

Children and Young People Overview and Scrutiny Committee

Agenda

1 September 2011

A meeting of the Children and Young People Overview and Scrutiny Committee will take place at the **SHIRE HALL, WARWICK** on **THURSDAY, 1 SEPTEMBER 2011** at **10.00am**.

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 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 June 2011

(4) Minutes of the special Children and Young People Overview and Scrutiny Committee meeting held on 8 August 2011

(5) Chair's Announcements

The public reports referred to are available on the Warwickshire Web
<https://democratic.warwickshire.gov.uk/>

2. **Public Question Time (Standing Order 34)**

Up to 30 minutes of the meeting are 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 Richard Maybey on 01926 476876 or richardmaybey@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 are available for members of the Committee to put questions to the Portfolio Holder for Child Safeguarding, Early Intervention and Schools (Councillor Heather Timms) on any matters relevant to the remit of the Children and Young People Overview and Scrutiny Committee, and for the Portfolio Holder to update the Committee on relevant issues.

4. **Relationship with Schools**

This report was taken to Cabinet on 14 July 2011 and the Overview and Scrutiny Board on 20 July 2011. The Overview and Scrutiny Board referred the report to the Children and Young People Overview and Scrutiny Committee for consideration.

Recommendation

That the Committee considers the report and forwards its response to the Overview and Scrutiny Board on 14 September 2011.

For further information, please contact:

Paul Galland, Strategic Director

T: (01926) 412022

E: paulgalland@warwickshire.gov.uk

5. **Academies and Traded Services**

This report provides an update on the development of the Academy programme within Warwickshire, including: information on recent national and local developments, an update on the approach to offering Traded Services and an early indication of the buy back of Traded Services for 2011/12.

Recommendation

That the Committee considers:

- The significant implications of the Academy programme for the role of the Local Authority in relation to schools

- The potential future financial impact of more schools moving to Academy status
- The early indications of buy back from Academies of Warwickshire's traded services
- How the policy for Academies will affect the role of Elected Members in relation to schools
- Any areas for scrutiny as appropriate

For further information, please contact:

Janice Ogden, Assistant Head of Service, Business Support

T: (01926) 742114

E: janiceogden@warwickshire.gov.uk

6. Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School

An update on the Overview & Scrutiny recommendations approved by Cabinet in December 2010 and the proposals put before Cabinet in July 2011.

Recommendation

That the Committee:

- Notes the updates on the Committee's recommendations from November 2010
- Comments upon the monitoring and evaluation arrangements for the Area Behaviour Partnerships (ABPs) pilots
- Notes the proposed consultation document and timetable

For further information, please contact:

Elizabeth Featherstone, Head of Service - Early Intervention Services

T: (01926) 742589

E: elizabethfeatherstone@warwickshire.gov.uk

OR

Ross Caws, Commissioning Development Manager

T: (01926) 742011

E: rosscaws@warwickshire.gov.uk

7. Impact Assessment on Posts Lost to the Directorate

This report considers the potential service impact resulting from the loss of jobs across the Directorate.

Recommendation

That the Committee considers the impact of staff reductions across all service areas.

For further information, please contact:

Elizabeth Featherstone, Head of Service - Early Intervention Services

T: (01926) 742589

E: elizabethfeatherstone@warwickshire.gov.uk

8. **Work Programme 2011-12**

The Children and Young People Overview and Scrutiny Committee is asked to consider its work programme for 2011-12.

Recommendation

That the Committee considers the draft work programme at Appendix A and amends as appropriate.

For further information please contact Richard Maybey, Democratic Services Officer

T: (01926) 476876

E: richardmaybey@warwickshire.gov.uk

9. **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, Julie Jackson, Mike Perry, Clive Rickhards, Carolyn Robbins, John Ross, Martin Shaw, June Tandy (Chair), Sonja Wilson

Cabinet Portfolio Holder: Councillor Heather Timms (Child Safeguarding, Early Intervention and Schools)

Church Representatives: Mr Joseph Cannon, Dr Rex Pogson

Parent Governor Representatives: Alison Livesey and 1 Vacancy

The reports referred to are available in large print if requested

For general enquiries, please contact Richard Maybey, Democratic Services Officer

T: (01926) 476876

E: richardmaybey@warwickshire.gov.uk

For enquiries relating to specific reports, please contact the relevant officer named above.

Minutes of the Meeting of the Children and Young People Overview and Scrutiny Committee held on 8 June 2011

Present:

Members of the Committee

Councillor Carol Fox
Councillor Julie Jackson
Councillor David Johnston (replacing Councillor Peter Balaam)
Councillor Mike Perry
Councillor Carolyn Robbins
Councillor John Ross
Councillor Martin Shaw
Councillor June Tandy (Chair)
Councillor Sonja Wilson

Invited representatives

Max Hyde (Teacher Representative)
Chris Smart (Governor Representative)
Diana Turner (Governor Representative)
Joseph Cannon (Church Representative)
Alison Livesey (Governor Representative)

Other County Councillors

Councillor Heather Timms (Portfolio Holder for Child Safeguarding, Early Intervention and Schools)

Invited guests

Jill Potts, IDS Parent Steering Group
Sue Robus, Parent Partnership Service
Elaine Stock, Avon Valley School
Ann Clucas, Shipston High School

Officers

Elizabeth Featherstone, Head of Service – Early Intervention Services
Mark Gore, Head of Service – Learning and Achievement
Liz Holt, Head of Children's Strategic Commissioning
Michelle McHugh, Overview & Scrutiny Manager
Richard Maybey, Democratic Services Officer
Jessica Nash, Service Manager Strategic Commissioning (SEN)
Viv Sales, Principal Education Social Worker
Simon Smith, Strategic Finance Manager

1. General

(1) Election of Chair and Vice-Chair

Nominated by Councillor Julie Jackson and seconded by Councillor David Johnston, Councillor June Tandy was duly elected Chair of the committee with 7 votes in favour and 2 against.

Nominated by Councillor Mike Perry and seconded by Councillor Martin Shaw, Councillor John Ross was duly elected Vice-Chair of the committee with 9 votes in favour and none against.

(2) Welcome and apologies

The Chair welcomed Jill Potts, Sue Robus, Elaine Stock and Ann Clucas to the meeting to represent the views of headteachers, parents and special educational needs co-ordinator (SENCOs) in relation to agenda item 4, the SEN Green Paper consultation with stakeholders.

Apologies for absence were received on behalf of Councillors Peter Balaam and Clive Rickhards.

(3) Members Declarations of Personal and Prejudicial Interests

Councillor Julie Jackson declared a personal interest for all items as a Governor of Oakwood Special Schools and as the relative of a child with special educational needs.

Councillor Julie Jackson declared a personal interest in Item 7 as a former member of the PRU Management Committee.

Councillor Carolyn Robbins declared a personal interest in Item 4 as the relative of two children with special educational needs.

(4) Minutes of the meeting held on 6 April 2011

An amendment was requested to include Alison Livesey as present at the meeting

(5) Minutes of the meeting held on 10 May 2011

An amendment was requested to remove the first instance of "post-16" on page in paragraph 1(2).

(6) Chair's announcements

The Chair explained to the committee that the report on Academies and Traded Services (originally planned for this meeting) had been deferred to a Special Meeting of the Committee in order to consider it alongside a Cabinet report on Relationships with Schools. It was agreed that this Special Meeting would take place on 4 July 2011 at 10am in Committee Room 2, Shire Hall.

The Chair reminded members of the site visit to the Pupil Referral Units (PRU) at Keresely and Pound Lane on 9 June 2011, and confirmed that final arrangements would be circulated to them in advance.

2. Public Question Time (Standing Order 34)

None.

3. Questions to the Portfolio Holder

Councillor David Johnston, with reference to a recent television programme highlighting child poverty in the UK, asked what representations the Portfolio Holder has made to central government to request no further funding reductions in this area.

Councillor Heather Timms explained that child poverty falls under the remit of the Council's Communities group and is outside of her portfolio. However, she confirmed that the Council will be looking at the impact of funding reductions and making representations to government where appropriate.

4. SEN Green Paper (consultation with stakeholders)

Jessica Nash, Service Manager Strategic Commissioning (SEN), introduced the paper, explaining that a range of stakeholders (including Local Authority representatives, elected members, schools and academies) had been approached to respond to the consultation questions. These responses were collated within Appendix C of the report, and Jessica welcomed the committee's comments.

During discussion, it was suggested that the Local Authority's response to the Green Paper should highlight the following points:

4.1 The focus towards certain SEN groups

- 4.1.1 The definition of special educational needs (SEN) is too medicalised, and does not recognise problems induced by social factors (such as drug abuse, alcohol abuse, family breakdown etc)
- 4.1.2 The focus on high-level medial needs addresses the minority of children with SEN, not the majority
- 4.1.3 The removal of School Action and School Action Plus will shift the focus towards the minority (with complex SEN) and away from the majority (with less complex needs)
- 4.1.4 Early identification is a worthy objective, but difficult to achieve, especially in children under the age of 3, as many indicators of SEN do not become apparent until after 3 years of age. Plus, many special needs (such as mental health issues) develop

later in life due to social factors, and it is important to address those problems as they occur

- 4.1.5 There is a minimal recognition that some learning difficulties are brought about by other conditions such as dyspraxia
- 4.1.6 Children in care have different needs and vulnerabilities than those with parental support

4.2 Assessment process

- 4.2.1 A single assessment framework requires participation from all partners, including health professionals. Concern was raised that the involvement of health professionals could not be guaranteed, especially in the context of the current NHS reforms, without a written statutory agreement requiring participation being developed
- 4.2.2 The link between schools and CAMHS needs to be improved to make communication easier and faster
- 4.2.3 The Common Assessment Framework (CAF) is a good mechanism to get all parties talking around the same table, and it can encourage more parental responsibility
- 4.2.4 The removal of School Action Plus may create a risk that issues are not identified early enough

In response to these points, officers confirmed that:

- There is commitment from both the Local Authority and the NHS for Joint Strategic Needs Assessment (JSNA) to be a truly shared assessment, and discussions are ongoing.
- The head of CAMHS is appointing five new Primary Mental Health Workers to work in the community and facilitate the link between schools, parents, families and mental health professionals
- Regular reports on the development of CAMHS are being received by the Adult Social Care and Health Overview and Scrutiny Committee

4.3 Parental involvement

- 4.3.1 A statutory responsibility on parents could help ensure that children are able to access their entitlements to support and care. However, some parents have SEN themselves, which would make this difficult to enforce
- 4.3.2 The effectiveness of CAMHS is dependent on parents taking children to their appointments, for which there is no guarantee
- 4.3.3 Some parents are reluctant to send their children to a special school because of the stigma associated with SEN. This needs to be addressed, as special schools are often the most appropriate and effective learning environment. An assessment framework would help parents in understanding their child's needs
- 4.3.4 The views of parents should be taken into account, and it should be acknowledged that these may differ from those of the professionals. However, a balance is needed to ensure that

children's entitlements are met when parents make bad judgements or fail to act responsibly

- 4.3.5 The approach to SEN, as well as the consultation, should be more child-centred. Many young people within the SEN age bracket are old enough to vote and their views should be more actively sought. Furthermore, some young people do not want their parents involved in their care

4.4 Access to care and support

- 4.4.1 Parents need clearer and easier signposting for who to contact in order to access support
- 4.4.2 The transition of care from primary to secondary education is currently very good, but work is needed to improve the transfer to post-16 to ensure young people can access the right opportunities and the support they need

4.5 Governance

- 4.5.1 More detail is required about the monitoring procedure in relation to personal budgets; what will this be and how will it work
- 4.5.2 Clarification is needed around who controls the personal budget when, for example, a young person moves away to college. Concern was also raised about how to ensure the personal budget is used for its intended purpose

4.6 General

- 4.6.1 The importance of anger management services should be stressed, as these can make the difference between a young person going to prison or not
- 4.6.2 Sex and relationships education should be included as an entitlement for children with SEN
- 4.6.3 There should be a more positive statement about removing barriers to employment, rather than just using mechanisms like Remploy. It should be reinforced that individuals with SEN can actively and positively contribute to the economy
- 4.6.4 The consultation should also seek the views of the WACKY Forum
- 4.6.5 Parents need more support in relation to choosing whether to send their children to special schools or mainstream schools
- 4.6.6 There should be statutory health checks for SEN children during primary and secondary education to ensure they are equipped with all necessary measures to assist their learning, such as eye glasses

In conclusion, the Chair noted that this had been a difficult subject to consider without referring to specific examples within Warwickshire, and thanked visitors, members and officers for the open and honest discussion.

Resolved: the Committee's comments and recommendations would be collated for inclusion within the report to Cabinet.

