimming Pool

To consider future options for Kingsbury Swimming Pool

Post 16-19 Provision

The Local Authority is responsible for securing high quality sufficient education and training for young people aged 16-19 (up to 25 learners with learning difficulties or disabilities). The post 16 landscape is complex and changing rapidly as policies and new guidance are being developed by central Government. Within the past 6 months LA officers have been approached by a number of institutions regarding changes to post 16 provision, these have been primarily schools wishing to open new sixth forms. As a result of these requests a set of principles has been developed for consideration when judging requests for any future proposals and to inform the decision making process.

Cabinet 17/2/2011

Draft School Organisation Framework

Consideration of policy on school organisation strategy.

Meeting the needs of excluded pupils

Strategic Plan and Business Case to meet the needs of excluded pupils or at high risk of exclusion from Primary Schools

Cabinet 17/03/2011

Proposal to amalgamate Gun Hill Infant School and Herbert Fowler Junior School

A paper outlining the response to the consultation on a proposal to amalgamate Gun Hill Infant School and Herbert Fowler Junior School

Tendering of Childrens Centres

Summary of breakdown of proposed finance on Childrens Centre tendering

Proposed Federation of Boughton Leigh Infant and Boughton Leigh Junior Schools

Notification from the Governors of the two schools of their proposal to federate.

Cabinet 14/04/2011

School Federations

Response to consultations by schools wishing to federate

Outcome of Consultation School Admission Arrangements September 2012

To confirm the Council's arrangements for admissions to maintain schools for September 2012

DAVID CARTER
Strategic Director Customers,
Workforce and Governance
Shire Hall
Warwick
6 January 2011

Children and Young People Overview and Scrutiny Committee Work Programme for 2010-11

MEETING DATE	ITEM AND RESPONSIBLE OFFICER	OBJECTIVE OF SCRUTINY	REPORT TYPE				LINK TO CORPORATE PRIORITIES			Cross cutting themes/ LAA
			Performance Management	Holding Executive to Account	Policy Review/Development	Overview	Raising Levels of Educational Attainment	Maximising independence for older people and adults with disabilities.	Pursuing a Sustainable Environment and Economy	Protecting the Community and making Warwickshire a safer place to live
2 nd February 2011	Questions to Portfolio Holder									
	Schools White Paper- The Importance of Teaching (Bob Hooper)	To consider the implications of the White paper.			✓	✓				
	Educational Attainment KS1-4 (Bob Hooper)	To review some of the key issues	✓	✓	✓					
	Work Programme									
6th April 2011	Questions to Portfolio holder									
	Special Educational Needs	To review some of the key issues and government green paper proposals (if available)	✓	✓	✓					
	Impact of Government Spending Review	To consider impact on services for children				✓				
	PRU –Interim Report	To consider progress in responding to recommendations of the select committee	✓	✓						

MEETING DATE	ITEM AND RESPONSIBLE OFFICER	OBJECTIVE OF SCRUTINY	Performance Management	Holding Executive to Account	Policy Review/Development	Overview	Raising Levels of Educational Attainment	Maximising independence for older people and adults with disabilities.	Pursuing a Sustainable Environment and Economy	Protecting the Community and making Warwickshire a safer place to live	Cross cutting themes/ LAA
6 th April 2011	Work Programme										
8 th June 2011	Questions to Portfolio holder										
	Academies and Traded Services	Consider the initial impact of the new arrangements for academies on traded services to schools	✓		✓						
	PRU - Report	To identify whether the recommendations of the select committee have been met	✓	✓							
	Scrutiny of Bullying	12 month update requested by Members at the meeting on 01-12-09 (Rachel Evans) to include cyber bullying	✓	✓							
	Work Programme										
1 September 2011	Questions to Portfolio holder										
	Sub-regional Work relating to children	Further update on sub-regional work relating to children (Gereint Stoneman)									
	Academies and Traded Services	Consider the longer term impact of the new arrangements for academies on traded services to schools			✓						
	Work Programme										

			REPORT TYPE				LINK TO CORPORATE PRIORITIES			Cross cutting themes/ LAA	
MEETING DATE	ITEM AND RESPONSIBLE OFFICER	OBJECTIVE OF SCRUTINY	Performance Management	Holding Executive to Account	Policy Review/Development	Overview	Raising Levels of Educational Attainment	Maximising independence for older people and adults with disabilities.	Pursuing a Sustainable Environment and Economy	Protecting the Community and making Warwickshire a safer place to live	Cross cutting themes/ LAA
Dates to be fixed	Coventry, Solihull and Warwickshire sub-regional programme	To review progress with those elements of the programme related to children				✓					

Future Meetings all 10am start.

- 12 October 2011
- 14 December 2011
- 2 February 2012
- 7 March 2012