The Committee rose at 11.40am for a 10-minute break.

5. Impact of Government Spending Review on the Children, Young People and Families Directorate

Simon Smith, Strategic Finance Manager, introduced the report, which summarised the process adopted by the Children, Young People and Families (CYPF) Directorate in setting its budget for 2011/12. He explained that the main spending pressure was for legal casework in relation to Safeguarding and Looked After Children, and that the approach to savings was to identify priorities rather than “salami-slicing” across all services. The reduction in grants from central government has resulted in a further 330 staff being placed at risk of redundancy, in addition to those already at risk due to the savings plan.

In discussion, the following points were raised:

5.1 Direction of travel for CYPF

- 5.1.1 The report includes reference to the directorate’s “goal” and the “interim measures” it will use, but does not explain what either of these are. Officers explained that the CYPF directorate has a clear strategy for where it wants to be by 2013, which is in line with national service reviews and moving towards evidence-based programmes and targeted support
- 5.1.2 Clarification was sought over the meaning of paragraph 7.9.1. Officers explained that there has been a review of the services funded via grant to see if these could be offset by the directorate’s targeted support, which would enable a phasing of the reductions
- 5.1.3 A benefit of Warwickshire’s current youth service provision is that it provides an environment where young people with different needs and abilities integrate and learn from each another. Moving towards targeted support will take this away. Officers agreed that it was important to have strong universal services available, and informed the Committee that Cabinet would be receiving a paper soon detailing how targeted support would work for the youth service

5.2 Impact of service reductions

- 5.2.1 Details were requested on the membership and methodology of the Transformation Programme Board. Officers explained that:
 - The Board comprises Heads of Service and finance officers, and there is clear accountability for who is responsible for each savings proposal
 - A simple Red/Amber/Green rating system is used to ensure that issues are looked at according to priority
 - Heads of Service are able to see the impact of their savings across the whole directorate

- Any deviations to the savings plan are reported to the budget working group and to Cabinet in its regular financial monitoring reports
 - So far, the Board has only been looking at financial performance, but it will also consider the impact on services
 - Ensuring the reductions are managed equitably across the county is the intention, but this can be difficult as delivery is based on needs assessment
 - The centralisation of regional teams is underway, which will allow savings to be reinvested in frontline services
- 5.2.2 Members agreed that the Committee had an important role to play in scrutinising the outcomes and impacts of the funding reductions and to assess if those impacts could be mitigated by work in other areas
- 5.2.3 The Committee expressed its wish to be kept informed of any deviations to the savings plans

5.3 Cost pressures

- 5.3.1 Members sought clarity over the rising demand for legal casework around child protection and whether this is expected to continue to grow. Officers explained that:
- Demand for casework around child protection and looked after children is increasing, although the rate of increase is slowing
 - The Local Authority has no control over the number of unaccompanied children seeking asylum that require services. While some funding is provided by central government, it is unclear if this covers all costs. This may be an area that the Committee would like to scrutinise in the future
 - The Munro report on child safeguarding will have an impact on the future direction of services, and a stronger focus on early intervention is expected
 - The Committee may wish to consider the implications of the Munro report in advance of the relevant Cabinet paper

5.4 Academies

- 5.4.1 Members asked for an update on the implications that Academies will have on the Local Authority schools' budget. Officers explained that:
- The Local Authority Central Expenditure grant has already been reduced by £1.4m in 2011/12 in order to fund the government's Academies strategy. A similar reduction is expected for 2012/13
 - Reductions to the Dedicated Schools Grant happen in real time, as and when schools transfer to Academy status
 - Consultation is underway on Academy funding, to look at potential double-counting of funding across Academies and Local Authority schools

Resolved: the Committee noted the report and agreed to consider how it would scrutinise the impact of the savings proposals under the Work Programme item later on the agenda.

The Committee rose at 12.30pm for lunch, and resumed at 1.30pm

6. Scrutiny of Bullying

Liz Holt, Head of Children's Strategic Commissioning, introduced the report which outlines progress since the 2009 scrutiny review and the challenges faced by reduced resources.

Liz summarised the positive aspects of the report, such as the workshops for Year 7 pupils that are helping schools to manage bullying in-house; the Family Information Service that offers a helpline, signposting and outreach work; and the sub-regional work which is enabling greater value for money.

She also stressed that as resources are reduced, an alternative vision will be needed, such as finding a new way to work with schools in the absence of Police Community Support Officer (PCSO) funding.

Liz concluded by paying tribute to the work of Rachel Evans, the County Anti-Bullying Co-ordinator, who passed away in March 2011.

The Chair offered the Committee's sympathies to Rachel Evans' family and friends. During discussion, the following comments were noted:

- 6.1 The most common perceived cause of bullying is a young person's appearance. Members felt that more could be done to address this in schools, for example through the recycling of uniforms
- 6.2 Regarding cases of cyber-bullying, Facebook is more likely to take action if it is informed of under-age users
- 6.3 The escalating use of sexual language in bullying needs to be addressed
- 6.4 Members asked for more detail regarding the remit and outcomes of the Year 7 workshops. Officers explained that:
 - Workshops have been held at 10 schools
 - They looked at the attitudes of pupils before and after the session
 - It appeared that pupils were more sensitive and aware of the issues following the sessions
 - Some schools were concerned about raising issues that pupils may not yet be aware of
 - A "Stop Cyber Bullying" pilot project was commissioned at Harris School in Rugby, which led to a touring production seen by 350 primary pupils across the county. Unfortunately, the feedback responses to this project have been lost so it is not possible to properly analyse the project's success

Resolved: the Committee noted the progress that has been made in implementing the recommendations from the Scrutiny of Bullying Review and requested that the Committee receive a progress report in 12 months time. It also requested that the analysis report of the Year 7 workshops be circulated to the Committee as soon as possible.

7. Work programme

The Chair confirmed that the Committee's proposed Task & Finish Group on post-16 transport had been commissioned by the Overview & Scrutiny Board, and the membership agreed.

Resolved: after discussion about future work items, the Committee agreed that the following be added to the work programme:

- **A report detailing the service impact of the 2011/12 saving plans be considered at the meeting in March 2012**
- **The Pupil Referral Unit (PRU) report at the September 2011 meeting should include proposals for how the Local Authority will monitor the work of the Area Behaviour Panels**

8. Any Other Items

There were no urgent items.

The meeting rose at 2.30pm

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Minutes of the Special Meeting of the Children and Young People Overview and Scrutiny Committee held on 8 August 2011

Present:-

Members of the Committee	Councillor Peter Balaam “ Julie Jackson “ Mike Perry “ Clive Rickhards “ Carolyn Robbins “ John Ross “ Martin Shaw “ June Tandy (Chair) “ Sonja Wilson
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Church Representatives: Dr Rex Pogson

Invited Representatives Diana Turner (Governor Representative)

Other County Councillors Councillor Richard Chattaway
Councillor Izzi Seccombe
Councillor Bob Stevens

Officers Mark Gore, Head of Service – Learning and Achievement
Bob Hooper, Head of School Improvement
Ann Mawdsley, Senior Democratic Services Officer
Michelle McHugh, Overview and Scrutiny Manager
Simon Smith, Strategic Finance Manager

1. General

(1) Apologies for absence

Apologies for absence were received on behalf of Councillor Carol Fox, Chris Smart and Councillor Heather Timms.

(2) Members Declarations of Personal and Prejudicial Interests

Councillor Julie Jackson declared a personal interest as a former member of the PRU Management Committee.

Councillor Clive Rickhards declared a personal interest as he has former colleagues still working at the PRU.

Councillor June Tandy declared a personal interest as her daughter is a lecturer at North Warwickshire College.

The Chair noted that Bob Hooper was leaving Warwickshire after a very successful 14 years and Members thanked him for the work he had done and wished him every success in the future.

2. Call-In – Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School

The Chair outlined the reason for the call-in, noting that the decision made by the Cabinet in relation to the closure of the PRU had not been considered by an Overview and Scrutiny Committee. The Chair added that Overview and Scrutiny Committees were part of the democratic process and should not be considered as “consultees”.

Councillor Izzi Seccombe, standing in for Councillor Heather Timms (Portfolio Holder for Child Safeguarding, Early Intervention and Schools), made the following points:

- i. Historically, the Warwickshire PRU had been a poorly performing organisation which had failed children. Since going into special measures progress had not been good enough, and the preferred direction of travel for the County, including Overview and Scrutiny, was to move away from a system where children were excluded and not repatriated quickly.
- ii. The changed direction of travel had given the Area Behaviour Panels (ABPs) a stronger role, and with the increase in the number of Academies, ABPs would become a valuable source of peer scrutiny with school Heads who excluded children regularly would have to be more accountable to their peer group.
- iii. The number of children in the PRU had reduced from 145 to approximately 20. The number of teaching staff was currently 45 and this would be unsustainable in the future. Alternative arrangements in the future would come from colleges and some schools, which would provide a better, normal school environment with improved facilities.

Bob Hooper, Head of School Improvement added:

- a. He was sorry that the Committee felt that they had not been properly consulted, but emphasised that the work that had been done by the Committee in scrutinising the PRU had been helpful and the recommendations implemented. This included the O&S recommendation that action should be taken to remove primary aged children. From September 2011, appropriate alternate provision would be found for all primary aged children outside the PRU.
- b. The recommendation agreed by the Cabinet that the Directorate should consider ways to further encourage the development and establishment of Learning Support Units in secondary schools, supported by a proper business case to manage the transition period and unlock and redeploy resources was also central to the new approach.
- c. Urgent action had been taken to improve provision for 15-16 year-olds and, from September 2011, places could be purchased from FE colleges for young people in KS4 who had previously not done well in either mainstream education or the PRU. This was being introduced on a pilot basis and would be monitored closely.

- d. It was noted that very few young people were excluded from a one-off incident and there were young people with special needs who had been misplaced in the PRU. Some young people were only stated with special needs when placed in the PRU and, where possible, provision had been sought that properly met the needs of these young people.
- e. The two remaining PRU sites would continue to operate for the duration of the consultation. A report would be taken to the Cabinet in December to finalise the closure of the PRU. It was noted that from 1 September, if an ABP decided to exclude a child to the PRU, they would be charged for these places from devolved funding.
- f. Funding had to be addressed to enable funding currently allocated for the PRU to be devolved to schools and ABPs to increase preventative work and to purchase alternative places for those young people who were excluded. Head teachers had been widely consulted and it was generally agreed that they could do better with increased resources.
- g. The PRU was funded through the Direct Schools Grant, allocated by the Schools Forum. This allocation had been pump primed with an additional amount of £1.5million for one year only to manage the transition. As the cost of the PRU reduced, these resources would be made available to schools and ABPs to prevent exclusions.
- h. Any provider wishing to offer places for excluded pupils would have to have successfully completed a proper due tendering process, to ensure they were quality assured. These providers would include colleges, schools and the independent sector.
- i. In line with the statutory duty that a local authority is responsible for full time educational provision from the 6th day of any permanent exclusion, the County Council would also have to purchase short stay places from this list of approved suppliers until permanent placements could be arranged.
- j. The new arrangements would provide an incentive for schools to work on inclusion and to work together collaboratively to share the burden of the management of difficult children.

During the ensuing discussion, the following points were made:

1. It was agreed that more work needed to be done to improve the statementing processes.
2. The number of PRU teaching staff had been significantly reduced since September 2010 from approximately 90 to 40, and this number would continue to be reduced. Some PRU staff were already working alongside college staff with young people from the PRU, and it was hoped that if this was successful, staff transfers could be possible.
3. The Warwickshire PRU was still in Special Measures and any providers responsible for the education of the children in the PRU or placed in alternative provision from the PRU would continue to be monitored through the Ofsted inspections. The County Council and PRU Management Team were also monitoring this provision closely.
4. The Schools Forum had considered a number of formula options for the use of devolved funding. An average of two options had been

agreed, with clear deprivation factors, and the Forum had requested an evaluation report on ABP and the PRU before a formula was agreed for the second year. Mark Gore undertook to provide a copy of the formula and outcomes to the Committee.

5. Although Government had relaxed the requirement for Academies to participate in ABPs, Warwickshire Academies had all indicated their wish to continue to be members of ABPs.
6. There was a national pilot taking place in relation to ABPs, and Warwickshire had been invited to be an associate to this pilot as they were considered to be advanced in this work.
7. Members noted their concern at the uncertainty of many of the contributing factors and Bob Hooper acknowledged that there were risks, but it was the Local Authority's role to manage these.
8. In response to a query about comparative research, Bob Hooper confirmed that this had been done, and a lot of work was being done in line with Cambridgeshire County Council, who were well developed in alternative provision.
9. The PRU's poor report from Ofsted 12 months ago and its continued rating of inadequate may well have resulted in Ofsted recommending to the Secretary of State the closure of the PRU, had the County Council not taken the direction of travel it has.
10. In terms of special needs, it was important to take a system-wide approach, and following the Sarah Teather report and Green Paper, *Support and aspiration: A new approach to special educational needs and disability*, Jessica Nash was leading a review of SEN in Warwickshire.
11. The quality assurance process involved in suppliers tendering to educate excluded children, would allow schools to be confident that these young people had the proper provision and support in all areas including curriculum, care, welfare and behaviour management.
12. Diana Turner, Governor representative, reported that there was concern amongst school governors that although the direction of travel away from exclusions was right, the decision to close the PRU was being made too fast, particularly in light of the ABPs not yet being successful in all areas. Councillor Izzi Seccombe responded that the ABPs were only a part of the solution and that prevention and early intervention would rely on other areas such as CAF (Common Assessment Framework), Family Information Service and special needs assessment and capacity to address the reasons behind challenging behaviour. It was acknowledged that the success of the CAF depended on the willingness of families to engage.
13. A request had been made to all ABPs to provide information on how their funding would be used and the effectiveness of their decisions, including Learning Support Units (LSUs). In anticipation of this, Bob Hooper undertook to provide a Briefing Note to the Committee on the current situation regarding LSUs in Warwickshire schools.
14. While Warwickshire was above the national average on most national indicators, the County had more exclusions than its statistical neighbours.
15. Every effort was being made to support ABPs, including having a linked lead officer to each panel, and relaunching the In-Year Fair

Access Protocol to ensure that no one school received a disproportionate number of excluded pupils.

16. Most exclusions were boys in Years 9 and 10, and resources needed to be allocated early to provide intervention and support to prevent long-term disruption.

Councillor Richard Chattaway stated that the question needed to be asked why the PRU had been allowed to decline to the current level of provision. He noted his concern at the uncertainties involved, particularly in light of the number of short-term exclusions that would continue to be enforced and questioned the consultation on a decision that had allegedly already been made.

Councillor John Ross, seconded by Councillor Mike Perry, moved the Recommendation at bullet point 3 of 2(c) of the report, to take no action.

An amendment was moved by Councillor June Tandy and seconded by Councillor Peter Balaam that the following recommendation be agreed:

That the Cabinet reconsider their decision:

1. to consult on the closure of the PRU for at least one year until considerable research has been undertaken to look at comparative data on the management of excluded pupils in other authorities.
2. to allow a full report to be brought to the Children and Young People Overview and Scrutiny Committee detailing the monitoring of the new arrangements and the processes in place to manage interim placements, particularly in cases where permanent placements are not available.
3. to allow a full report to the Children and Young People Overview and Scrutiny Committee setting out how the Area Behaviour Partnerships would carry out their responsibilities under the new arrangements.

The amendment was voted upon and declared defeated by 4 votes to 5.

A vote was taken on the original motion and it was resolved that no action be taken.

The Chair thanked members and officers for their contributions.

.....
Chair

The Committee rose at 11:50

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AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview and Scrutiny Committee

Date of Committee 1 September 2011

Report Title Relationship with Schools

Summary The Children and Young People Overview and Scrutiny Committee are asked to give consideration to this report that went to Cabinet on 14 July 2011 and Overview and Scrutiny Board on 20 July 2011.

For further information, please contact: Paul Galland
Strategic Director
Tel. 01926 412022
paulgalland@warwickshire.gov.uk

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 Cabinet 14.07.11
Overview and Scrutiny Board 20.07.11

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
Cllr Carolyn Robbins

Cabinet Member For information:
Cllr Heather Timms

- Other Cabinet Members consulted Cabinet Members (Cabinet report)
- Chief Executive Jim Graham (Cabinet report)
- Legal David Carter (Cabinet report)
- Finance John Betts, Head of Finance (Cabinet report)
- Other Strategic Directors The subject matter of the report was considered by SDLT on 15 June 2011 and 6 July 2011
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Janet Purcell

A variety of stakeholders, including school head teachers and governors, have been consulted in the first stage of this review

FINAL DECISION

YES/NO

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet 13 October 2011
- To an O & S Committee 14 September 2011
- To an Area Committee
- Further Consultation The report is being issued for consultation to a wide group of stakeholders

Children and Young People Overview and Scrutiny Committee – 1 September 2011

A Self-Sustaining School System – The County Council's Future Relationship with Schools

Recommendation:

That the Committee considers the report and forwards its response to the Overview and Scrutiny Board on 14 September 2011.

1. Executive Summary and Proposed Principles to Underpin the Future Working Relationship with Schools

- 1.1 The Government is changing the role of schools including the relationship they have with central and local government. The focus is to be much more based on putting power in the hands of teachers, reducing central and local bureaucracy and control and, in short, giving schools much more direct control over their own affairs.
- 1.2 Autonomy is the driving principle and the development of Academies is an example of this. However, the principle of autonomy is to relate to all schools irrespective of whether they choose to become Academies. The Government sees Councils having a smaller and more strategic role in relation to schools but with a strong, continuing focus on vulnerable children.
- 1.3 The County Council is also changing. It is moving towards being more of a strategic commissioner of services. Its resource base is reducing and it can no longer fund the range of services it has previously offered to schools. Moreover, the way that schools are funded, both in terms of revenue and capital, is the subject of national reviews at the moment and it is likely that the funding formulae will be changed and that Councils will no longer play a significant part in the resource allocation process.
- 1.4 The number of Academies is increasing, but whilst it is likely that all secondary schools in Warwickshire will eventually become Academies, most primary and special schools are reluctant about the Academies process and less keen to follow this route at this time. Therefore they will need assistance to develop relationships with other schools to operate effectively in this new world. School clusters or more formal federations of schools will be a good way of achieving this.

- 1.5 In the new relationship, there is a high desire from head teachers and governors that the county council should be more direct and transparent about how it intends to respond to the changing agenda including:
- Making it absolutely clear what the Council's ongoing statutory duties are and what schools are entitled to expect from the Council;
 - Clarifying the future offer of other, non statutory services that will be available to schools (including Academies) and improving the performance, value for money and quality of its traded services, including transparent standards of service and service level agreements;
 - Putting in place mechanisms to assist schools who want to become Academies, and to develop clusters and/or federations in a timely and structured way;
 - Clarifying how the Council will carry out its role in relation to vulnerable children and agreeing with schools how this work will be prioritised and funded;
 - Improving the general relationship with schools and the way schools work with the Council and other key partners.
- 1.6 As part of this, the County Council also needs to make improvements, including ensuring that the services it provides offer value for money and are affordable from the Council's perspective without the need for them to be subsidised. This is especially true for traded services that will also find themselves increasingly exposed to competition as schools exercise their choice to 'shop around' to get the best deal.
- 1.7 In this new and challenging world the Council, schools and partners will need to refresh their collective approach towards governance to ensure that resources are being maximised in the interests of children and schools. Some head teachers and governors have indicated that the current governance process is opaque and needs improving and simplifying.
- 1.8 In addition, the Council has to re-think the way it exercises its democratic role to both support and challenge schools when it is required. This will be difficult without the cooperation of schools, parents and local communities as some of the traditional sources of information and intelligence (for example on school performance) may not be available in a timely way in future without new mechanisms being agreed and put in place.
- 1.9 So, although the emphasis from central government is for schools to have more control over their own affairs, it is also important that the Council continues to work with schools to enable an educational community to continue to flourish in Warwickshire. Within this approach the importance and value of interdependence in the relationship with schools needs to be promoted in a mature and innovative way, wherever possible with schools and the Council operating as equal partners in the interests of children and young people.

1.10 It is proposed that the following principles underpin the new relationship: The Council will;

- As its first priority always be focussed on ensuring the best outcomes for schools and their children and young people;
- Recognise and adapt its processes to the principle that schools are intended to have greater autonomy and should be treated that way whilst ensuring that important areas of interdependence continue to be developed;
- Be clear and transparent about the services that will be available to schools (with detailed standards of service and service level agreements), including clearly setting out what the council has to provide under statutory duties;
- Positively support the development of Academies where schools choose to go down that route or it is in their best interest and make it clear how the Council will continue to work with Academies, so schools considering the option know what the offer will be;
- Put even more energy into helping schools to develop clusters and/or federations as business hubs (in addition to their role in relation to school improvement), including making available financial, procurement, human resources and legal advice;
- Work with schools to help them commission the best deals for the services they trade;
- Where it continues to trade services to schools improve the performance and quality of those services;
- Work with schools and partners to ensure it retains and where necessary improves the services available to vulnerable children, including setting out a clear strategy for how this will be achieved;
- Work with schools and partners to put in place new governance arrangements that ensure the collective resources for schools are maximised to achieve the best outcomes for children
- Seek to involve parents, communities and partners, to assist with providing timely information on schools performance and constructive challenge and support to schools when it is needed.
- Ensure the way it exercises its changed democratic role is robust, in tune with the changes taking place and underpins the role of the Council as the champion of children, parents and families.

1.11 Although there are numerous references to the Schools White Paper – The Importance of Teaching throughout this report, it will be the Education Bill, when enacted by Parliament that will define the future role of the Council and its relationship with schools.

2. Introduction

2.1 There is a huge agenda currently in train for reforming the world of children and young people. A variety of reviews and proposals are being brought forward, but in many cases the detail of the ways in which these emerging developments will be implemented, or the consequences managed, have yet to be decided. In line with many other initiatives that the present Coalition

Government has set in train, part of the challenge appears to be for the public sector, private sector, schools, children, parents and communities to come forward with new ideas and plans to make these initiatives work. The message is that we should not look to Government to provide all the answers. These developments come with a variety of opportunities and risks.

2.2 The national initiatives currently impacting on children and young people and schools include;

- The Schools White Paper – The Importance of Teaching
- The Education Bill
- The Special Educational Needs and Disability Green Paper – Support and Aspiration
- The Munro Review of Child Protection
- The Review of Vocational Education – The Wolf Report
- The James Review of Educational Capital
- Consultation on School Funding Reform

2.3 In addition to these national developments, the County Council has made a clear commitment in its own corporate business plan that it aims to:

- Move the Authority towards being a strategic commissioner of services - developing the Authority's contracting and commissioning skill base;

and specifically in relation to children's services, it aims to:

- Support schools to improve their performance and challenge poor performance where it exists;
- Raise the educational aspirations of children and young people;
- Strengthen the relationship between schools and other public services (e.g. the Police).

2.4 However, these developments come with an added complication, namely, their co-incidence with the worst economic recession since the Second World War and a substantial reduction in public sector spending. Altogether they require a radical re-appraisal of the way we work in world of children and young people. Within this wide ranging set of issues, one of the biggest challenges to resolve is the Council's future 'Relationship with Schools' (RwS).

2.5 This report therefore sets out to identify a set of values, principles and steps that will underpin the County Council's future relationship with schools. The emphasis here is that the relationship is about the whole of the Council and its services, not just the People's Group that comes into being on 1 November 2011, and the references to 'the Council' throughout this report should be read in that way. To do this the report examines the areas of support traditionally provided and whether and to what extent they should continue. It also attempts to say how it could achieve this stronger, more strategically focussed role given the likely impact of the aforementioned policy changes and other external pressures.

- 2.6 To help secure the answers, the report has largely focused on four main topics:
- i. Core services provided by the Council to schools - what should they be and what is affordable?
 - ii. Traded Services - the balance between commissioning and providing; what is in the best interest of schools and the Council and what is affordable?
 - iii. Decisions about the best use of our collective resources - what kind of processes would enable the Council and schools to work comfortably and effectively together?
 - iv. Democratic mandate - how can the Council, on behalf of its communities, provide constructive challenge and support when schools most need it?
- 2.7 Within these topics some other important areas are also considered including:
- The future of schools' funding
 - WCC's policy on Academies
 - The potential role of schools and school clusters
 - Vulnerable Children
 - The role of commissioning
 - The role of school governors
- 2.8 Finally, there is the challenge of balancing the County Council's moral and legal obligations towards children and young people against the pressures to adopt sustainable and business like approaches to the delivery of services. With this in mind the report recognises that The Children and Young People's Plan for Warwickshire for 2010-2013 has a very clear vision, namely, *'Our vision is that every child and young person, including those who are vulnerable and disadvantaged, has the greatest opportunity to be the best they can be'*. Much work has already been done to raise levels of attainment for all, a key Council priority, and to focus on vulnerable children through improvements to safeguarding and the development of early intervention services. However, getting the County Council's relationship with schools right and delivering a self-sustaining school system will undoubtedly enhance this.
- 2.9 In producing this report, the author has engaged in many meetings, focus group discussions and consultation with some of the key stakeholders, especially schools head teachers and governors. The feedback from these various meetings etc. has helped shape this report. A table describing what has occurred is at appendix 1. A summary of the discussions from the focus groups and the results of a questionnaire sent to schools as part of this project are available in a separate report.
- 2.10 Inevitably, the Council and schools will be working with a considerable degree of uncertainty for the foreseeable future and therefore it is important to keep

the recommendations in this report under regular review and to update and adjust them when necessary.

3. Warwickshire's Schools

- 3.1 The funding for services that support Warwickshire's schools is made up of two core areas: Dedicated School Grant and Core Council Funding targeted at Education Related Services. These are broken down as follows:

Description	2010/11	2011/12*	Movement
	£m	£m	£m
Dedicated School Grant			
Individual School Budgets	261.292	262.405	1.113
Early Years Places to PVI Sector	9.634	11.210	1.576
Grant Allocation (mainstreamed in 2011/12)	41.059	41.276	0.217
Centrally Managed Expenditure (including contingencies)	27.903	25.784	-2.119
One-off agreements	0.432	0.000	-0.432
DSG Allocation	340.320	340.675	0.355
Core Council Funding			
Education Related Services	34.122	29.256	-4.866
Total Non-DSG	34.122	29.256	-4.866

Warwickshire presently has 269 school and nearly 82000 pupils, which can be broken down into the following categories:

School Types	Number of Schools	Number of Pupils
Nursery	8	566
Primary	195	39799
Secondary	36	33910
Special	9	993
Pupil Reintegration Unit	1	258
Maintained Total	249	75521
Independent	20	6167
All Schools	269	81688

- 3.2 The picture of school performance in Warwickshire is generally positive. The information in the following paragraphs is taken from the report on school performance 2010 that was presented to the Children and Young People Overview and Scrutiny Committee on 2 February 2011.
- 3.3 The majority of children in Warwickshire 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. The number of 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 two (one primary school and the PRU). Attainment in Warwickshire is above the national average and above or in-line with the performance of statistical neighbours for almost all performance indicators.

- 3.4 However, despite the overall positive picture there remain some groups of pupils whose performance gives concern (notably children who receive free school meals) and there are variations in performance across different geographical areas of the county.
- 3.5 These successes and challenges need, therefore, to remain high in the consciousness of the Council as it redefines its relationship with schools into a more strategic role as described in various parts of this report. In particular, the role of champion for vulnerable pupils needs to take on a higher priority for the Council.

4. The Future of Schools Funding

4.1 The future of schools funding is currently under review. Prior to the 2011/12 financial year, there were three fundamental elements to revenue funding for schools

- An amount of core funding allocated by the Council from its revenue support grant allocation;
- The dedicated schools grant (DSG) a specific, 'ring-fenced' grant for maintained schools, allocated by central government to schools via the Council that has two core elements:
 - An allocation to schools and early years providers based on a locally agreed funding formula;
 - A centrally managed element
- A number of other dedicated, 'non ring-fenced' grants.

This is broken down as follows:

Description	2010/11	2011/12*	Movement
	£m	£m	£m
Dedicated School Grant			
Individual School Budgets	261.292	262.405	1.113
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One-off agreements	0.432	0.000	-0.432
DSG Allocation	340.320	340.675	0.355
Core Council Funding			
Education Related Services	34.122	29.256	-4.866

Non Education Related Services	69.802	72.625	2.823
Grant Funding	27.939	20.449	-7.490
Total Non-DSG	131.863	122.330	-9.533

4.2 The core funding covers statutory and discretionary activities a number of which are described in appendix 2. This part of the budget has come under severe pressure as part of the latest three year MTFP agreed by Council last February and is leading to a number of services being reduced or cut as described in appendix 2. In some cases managers are seeking to protect these services through starting to trade them with schools.

4.3 The DSG is the largest element of school funding and is allocated for school related services across the following areas:

- Individual School Budgets
- Early Years Places to the PVI sector
- Grant Allocations that are now mainstreamed
- Centrally Managed Expenditure

4.4 The Individual School Budget allocation is by the far the largest element of the DSG and represents about 77% (this percentage excludes the mainstreamed grants, if you include these it's more in the region of 89%) and is allocated to schools through a local school funding formula that has been developed and agreed through the School Forum. Elements of this include:

- a fixed allocation per school of between £87k and £95k for primary schools and £150k for secondary schools;
- an allocation per pupil (taking into account cohorts by age and numbers at particular stages);
- an allocation based on indices of deprivation and special educational needs (15% of the formula);
- an allocation for overheads, premises related costs based on the size of the school's footprint;
- the 'pupil premium' equating to £430 for every child who qualifies for free school meals.

4.5 For 2011/12, following consultation with all head teachers and governors, a large proportion of the mainstreamed grants are also allocated directly to schools and are included as part of the Individual School Budget.

4.6 Although the DSG is ring-fenced for school related services, the Council is currently entitled to retain an element of DSG for certain statutory functions such as admissions, statementing and special educational needs (SEN) - out of county placements. In addition, schools may choose to use some of their DSG to get the Council to carry out activities on their behalf through, for example, using traded services delivered by the County Council.

- 4.7 Prior to 2011/12, individual grants that were allocated to schools were categorised under the Standards Fund group of grant income. As part of the Comprehensive Spending Review, these individual grants have been streamlined into the DSG. The value of the DSG has been protected on a per pupil basis.
- 4.8 Other dedicated grants that the Local Authority has received have largely either been cut or reduced considerably in 2011/12 with consequential changes to the Council's service offer.
- 4.9 The Government is currently carrying out, '*A consultation on school funding reform: rationale and principles*'. The Warwickshire County Council response was submitted to the DfE on 25 May 2011. The Government believes the current locally determined funding system is flawed and wants to move to a national formula. It is perhaps worth noting the consultation's reference to the role of local authorities:

"The majority of funding is delegated to individual schools; but some funding is retained by local authorities. There is no set national definition of the balance of funding between what is delegated and what is retained centrally; nor of all the functions that should be delegated to schools and those that should be retained by local authorities. If we move to a fair funding formula, with or without flexibility, it will be necessary to have a clear divide between these responsibilities and the funding for them. Every school and authority would be funded in the same way regarding these responsibilities, despite their current different arrangements. There would likely be freedom for schools to decide to operate functions through the local authority or otherwise."

- 4.10 Set in the context of the White Paper and the ongoing tough financial climate facing the public sector including schools, this review of the funding formula, potentially affecting the amount of DSG that can be retained by the Council, could have significant implications for the Council. Services funded through the centrally managed DSG tend to be those that are the most financially volatile and difficult to control the demand for, e.g. special educational needs. So if this change results in a fall in centrally managed DSG the Council will be faced with a situation where there is further distance between the statutory services that it has to continue to provide to schools and the resources available. In these circumstances the Council would have to bridge any gap by further efficiency savings or cuts in other services.
- 4.11 Consequently it is essential that the Council continues to contribute its views to the Government on these proposals as they emerge, preferably having achieved a common position with schools, to ensure a fair and appropriate funding formula for Warwickshire. It is also important that the Council engages with key influencers like local MPs on this matter. In any event, the Council needs to be very focussed on those statutory duties that are driven by demand and which generate the highest costs, e.g. special educational needs. There are already plans being prepared to review some of these services, but they need to be right up front in the Council's priorities for

service review and re-design as part of the Council's change management programme and it is also vital that schools play a substantial part in these reviews.

R1 It is recommended that reviews are carried out as soon as possible into the policies and delivery mechanisms of the major services currently funded by the retained DSG to ensure they are maximising value for money and to identify how savings could be made if required. These reviews should start with the area of SEN and disability and they should have a substantial input from schools.

- 4.12 Additionally there is a national 'Review on Education Capital' in train, which is predicated on the need for reform throughout the system of capital funding, from capital allocation at the centre through to delivery and management of individual buildings on the ground. This will potentially reduce or remove the Council's role in managing capital allocations to schools and create questions about how strategic capital investment is made in such a way that it reflects demographic growth and admissions policies.

5. Academies

- 5.1 Academies are publicly funded, independent schools, that receive funding directly from, and that are accountable to, Government. In future there is no statutory requirement for any formal relationship between local authorities (LAs) and Academies beyond a limited number of statutory duties.
- 5.2 Nationally, the policy on Academies, having been developed at pace, is picking up momentum and at the time of writing this report 22 secondary schools in Warwickshire have already either achieved or signalled their intention to seek Academy status, with a number of consequential implications for the County Council and maintained schools. It is predicted that by September 2012, most if not all secondary schools in Warwickshire will be Academies and this should be a central principle in our working assumptions. Moreover, the Government has recently expanded the opportunity to become Academies to schools categorised as satisfactory but improving.
- 5.3 Take up in primary schools nationally is much slower than in the secondary sector. There are a number of primary schools across the country that are beginning to convert, although none in Warwickshire at the time of writing this report. Feedback from focus groups held as part of this project has generally shown both primary schools and special schools to be reluctant about pursuing Academy status at present. On 16 June 2011 the Government announced that the 200 of the worst performing schools in England would be taken out of local authority control and become Academies.
- 5.4 However, the Church of England's Diocesan Director of Education for Coventry has recently written of the Diocese's developing vision for Academy Trusts. The Diocese believes there are many advantages from joining Academy Trusts, amongst them being: school to school support including extended CPD (continued professional development); and economies of scale

in procurement. The Director has written, '*With the drastic reduction of Local Authority capacity to provide advice and support it is becoming more apparent that the remit of the Diocese will need to broaden and develop as we support our school communities within the family church.*'

- 5.5 The implications of this are not yet clear but it could mean that a further 64 schools, many of them primary schools, in Warwickshire convert to become part of a Church Academy model, perhaps through a number of Academy Trusts, in the medium term and so become independent of the local authority. This needs to be kept under review in order to assess the opportunities and consequences.
- 5.6 It has become important therefore that all schools understand the County Council's position on Academies and what the future 'offer' to schools is to be, whether or not they become an Academy, so they can make an informed choice on their own future and where their relationship with the Council fits in. During the focus groups held as part of this project it came out there was concern that schools that do not become Academies could be left behind.
- 5.7 Discussions with some school head teachers and governors carried out as part of this project have revealed that concerns like these are very real in Warwickshire and they need to be at the heart of our considerations about how the Council works with schools in future at a practical and democratic level. This is discussed later in this report.
- 5.8 Meanwhile, the Government has already top sliced funding from local authorities revenue support grant for schools. In Warwickshire this is equivalent to £2.08m (full year effect) so far. It clearly wants local government to positively support the Academies policy. Moreover, the Government has recognised the current funding mechanism for Academies is unsustainable and this is one of the reasons for the reviews of funding mentioned earlier.
- 5.9 There is evidence that some of the schools seeking Academy status are already looking beyond the Council to procure services that the Council has traditionally provided. This situation will not be helped if the Council appears ambivalent or unclear about its future approach to Academies and schools. Indeed, some school head teachers are undecided about how to plan for the future and have questioned the future viability of the County Council services currently provided to schools.
- 5.10 However, these are the realities of the changes the Government has set in train and therefore it is suggested that it would be easier for the Council to proactively address them and its future relationship with schools if it adopts a more positive stance in relation to Academies and sets out clear policies for change, giving more certainty on the Council's future offer to schools. This should clearly recognise that this relates to those schools that either want to convert or that need to in order to achieve the necessary improvement.

R2 It is recommended that the County Council positively supports and promotes the development of Academies in Warwickshire for schools that either want to convert or that need to convert to achieve the necessary improvement, to enable it to proactively reposition its future offer to all schools.

6. Greater Autonomy for Schools

- 6.1 Academies are just one of the facets of a much more significant policy change, namely to give schools much more autonomy over their own affairs and reduce the role of central and local government. This has been clearly reinforced in the Schools White Paper and by the reduction in money coming to local government in 2011/12 for children and young people's services, especially the reduction in grants for what were previously seen as 'core services'. However, arguably, this also fits with the Council's desire to develop more of a commissioning approach to its future role and therefore should be seen as an opportunity both for schools and the Council.
- 6.2 To quote from the White Paper, one of the aims is to, '*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 children and young people in their care*'.
- 6.3 Although the White Paper clearly envisages a significantly reduced role for local authorities, it also describes a more strategically focussed future role for local government, '*as champions for parents and families, for vulnerable pupils and of educational excellence*'. This needs further definition by the Council and schools believe the Council needs to be clear and specific about the activities and funding necessary to achieve this and how this will be provided.
- 6.4 However, in order to effectively fulfil this championing role in this new relationship, it will also be important that the Council continues to work with schools to enable an educational community to continue to flourish in Warwickshire. Within this approach the importance and value of interdependence in the relationship with schools will need to be promoted in a mature and innovative way, with schools and the Council operating as equal partners in the interests of children and young people.

7. Core services provided by the Council to schools - what should they be and what is affordable?

- 7.1 This section relates to services provided by the Council from its core budgets. This does not include those services provided on a traded basis, which is dealt with later in this report, nor those services delivered by the Council that are funded through Centrally Managed DSG. The value of services funded through County Council core budgets in 2011/12 is £29.256m, a reduction of £4.866m on the previous year. This will be reduced by a further £3.634m as these services are reviewed and the medium term financial plan is fully implemented

7.2 There are a number of important questions that need to be considered by the Council around this topic:

- What flexibility do we have in deciding whether we deliver these services, especially if the changes envisaged in the White Paper happen?
- Could the resources for some of these activities be devolved direct to schools if that is something they and we want to pursue (at an individual school or cluster level for example)?
- Which services are most valued by schools?

8. Statutory Duties and Discretionary Services

8.1 There are currently a long list of statutory duties for the Council in relation to schools. However, many of these duties can be summarised as to:

- ensure there are sufficient schools and school places in their area;
- promote high educational standards;
- ensure fair access to educational opportunity;
- promote the fulfilment of every child's educational potential;
- promote diversity and increase parental choice;
- respond to the views of parents on school provision.

8.2 If the proposals in the White Paper – 'The Importance of Teaching' are implemented in full, some of these will continue at a more strategic level but others will reduce or could disappear altogether.

8.3 According to the White Paper the Council's future key roles will be to:

- Support parents and families through promoting a good supply of strong schools – encouraging the development of Academies and Free Schools which reflect the local community;
- Ensure fair access to schools for every child;
- Use their democratic mandate to stand up for the interests of parents and children;
- Support vulnerable pupils – including Looked After Children, those with Special Educational Needs and those outside mainstream education;
- Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor, and support all other schools to collaborate with them to improve educational performance;
- Develop their own school improvement strategies – they will be encouraged to market their school improvement services to all schools, not just those in their immediate geographical areas.

8.4 A broad description of some of the statutory and discretionary services provided to schools can be found in appendix 2.

8.5 There are some statutory requirements that straddle across both schools and the local authority. For example, governing bodies have a responsibility for

setting a balanced budget and ensuring value for money, but the Council's Section 151 Officer has a to ensure sound financial administration in schools, giving governing bodies independent assurance on the quality of their financial management whilst simultaneously discharging the Council's responsibilities to ensure sound financial administration. There are similar complexities when it comes to health & safety, human resources and insurance.

- 8.6 Due to the sharp reduction in local authority funding for direct delivery of some services to schools the Council is left with the decision either to reduce the resources it puts into those services or to make cuts in other activities to sustain previous levels of support to schools. Given the clear shift in emphasis towards the Council having a smaller and more strategic role in relation to schools, there is a strong case to make the corresponding cuts where funding has been reduced or cut. This is broadly the approach that has been taken in the production of the Medium Term Financial Plan.
- 8.7 There is also the potential opportunity to try to offer services affected by cuts as traded services, but this too raises a number of questions that are picked up later in this report.
- 8.8 Where statutory duties in critical areas are continuing (e.g. SEN duties) there should be continue to be the appropriate level of support, but as recommended earlier these areas should be subject to early service reviews to ensure that they are operating as effectively and efficiently as possible. There may also be a case to commission additional services in some of these areas, e.g. vulnerable children and this should be considered, in consultation with schools, and be assessed as relative priorities against the other services provided by the Council.

9. School Clusters

- 9.1 The Government's intention is that as Academy status becomes the norm, local authorities will increasingly move to a strategic commissioning and oversight role. This fits with this Council's own corporate aims on commissioning. Although it is clear at the moment that schools are at different stages of adapting and adjusting to the process and notion of more direct autonomy and accountability for their own affairs, progress is well underway in Warwickshire in the development of school clusters as professional learning communities and some schools are already thinking about the wider opportunities this greater freedom presents. There are 30 of these professional communities, albeit, with different numbers of schools (ranging from three to 12) and they are relatively coterminous with a number of locality areas.
- 9.2 The shifting emphasis is now for school improvement support to be found in effective schools rather than in local authority services and schools are being encouraged to look beyond the boundaries of an individual school and develop capacity through school-to-school collaboration and sharing of resources and practice. By January 2011, almost all schools in Warwickshire

supported by the Council were engaged in collaborative improvement clusters and some have developed quite sophisticated learning activities involving teachers working across a group of schools, an increase in the number of business managers employed across the community and the beginnings of representative governors from across the group meeting together to discuss how best to work collaboratively in the best interests of their shared communities.

- 9.3 This development provides a strong opportunity for redesigning the future relationship with schools around the cluster model with the Council more focussed on facilitating the development of schools clusters, not only to underpin school improvement and sustainability which is the current approach, but also as the basis of school business development hubs which commission or provide the services necessary to underpin school life. This might also provide the opportunity for the Council to directly delegate to schools clusters some or all of its funding for services that it retains or chooses to continue to provide from its revenue budget allocated for the Peoples' Group. If so, this should be done on the basis that there is an acceptable, formal arrangement which gives the Council clear access to the kind of information it needs to enable it to fulfil its new statutory, strategic role.
- 9.4 However, creating effective school cluster 'business hubs' will need new legal and financial mechanisms to be put in place for schools, for example to deal with risks associated with the management of finance and the employment of shared staff. This is important as some schools are giving strong signals that they don't want to be put in a position where one school is acting as a 'banker' or employer on behalf of the cluster and thereby carrying an unreasonable level of risk. Schools also want to get help with embedding procurement processes and skills at a cluster level to enable them to maximise the opportunities offered by a growing market.
- 9.5 Indeed, schools have indicated that until the school cluster approach becomes embedded it would be very helpful if the County Council could help them develop the options available to them (e.g. from informal arrangements to formally constituted federations) and provide advice and/or assistance on the practical steps needed.
- 9.6 One option to provide the kind of help schools need would be to accelerate the reduction of resources in an area or areas where an activity is no longer a statutory duty or priority and redirect that resource towards supporting the development of school clusters (including legal, financial and procurement advice) for a fixed period of time.
- 9.7 As stated earlier, it is also very important that the Council is crystal clear about how it intends to fulfil its role as champions of parents, families and vulnerable pupils. Some schools have indicated that they are unclear about the statutory duties and core funded services that the Council either has to or chooses to provide. This makes it difficult for them to make choices about which services they should or may want to buy from the Council and this also needs to be addressed.

R3 It is recommended that the Council sets out very clearly to all schools, in the light of changes in statutory duties, reductions in budgets and reviews of its priorities, precisely what the Council's statutory duties are, the core services it is continuing to fund and any detailed standards of service that underpin them. This includes confirming the approach towards its statutory duties and discretionary activities as set out in appendix 2.

R4 The Council should energetically and proactively build upon the good work already being done to develop school clusters for school improvement purposes to also develop them into business development hubs and potentially formally federated clusters, where schools want to pursue this approach, for the purpose of commissioning and/or providing the services needed to help the school develop and function in an autonomous way .

R5 To facilitate the development of clusters as described in recommendation 5, the Council should put together a time-limited package of support for clusters, including legal, financial, human resources and procurement advice, to help guide schools through the transition stage.

10. Vulnerable Children

10.1 As mentioned elsewhere in this report, the Government expects the local authority to continue to champion the needs of vulnerable children in it's area as part of its re-defined, strategic role.

10.2 The definition of Vulnerable children includes:

- Looked after children
- Children on free school meals
- Children with special educational needs and disability
- Excluded children
- Gypsy, Roma and Traveller children

10.3 The Council needs a clear plan for improving educational attainment and championing the needs of all of these groups and it will be important to demonstrate that it has a clear and integrated strategy with schools for this purpose.

(This report doesn't stray into the very important area of the Council's responsibility for 'safeguarding' children and young people).

11. Special Educational Needs (SEN) and Disability

11.1 In March 2011, the Government, launched its Green paper - 'Support and aspiration: A new approach to special educational needs and disability'. This was flagged in the Schools White paper 2010 which said, "*The local authority role as a convener of local services also means that they are best*

placed to act as the champion for vulnerable pupils in their area. In particular, they will continue to ensure that disabled children and those with Special Educational Needs can access high-quality provision that meets their needs, and they will continue to be responsible for funding provision for pupils with statements of Special Educational Needs. We will give local authorities more freedom to develop their own plans to support vulnerable children in their education. They will be given freedom to develop new and innovative approaches to providing services and deploying resources.

- 11.2 The broad direction of Government policy in cutting bureaucracy and giving greater freedom and autonomy to schools and parents continues in this Green Paper. The Government has said that it wants to put in place a radically different system to support better life outcomes for young people; give parents confidence by giving them more control; and transfer power to professionals on the front line and to local communities.
- 11.3 This will be assisted by introducing more transparency in the provision of services for children and young people who are disabled or who have SEN. Parents will have real choice over their child's education and the opportunity for direct control over support for their family.
- 11.4 They also propose:
- local authorities and other services will set out a local offer of all services available;
 - the option of a personal budget by 2014 for all families with children with a statement of SEN or a new 'Education, Health and Care Plan';
 - more innovative and collaborative working between professionals and services;
 - stronger local strategic planning and commissioning of services;
 - greater transparency for parents and value for money.
- 11.5 The expectation is that this will be achieved through closer working with the health sector and the new Health and Wellbeing Boards and GP consortia pathfinders. There are plans to reduce bureaucratic burdens by simplifying and improving the statutory guidance for all professionals working with children and young people with SEN or who are disabled from birth to 25. There will be work undertaken with the educational psychology profession and local commissioners to review the future training arrangements for educational psychologists, greater collaboration between local professionals and services and across local boundaries and extended freedom and flexibility with which funding can be used locally.
- 11.6 Targeted funding will also be provided to voluntary and community sector organisations that have a strong track record of delivering high quality services, and a national SEN and disabilities voluntary and community sector prospectus will be published that will set out the key areas in which further funding will be available to voluntary and community sector organisations.

- 11.7 Therefore meeting the needs of children with SEN and disability will continue to be a very significant challenge for the Council. Indeed, these are areas of service are a source of considerable anxiety for schools and especially for special schools and the feedback from head teachers and governors in focus groups was that it is important to them that the Council continues to act as advocate for children and young people with a specific emphasis on Children with complex needs and challenging pupils.
- 11.8 Uncertainty surrounding future funding mechanisms and the general impact of cuts in the Council's budget are leaving special schools both unsure and concerned about what the future offer will be and the consequences for the way they work. This should be partly addressed by recommendation 3 in this report. It is perhaps worth noting that, in terms of budget constraints versus increased expenditure, the SEN budget for out of county placements alone has increased by 50% since 2006.
- 11.9 The perceived lack of transparency over what schools are entitled to receive and what is their responsibility to provide is seen as a major impediment to planning ahead. This was strongly reinforced at a specific focus group held with special school head teachers and governors.
- 11.10 The potential move to Academies was of particular concern to special schools and they expressed a strong desire to continue have a relationship with the Council if engagement and communication and the quality of services provided could be improved. Whilst the issue of SEN and disability is an issue for all schools, the relationship with special schools does feel to be of a different nature.
- 11.11 Where there are important ongoing areas of statutory duty like SEN and disability they will require a higher degree of joined up working between parents, the schools, the Council and the health services sector to maximise the best use of resources and skills in a joined up way.
- 11.12 The Children, Young People and Families / People's Group is currently considering proposals for an SEN restructure.

12. Excluded Pupils

- 12.1 Behaviour in schools is another significant issue within the Schools White Paper 2010. The Government says it wants to restore the authority of teachers and head teachers, so they can establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems. As a last resort, head teachers need the ability to exclude disruptive children and to be confident that their authority in taking these decisions will not be undermined.
- 12.2 To assist with, this the Government is proposing to pilot a new approach to permanent exclusions where schools have the power, money and responsibility to secure alternative provision for excluded pupils. Academies are already accountable for their excluded pupils, including funding.

- 12.3 WCC's Cabinet has recently agreed a strategic plan and business plan to meet the needs of excluded pupils or those at high risk of exclusion, including primary schools. This reflects problems found with the performance of the Warwickshire Pupil Referral Unit (PRU) identified by Ofsted in its inspection in 2010. The project currently underway has 3 overarching strategic aims:
- To meet the learning needs of pupils at risk of exclusion or who have been excluded by introducing new approaches;
 - To reduce the number of exclusions and consequently demand on the PRU;
 - To improve the quality of education for young people attending the PRU.
- 12.4 Some head teachers voiced concern about the Government's plans in this area and the additional pressure it might put on schools. However, the Government has said in the short to medium term, local authorities would be needed to retain a duty to ensure that sufficient provision is available and take responsibility for quality assurance.
- 12.5 It is therefore important that the Council takes an active role in working with all schools to avoid some schools taking the easy option of excluding difficult pupils. The approaches being developed with schools have the potential to do this, but the Council should monitor its impact carefully.
- 12.6 For all of the reasons outlined in this report, the Council has to retain a strong focus and give a high priority to all vulnerable children in its new relationship with schools. Whilst a number of separate plans exist for some of these groups, at present there is no specific overarching Council strategy in place for vulnerable pupils. There is a strong argument that this should be addressed and there should be a single, fundamental strategy covering all of the key vulnerable groups, including the input and engagement of schools and partner agencies in the Children's Trust. It is argued that the Children and Young People's Plan serves this purpose, but this Plan also ranges into other areas.

R6 That a single, fundamental strategy and action plan to meet the needs of vulnerable children be developed with the involvement of schools and key partners in the Children's Trust (including a review of existing service level agreements and outcomes).

13. Traded Services - the balance between commissioning and providing; what is in the best interest of schools and the Council and what is affordable?

- 13.1 The County Council presently has a large traded services portfolio with schools. This is even being expanded in 2011/12 as some services previously funded through core budgets or via grants are being now offered on a traded basis to see if they can be sustained in this way. In some cases the traded services are not just provided to, or for, schools. They operate with other

clients as well, most notably some of the central support services who have internal County Council clients (e.g. HR, IT and legal services).

14. Warwickshire Education Services (WES)

- 141 All services trading with schools should operate under the WES 'umbrella'. Historically this has not always been the case, for example the music service and outdoor education have for a number of years operated outside such arrangements.
- 14.2 WES Services were originally put in place following the Education Reform Act 1988 which introduced local management of schools. In April 2000, the Government policy of fair funding came into effect which resulted in further delegation to schools with more services trading with schools. The WES Board was originally established in 2003 to coordinate the services that trade with schools. All WES traded services are represented on the WES Board. These services are set out in the table in paragraph 15.3 below.
- 14.3 Following the Academies Act 2010 and the establishment of a number of schools as Academies within Warwickshire, a number of additional services have commenced trading with schools under the WES 'umbrella', with effect from 1 April 2011, to offer services to those schools and to gain business, namely:
- Admissions Service
 - Customer Relations Service
 - Education Safeguarding Service
 - Equality & Diversity Service
 - Free School Meals Service
 - Minibus Driver Training and Assessment Service
 - Risk and Assurance Service
 - Vehicle Fleet Management Service
- 14.4 Furthermore, a number of other services have reviewed their statutory functions and have recently commenced trading with schools due to budget pressures arising from savings plans:
- Children's University Service
 - Education Psychology Service
 - Education Social Work Service
 - Integrated Disability Service
 - Outdoor Education Service
 - Youth and Community Service
- 14.5 However, there is no evidence to suggest that the either the pre-existing and/or the recently expanded list of traded services has been critically reviewed at a strategic level to see if they still reflect the corporate priorities of

the Council. Indeed, it is difficult to identify an overall business strategy for traded services that is underpinning the 'offer' being made to schools. This is an important consideration if the Council wants to continue to ensure that it can maintain provision of certain services for schools at the right price and quality as this will inevitably require choices about making more investment in some areas to ensure the services being offered remain competitive.

R7 It is recommended that the Council should establish a clear strategy for its approach to traded services that this should explicitly reflect the Council's current core priorities and corporate plan. Services that trade must clearly demonstrate they are needed to make a contribution to the strategy and that schools really want them.

15. Performance of and Demand for Traded Services

- 15.1 There are some positive views about some of the traded services, including some glowing views of some of Council officers. A number of schools have also said they would wish to continue to use Council as their preferred provider of traded services if they are transparent, with clear SLAs, and of the right price, quality and customer service.

Analysis of WES Subscription Database by Service (as at 20 April 2011)

Service	2010/11 £000	2011/12 £000	Variance £000	Explanation
Attendance Improvement Service (AIP)	8	0	-8	Prices increased due to loss of grant and reduced buy back of service
Catering and School Meals Service	877	1,294	417	
Cleaning and Caretaking Service	1,693	1,487	-206	Reduced buy back of service
Copyright Service	213	215	2	
Early Intervention Service (previously called LABSS)	1,372	1,136	-237	Reduced buy back of service
Education Safeguarding Service	1	16	15	
Educational Development Service (EDS)	184	0	-184	Service closed and ceased trading 31 st March 2011
Energy and Water Efficiency Service	24	22	-2	
Finance Service	1,154	1,114	-40	Reduced buy back of service
Governor Development Service	168	144	-24	Reduced buy back of service
HR and Payroll Service	1,107	1,047	-60	Reduced buy back of service
ICT Development Service	2,638	2,858	220	Prices increased due to loss of grant
Legal Service	87	80	-7	
Press and Media Service	16	21	5	
Property Indemnity Service	2,984	2,571	-413	
Safety and Premises Service	348	321	-27	Reduced buy back of service
Schools Insurance Service	1,557	1,405	-152	
Schools Library Service	156	131	-25	Reduced buy back of service
Sickness Insurance Service	3,457	3,003	-455	Reduced buy back of service. Also, refer to section 3.10
Specialist Technical Service (STS)	195	175	-20	Reduced buy back of service
Sub Total	18,240	17,038	-1,201	

New for 2011			
Admissions Service	3	78	75
Childrens University Service	0	21	21
Education Social Work Service	1	90	89
Educational Psychology Service	0	264	264
Equality and Diversity Service	0	1	1
Free School Meals Service	0	0	0
Integrated Disability Service (IDS)	0	47	47
Outdoor Education Service	0	4	4
Youth and Community Service	0	1	1
Sub Total	4	506	501
Total	18,244	17,544	-700

15.2 Feedback from consultation with schools has identified that traded services need to improve transparency, responsiveness, consistency, customer care, quality and cost effectiveness.

15.3 Although all schools have registered their initial 2011/12 WES services requirements a number are still considering additional requirements. Therefore, over the coming weeks the above table is likely to change. Some of the above variances are due to the implications of changes in grant funding. Therefore, prices to schools have been increased to reflect such losses, for example:

- Catering & School Meals Service School Lunch Grant
- ICT Development Services Harnessing Technology Grant

15.4 The following table, excluding new services for 2011, analyses whether the major variations in the above table between school 'buy back' in 2011/12 and 2010/11 is due to the establishment of Academies

Analysis of WES Subscription Database by School Type (As at 20 April 2011)

School Type	2010 £'000	2011 £'000	Variance £'000
Nursery	246	227	-19
Primary	12,051	11,994	-56
Secondary	3,005	2,929	-76
Secondary Academy *Note 1.	910	470	-439
Secondary Academy *Note 2.	964	338	-626
Special	1,064	1,079	15
Total	18,240	17,038	-1,201

Notes:

Alcester Grammar School, Ashlawn School , Polesworth School, Rugby High School and The Nuneaton Academy

Alcester Community School, Coleshill School, George Elliot School, King Edward VI School, Myton School, Stratford Grammar School for Girls, Stratford High School and Studley High School.

15.5 The Secondary Academy variance (- £1.065m) is partly due to some current WES Services not being offered to Academy Schools, for example Property Indemnity Scheme (-£0.364m), Schools Insurance Service (-£0.152m) and

Sickness Insurance Scheme (-£0.239m). The balance is mainly due to some of the future Academy Schools currently only purchasing services for part year, i.e. period up until they become an Academy school.

- 15.6 Further work is being undertaken to fully understand the impact on individual traded services. At this stage Cleaning and Caretaking Service, Early Intervention Service and Sickness Insurance Scheme appear to be the services with reduced buy back across all schools for 2011/12.
- 15.7 Work is also continuing to analyse the income changes in more detail and to compare the changes in income to increases in prices and projected income for each service. However it is clear from the data that some services have seen large reductions in their income levels between the two years.

16. Business Plans and Trading Accounts

- 16.1 One of the key questions under this topic is; are the services being traded operating as real business units, with clear business plans including an understanding of the markets in which they operate, trading strategies and profit and loss style accounts? Moreover, are these businesses fully recovering their costs, including securing enough resources for any necessary investment for the future to keep them competitive, or are they in effect making a loss and being subsidised by the Council and if so at what 'opportunity cost'?
- 16.2 Where one part of a service is provided in a competitive environment and another part in a non-competitive environment, that part provided in a competitive environment should be considered for disclosure. The summary of the disclosure should include:
- The nature of the trading operation, i.e. the service that is provided and the main customers
 - Turnover
 - Surplus/deficit
 - Any reappropriation of surplus/deficit
 - Any details putting financial performance in a context useful to the reader of a formal report of performance
- 16.3 Initial analysis of WES traded services has identified that the vast majority of services do not produce trading accounts in accordance with the Council's recommended practice. The majority of managers use the standard cost centre managers' report to manage their business unit/trading arm. Indeed, based on managers' initial response to the request for copies of their trading accounts (to be provided by 27 April 2010), and subsequent discussions held with a number of managers, it would appear that little variance analysis is undertaken on specific contracts or at individual school level. Therefore, for example, the impact of a loss of a school contract is not readily available. Also, the service/corporate overheads included within the accounts of WES traded services vary across the Directorates. Different approaches for overhead allocation are used.

16.4 It is not possible to quantify whether services traded to schools are recovering their costs or being subsidised, and if so, to what extent. Therefore, given the significant number of services traded it is necessary to do further, more detailed reviews beginning with the services that generate the greatest amounts of income. Work is already underway on this, starting with:

- Catering & School Meals
- Cleaning & Caretaking Services
- Finance
- HR & Payroll
- ICT Development Services
- Property Indemnity Services
- Sickness Insurance Scheme

16.5 The purpose of this exercise is to fully understand:

- The accounts of each service, i.e. sources of funding, trading accounts for each service/key service area, reliance on grant funding etc.
- The current monthly/quarterly performance management information
- The current pricing policy
- The current contractual arrangements
- The current market information/benchmarking data
- The key corporate implications associated with the current trading arrangements of the service
- The service's major trading issues

16.6 Following the detailed analysis of these 'bigger' traded services identified above, it is proposed that a similar analysis be undertaken for all the remaining WES traded services. This exercise will include the services that have only commenced trading since April 2011. It is intended that all of this detailed work will be completed by 30 September 2011.

R8 A detailed review of every traded service is carried out as described in paragraph 16.5 to be completed by 30 September 2011.

17. The Future of Traded Services

17.1 Clearly for the reasons outlined earlier, the Council needs to get a better and more detailed understanding of its traded services in order to assess the future steps it needs to take.

17.2 By introducing more traded services into a school market place that, in terms of its spending power, is at best standing still and at worst shrinking, inevitably puts some of the current traded services at greater risk. Many of these new services have commenced trading to generate income to balance their budgets and, in some cases, to preserve their services. To date the decision to commence trading has been determined by individual Directorate DLTs/managers. As indicated earlier, there needs to be a more strategic view of the services the Council chooses to trade.

- 17.3 Moreover, the Council has to balance competing outcomes when it comes to traded services to schools. On the one hand it wants to be the champion of schools and children and as such ensure that it helps schools get the best possible deal when it comes to the services they procure, thus ensuring that schools' resources go as far as possible towards raising the educational aspirations and achievements of children and young people.
- 17.4 However, on the other hand the Council also wants to ensure its traded services are competitive, provide a good service and operate as effective business units covering their costs. It also has to be recognised that some services that trade with schools also provide services to the rest of the County Council and in some cases other partners. In these cases, if schools were to no longer buy those services there could be an increase on the costs of those services to other clients through loss of the benefits of economies of scale.
- 17.5 Services being traded with schools face a number of significant challenges which, in turn, raise some fundamental questions. The challenges are:
- They are going to come under increasing and significant pressure from competition from the private sector and even other local authorities as schools exercise their freedom to 'shop around' and seek greater value for money;
 - There is evidence to show that some schools are unhappy with the quality and cost of some services that they get from the County Council, in some instances commenting that they do not get the level of customer service that they feel entitled to expect;
 - At a time when the level of schools funding is at best standing still and at worst reducing, more Council traded services have been joining the market place meaning more are competing for less in a shrinking market;
 - There is already evidence to show some schools are starting to look elsewhere for some services and some of the bigger schools are beginning to offer services to smaller schools;
 - The Council is already offering to help schools to access information on other options for service provision;
- 17.6 To get a snapshot of future demand, a questionnaire survey of schools was carried out as part of the relationship with schools project. Two hundred and forty-four educational establishments were sent the questionnaire with 74 (30%) responding. When asked about their intentions to continue to purchase traded services over the next three years, over 70% of respondents said they would continue to want to buy if available:
- Finance Service
 - Legal service
 - Safety and Premises Service
 - Payroll Service
 - Schools Insurance Service
 - Sickness Insurance Service

- Property Indemnity Service
- Human Resources Services

17.7 However, in contrast the following nine services were selected by less than 20% of respondents:

- Educational Social Work Service (newly traded)
- Cleaning Service
- Parent Support Advisor Service (newly traded)
- Outdoor Education Service (newly traded)
- Design and print Service
- Heritage Education Service
- Youth and Community Service (newly traded)
- Interpreting and Translation Services
- International Development Service (newly traded)

17.8 In almost every case demand for traded services was down on the current situation, but it should be recognised that this is only a snapshot of future demand at a time of considerable uncertainty and more qualitative data should be gained from the detailed review of every traded service that is recommended later in this report.

17.9 So, what happens in the event that demand declines? Does the Council encourage schools to go for the best deal or try to protect its own market position? These outcomes may not be mutually exclusive, but could easily come into conflict. Where there is such a conflict, it is recommended that the default position should always be what is in the best interest of schools and of children and young people.

R9 It is recommended that there should remain a clear separation between the council's role to help schools get the best possible procurement outcomes (e.g. price and quality) and the operation of the Council's traded business units; and that the priority outcome for the Council should always be helping schools get the best possible deal.

18. Guiding Principles for Trading with Schools

18.1 Although more detailed work is underway to understand the true position of the financial performance of some of the Council's traded services, it is nevertheless vital that the Council immediately establishes some guiding principles to govern its future approach towards trading.

18.2 Indeed, given all of the above there is a fundamental question as to whether the Authority should continue to trade with schools at all. It could be argued that the market is now much more developed and a range of private sector providers is available to schools for most, if not all, services and therefore that the Authority should focus on its core strategic commissioning and statutory roles rather than direct delivery. It can also be argued that the Council is in a much stronger position to exercise its strategic role to 'champion' the cause of

- schools when it is not encumbered by having to justify and defend and potentially protect the services it is providing to schools. It will be necessary to return to this question when more detailed trading information is available.
- 18.3 However, for the Council to step out of the traded services business altogether also carries risks for the authority and schools.
- 18.4 For schools in the short to medium term the risk is that they do not have the skills or processes in place to access the market opportunities available to find alternative solutions. In the medium to long term this is unlikely to be an issue as clusters or federations become well established as described earlier and the market expands its interest to take advantage of the new freedoms schools have. To some extent this is already beginning to happen.
- 18.5 As far as the Council is concerned, as previously stated, some services rely on the business from schools to enable them to keep their charges to their internal Council customers at a lower level than would otherwise be the case. Information technology is a good example of this (e.g. the cost of Broadband). If schools were not trading with the Council these rates could go up significantly putting more pressure on the Council's managers to find further savings or make cuts in front line services.
- 18.6 The Council also has to be mindful of the interdependence of some of the services it trades with its statutory duties as referred to in paragraph 8.5 of this report. In some cases a traded service brings benefits to schools and helps underpin some of the Council's core duties, e.g. the links between the financial services traded to schools and the ability of the Council to discharge its responsibilities to ensure sound financial management. There would be a cost to the Council and potentially increased risks if this relationship became undone. Therefore these services in particular need careful thought, with the costs and risks fully analysed, as some of the recommendations in this report are applied.
- 18.7 Moreover, the traded service business is valued at £18m to £20m (when pay as you go purchases are added to the subscription income) and employs in excess of 1000 staff. Therefore closing down some or all of the businesses could incur very high 'one off' costs, for example redundancy payments.
- 18.8 A middle way may be found through the new 'commissioning' approach that would explore options for the delivery of these services such as through a joint venture or outsourcing to the private sector. When the Council has more detailed information on the financial performance and future trading challenges for each traded service it would be wise to carry out a commissioning 'options appraisal' for the services the Council continues to offer. That decision would have to be taken in close collaboration with schools.
- 18.9 In the meantime, as mentioned earlier, any decisions to trade should be based on the corporate, strategic outcomes that this Council is seeking to achieve. There is therefore a need for clarity as to the reasons why the

Authority should provide services to schools and the value added by such provision. The following questions are relevant in this respect:

- Does the provision of services help the Authority to secure better outcomes for children and young people?
- Does an ongoing trading relationship with schools strengthen the broader strategic goals of the Authority e.g. in facilitating 'One Front Door'?
- Does the provision of services by the Authority add value by, for example:
 - ❖ ensuring easy access for schools to quality assured services;
 - ❖ supporting the relationship between schools and the Authority;
 - ❖ enabling the Authority better to monitor standards in schools, for example in relation to health and safety;
 - ❖ enabling the Authority better to fulfil its statutory responsibilities?
- Can the Authority provide such services at reasonable cost and without significant risk, taking into account the potential costs of severance and redundancy if the Authority decides not to directly employ staff providing services to schools?
- Could a partnership with a private provider offering, for example, a 'brokerage' service offer better value for money at less risk for the Authority.
- Is there good competition from quality private sector providers in the market?

18.10 In any event, a further concern is whether the Council presently has staff with the required level of commercial and business acumen (including the necessary marketing and selling skills) to run traded services as viable businesses, providing value for money and excellent customer service. If the Council does continue to operate a portfolio of traded services it would be in its interests to employ someone at a senior level who does have those skills, perhaps bringing in someone from the private sector. This would not necessarily require any restructuring of services, but that individual would need to have sufficient influence and control to effect the changes and improvements needed.

R10 The following principles are adopted to guide the Council's approach to traded services in the short to medium term:

The guiding principle which should underpin the relationship with schools is to secure better outcomes for children and young people in Warwickshire, and in particular the most vulnerable;

The provision of 'in-house' services to schools on a traded basis should always be judged against the other options for those services and should be subject to a clear and compelling business case that demonstrates that an 'in-house' service:

- **Is compatible with the Council's corporate strategy and outcomes;**
- **represents value for money;**

- offers excellent quality and customer service
- involves little financial risk;
- adds value to the service provided.

R11 All traded services should be required to balance income and expenditure, without any subsidy from the Council's revenue grant effective from 1 April 2012. The only exceptions to this rule would need to be formally approved by Cabinet based upon clearly defined benefits for the Council and/or schools that justified a subsidy.

R12 All traded services should have business plans and fully transparent service level agreements available to schools (with detailed standards of service) in place by 30 September 2011.

R13 The Council should appoint someone with the appropriate business and commercial skills to ensure continuous improvement in the performance of traded services and ensure they cover their costs, provide value for money and offer excellent customer service.

R14 Dependant on the findings from the reviews of traded services and following detailed discussions with schools on the future demand for traded services, a full options appraisal should be conducted on the commissioning opportunities for delivery of those services in the medium to long term.

19. Decisions about the best use of our collective resources - what kind of processes would enable the Council and schools to work comfortably and effectively together?

19.1 In terms of the Council's revenue funding for core activities, as discussed earlier, this has been already reduced significantly and this funding will continue to be under pressure until 2014 as the savings proposals in the medium term financial plan are implemented. However, although the Council will be playing a reduced role in relation to schools in future, according to the Government, '*local authorities will have a strong strategic role as champions for parents families and of educational excellence*'. Achieving this will require some re-sculpting of the way the Council engages and communicates with schools and partners.

19.2 There will, of course, still be a very large amount of money spent on schools related activities, but the Government has said, "*we will devolve the maximum amount of funding possible to go straight to schools and make information and tools available so head teachers can drive improvement and realise efficiencies*". If this happens (i.e. funding largely goes direct to schools, by-passing local authorities) and/or we see a large increase in Academies or other forms of independent school, new governance measures will be needed to be put in place to ensure that, for example, some of the access, investment and business continuity considerations that go beyond individual school boundaries are addressed.

19.3 For example:

- How will equity of access for parents and their pupils be effected?
- If school rolls begin to fall, who will be in a position to take an overview and plan and implement a coherent response?
- How will uneconomic surplus school places be avoided?
- How will strategic capital investment decisions be taken?
- To which core activities should the local authority continue to give priority?
- What happens if there is less funding for high cost specialist services for children with special educational needs?
- Can school buildings still be developed as community facilities or hubs from which a range of services are delivered?
- What happens if a maintained school or an Academy fails and needs urgent support from the Council or the wider school community?

19.4 At a practical level when it comes to DSG, recommendations earlier in this report propose that school clusters will be vital in achieving a self-sustaining school system, ensuring schools attain the maximum impact from their budgets. This is not only in terms of improvement and sustainability of their academic work, but also to enable them to commission and procure 'best value' from support services. Whilst some schools are already exploring this opportunity, others, especially in the primary sector, remain fearful of what this means and are worried that the 'safety net' of the local authority will disappear too quickly leaving head teachers in particular spending too much time administrating rather than teaching. This is why it is recommended that the Council puts in place practical measures to help schools establish clusters that enable them to function effectively as businesses, ideally sharing resources, and that there is a period of two years transition to enable an orderly change. Again, the Council and schools will need an effective governance mechanism to oversee this.

19.5 During discussions with head teachers and governors on this topic the question was raised about what happens if a school or school cluster fails. There was a fear that perhaps the kind of school to school support envisaged to overcome such issues may not materialise. This led to a view that the Council and elected members may from time to time need to act as an 'arbitrator, facilitator and honest broker' between schools. There was also a fear that competition for resources between schools and/or clusters could act as a barrier to collaboration.

19.6 It came out from the focus groups that schools would welcome the ability to have access to senior managers on a more regular basis both at an individual school and at a cluster level. Clearly with the downsizing taking place within the Council this could be difficult to achieve, but it is a request that needs to be examined and a solution found. One option for achieving this could be to make the Council locality lead Head of Service the key contact for the schools within their locality.

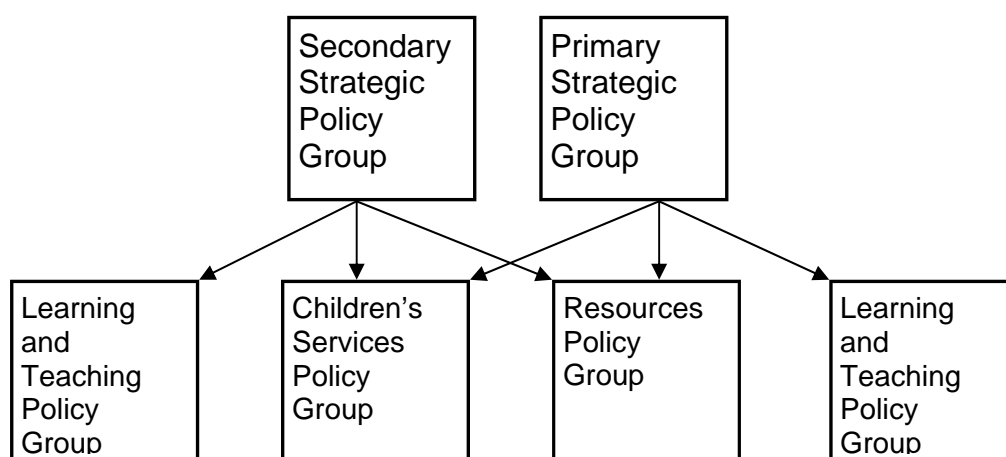
19.7 Linked to this, smaller schools in particular are concerned about what help will be available to them in the short to medium term to understand the changing

landscape and to gain access to specialist services and advice when it is needed. There is a sense that they don't fully understand all of the emerging developments that may or will affect them and that the Council could also do more to communicate these and the strategic plans the Council has to address them.

- 19.8 Therefore, the Council needs to do better at communicating with schools and listening and feeding back its responses to issues raised. A particular focus should be to ensure all schools fully understand the change agenda and its implications for them. This should cover both the content of communications and the communications channels. To effectively achieve the role of champion, this also has to embrace other key public sector partners with schools such as the police and health services.

20. Governance

- 20.1 In terms of governance, including consultation and engagement, there are already a number of representative learning and teaching policy groups in existence (see below). These act as consultative forums for the key policy issues affecting schools in the county and they meet each term.



Details of the roles of these groups are attached at appendix 3.

- 20.2 In addition to this there exists a Schools Forum, established in 2002 under the Education Act 2002. The Forum is required to be consulted and offers advice to the Strategic Director for Children, Young People and Families on three principal matters:

- Proposed changes to the school funding formula
- Issues relating to the management of the schools budget
- Terms of significant contracts to be let by the LA paid out of the schools Budget

- 20.3 In addition the Schools Forum has an explicit power to allow the Local Authority to increase the level of central expenditure, above the central expenditure limit.
- 20.4 The Schools Forum is an important mechanism for consultation which augments existing consultative arrangements by bringing together the various stakeholders in particular headteachers and governors in the budget process to share views. It does not replace those existing arrangements.
- 20.5 However, in discussions with head teachers and governors as part of this project the effectiveness of these various groups and the extent to which they actually represented schools' views came in for some question. A number of head teachers indicated they had little real understanding of the system. In any case, it needs to be questioned whether these are the right mechanisms for the changing relationship that is envisaged and whether a new system is needed.

21. The Somerset Compact

- 21.1 As an example of what might be done, in Somerset the County Council and schools have established the Somerset Compact to help oversee the new relationship. The compact is founded on joint construction and leadership of all services for schools. The emphasis is on making a difference to the lives and futures of children and young people in Somerset supporting them to achieve fulfilment, well being and their full potential in life; and protection for the most vulnerable children and young people and schools through stability of service provision, retaining a safety net for those schools and children who need more, will be ensured.
- 21.2 The Compact defines the:
- Future working together between schools and the LA;
 - Development of school-to-school collaboration to improve schools and standards;
 - Provision of agreed services by the local authority schools and other providers.
- 21.3 The compact will encourage:
- A self-improving schools system in Somerset maximising school to school support;
 - Co-leadership of school improvement and strategies;
 - Joint accountability and a greater quality assurance role for schools;
 - Maximum devolution of school funding and thus increased responsibility to fund school services;
 - All schools using their resources together with the Local Authority to maximise efficiency and value for money in service delivery.

- 21.4 This approach is very similar to much of what is recommended in this report and it is suggested that a similar approach therefore could be developed with schools in Warwickshire.

R15 The Governance arrangements for the future relationship between the Council and schools should be reviewed with schools in the light of the recommendations in this report to ensure they enable resources to be maximised to deliver both a self-sustaining schools system and to enable a focus on the new strategic role envisaged for the Council. Any new arrangements should include elected Members and there should be an expectation that all County Councillors should be a school governor.

R16 The Council should put in place a new communications strategy with schools, identifying specific senior liaison officers for schools and schools clusters. This should be developed in consultation with schools and should ensure clear and regular feedback mechanisms for issues raised by schools.

22. The Wider Public Sector

- 22.1 In terms of ensuring the Council and schools work effectively with the wider public sector to maximise the use of its collective resources, one of the Council's corporate aims under the children's services element of its Corporate Plan is, "*to strengthen the relationship between schools and other public services (e.g. the Police)*".
- 22.2 At a time of considerable uncertainty and trepidation for schools about all of the changes taking place and the risks and consequences of them, as the Council moves away from some of its traditional roles and is involved less in delivery, it has the opportunity to help be the glue that bonds the new ways of working together.
- 22.3 This will become really important as the future relationship will be founded much more on voluntary commitments and less on statutory duties to co-operate. For example, the Government has said that it will legislate to remove the duty on schools and colleges to cooperate with Children's Trusts and abolish the requirement for local authorities to produce a Children and Young People's Plan. The Government says it can leave schools and local authorities to make decisions themselves in all of these areas – because central government is not as well-placed as local people to make decisions. However, it remains very important to ensure that important, existing relationships don't fragment and therefore the Council should work with partners to retain commitment to the Children's Trust model.
- 22.4 With the Council's role being much more tightly focussed around the needs of vulnerable pupils, clearly ensuring strong engagement from health services and the Police will be key to future success. In terms of the some of the areas that have been core funded in the past, such as money for speech therapy, the Council will no longer be funding this and will need to negotiate with health services to fill the gap.

22.5 The Council will also need to continue to explore and promote the benefits of collocating a range of public services to the community, including to school children. With schools being the main focal point in many communities, schools buildings provide an ideal opportunity to cement core services to children and families. However, as more schools become Academies and the ownership of school buildings transfers this outcome may become more difficult to achieve. Therefore in addition to the Council's own direct relationship with schools through a revised governance arrangement such as a compact, locality forums could be developed as part of the mechanism for exploring and developing a number of schools as extended local service delivery points.

R17 The County Council should work with schools and other partners to retain commitment to the Children's Trust model and use this model to build new and robust arrangements to reflect the changing relationship with schools.

R18 Mechanisms should be explored for developing a number of schools as extended local service delivery points for parents, children and families.

R19 The County Council should clearly state its willingness and desire to collocate its services into extended local service delivery points in schools where there is an acceptable business case.

23. Democratic mandate - how can the Council on behalf of its communities provide constructive challenge and support when schools most need it?

23.1 In the schools' system that is being proposed, there are new roles envisaged for local authorities, for example they will, "*have an indispensable role to play as champions of children and parents, ensuring that the school system work for every family and using their democratic mandate to challenge every school to do the best for their population*".

"They also have a unique role in bringing together all services for children in a local authority area so that every child is ready and able to benefit from high-quality teaching in excellent schools".

23.2 The emphasis of the 'strategic role' (e.g. strategic commissioning and oversight) and the use of the word 'champion' feature widely in the Schools White Paper. But what does this actually mean in a practical and democratic sense and how will it be achieved?

23.3 As mentioned earlier in this report, there is an absolute drive to set schools free from being maintained by the local authority and the bureaucracy that the current arrangement brings. Academies and Free Schools are already

independent from local authorities, aside from a small but important number of statutory duties that stay with Councils.

- 23.4 But, paradoxically, the freeing of schools from bureaucracy and the greater autonomy envisaged could make it more difficult for the Council to carry out the role the Government envisages. For example, access to good quality and timely information is an important facet to being an effective champion providing constructive challenge and support to schools when it is needed. As the Council's role in areas like school improvement is either diminished significantly or lost altogether, it will potentially lose an important area of insight into how schools are performing. Schools will not be required to provide Councils with early warnings of impending problems and will they want to admit they are in difficulties, especially if they are operating in competition with other schools for pupils and effectively operating as businesses?
- 23.5 It remains to be seen how the Government's commitment, "*to dramatically reduce bureaucracy, cutting out unnecessary duties, guidance and red tape*" will translate into actions. However, whilst in itself this is a laudable aim that fits well with the aim of autonomy and 'freeing schools up', it seems inevitable that this will involve some loss of useful intelligence on performance. There will still be some statutory data and information around, but will it be timely?
- 23.6 Added to this, there is no requirement for the local authority to be represented by a governor on Academies, although the Academy governing body can choose to appoint one. The Education Bill currently going through Parliament does not appear to include local authority governors as a statutory category on governing bodies and this could therefore lead to a dramatic reduction in Council governors over time. At best this would be in the gift of the governing bodies at schools. Again this would be a loss of an important form of engagement with schools and insight into the challenges facing them. In the governors focus groups there was a strong view expressed that elected members should continue to be involved as school governors. There was also some concern about the expectations of that will fall on governors in this new, 'autonomous' schools system and the ability to attract people of the right calibre to be governors.
- 23.7 Given all of this, a new kind of strong and confident relationship with schools will need to be found to enable Councils to get appropriate information on when to challenge and support schools when it is most needed, whilst at the same time not undermining the autonomy of schools and the process of school to school support, which should be the first approach to solving problems wherever possible. If a new form of governance as described earlier in this report can be established with elected Members playing a key role in that arrangement, most of the risks outlined above could be overcome.
- 23.8 Another important source of intelligence on how schools are performing could come from the local community. Often parents, families and local people who have involvement with children will be the first to sense if things are awry at a school. Enabling these groups to transparently engage with the Council and

elected Members on a regular basis would provide an opportunity to understand local perceptions of school performance to underpin more formal reports and data, that may not always be as timely. The locality forums could be one method to enable this kind of interaction to take place.

23.9 In addition Members will still have a number of other important roles to play; and mechanisms within and outside the Council should be developed to ensure these role are carried out in a robust and effective way. These include:

- gluing the relationship between schools, the Council and key partners (like health and police) together to deliver the best possible outcomes for vulnerable children;
- maximising the opportunities for bringing services for children and families together through joint service outlets in larger schools;
- ensuring that the services provided to schools by the Council are supported and challenged to deliver value for money and good customer service, especially with regard to statutory duties and traded services to schools;
- Engaging localities work effectively as a mechanism for strengthening the links between local schools, public sector agencies and their communities.

R20 Early discussions take place between the Council and representatives of head teachers and governors to discuss how the Council can best fulfil its democratic mandate to constructive challenge, support and act as a ‘champion’ for schools and to agree what information and assistance schools need to provide to facilitate this.

R21 The Council should encourage schools to continue to have local authority representatives on school governor boards.

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17 August 2011

Appendix 1

Development of Project – Key Dates

Date	Action	Outcome
02.02.11	Meeting with Marion Davis, CYP&F Strategic Director	Discussion on Project Scope. Identifying consultees. Agreed that Mark Gore will be CYP&F contact.
03.02.11	Meeting with Dave Clarke, Resources Director	Discussion on Project Scope
09.02.11	Secondary Strategic Policy Group	Introduction of Project
10.02.11	Primary Strategic Policy Group	Introduction of Project
10.02.11	Meeting with Greta Needham, Head of Law & Governance	Discussions regarding Academies Working Group, school governance, Somerset Compact with Schools, and statutory obligations.
11.02.11	Meeting with Cllr Farnell, WCC Leader of Council	Discussion on Project Scope and Member involvement
14.02.11	Email to WCC Leadership Team	Project update
16.02.11	Meeting with David Carter, CWG Strategic Director	Discussion on Project Scope and seeking support with consultation process. Agreed that Tricia Morrison will provide support on consultation process
16.02.11	SDLT meeting	Project Scope agreed – Traded Services business accounts to be produced by 27.04.11
17.02.11	Slot at CYP&F DLT meeting	Discussion and feedback on Project Scope
21.02.11	Cabinet/SDLT – project scope circulated virtually as meeting on 25 February cancelled	Observations and approval received from Cllrs Seccombe, Hobbs, Heatley, Timms, Jim Graham, Hugh Disley
21.02.11	Meeting with Chris Jukes, Head of Projects, Resources	Establishing work to be done on reviewing traded
21.02.11	Meeting with Simon Smith, CYP&F Finance Manager	Information supplied on DSG. Commissioning team to explore statutory responsibilities associated with services traded under WES
24.02.11	Meeting with Tricia Morrison, Head of Performance	To arrange for support (collation/analysis) on consultation process
28.02.11	Milestone	Cabinet's Feedback taken into account - Project Scope agreed
28.02.11	Meeting with Jim Graham, Chief Executive	Project update

28.02.11	Meeting with Mark Gore, Head of Learning & Achievement	MG to provide HT/Governor names to join Project Board. MG to provide Project Manager support within CYP&F. MG to provide other LA contacts.
28.02.11	Warks Governors' Forum Steering Group	Explaining project
01.03.11	Email to all Warks Schools, Colleges & Academies	Explaining project
02.03.11	Email to all Warks Governors	Explaining project
07.03.11	Meeting with Andy McDarmaid, E&E Improvement & Development Manager	Project assurance meeting
08.03.11	Meeting with Ernst & Young	Research on commissioning element
08.03.11	Meetings with Cllrs Timms & Seccombe, Children's Trust Board	Discussion on progress and seeking views
09.03.11	Meeting with Geoff King & Janice Ogden, WES Board	Research on traded services and WES
10.03.11	Coleshill Schools' Strategic Policy Group	Meeting as part of consultation process
10.03.11	Meeting with Chris Jukes	Update on traded services element
14.03.11	Meeting with Cllr Farnell	Update on progress with project
17.03.11	Meeting with Mark Gore & Tricia Morrison	To establish process for focus groups and questionnaire
18.03.11	Teleconference with Greta Needham	Advice on Governor consultation process
17.03.11	Meeting with Garry Rollason & Stephanie Gardner (WCC Risk & Assurance)	Discussion on corporate risk & assurance
21.03.11	Meeting with Cllr Robbins	Prior to Cllr Robbins visit to Derby with Cabinet colleagues
22.03.11	Meeting with David Maheffey (Deloitte)	
23.03.11	Primary HT Area Business Meeting (South & Central)	Advised on Consultation process
24.03.11	Primary HT Area Business Meeting (North, East & N&B Area)	Advised on Consultation process
24.03.11	Dave Clarke, David Carter & Chris Jukes	Discussed emerging risks re traded services
26.03.11	Governors' Forum Meeting	Represented by Greta Needham who presented outline presentation of project
29.03.11	Special School HT	To give a 15 minute presentation on

	Meeting	project
29.03.11	Meeting with John Betts, Head of Corporate Finance	Schools Funding - The consequences to WCC's budget of Academies
31.03.11	Meeting with Ed Parker (Ernst & Young)	Follow up to meeting on 8 March
01.04.11	Secondary Heads' & College Principals' Conference	Presentation on project
01.04.11	Meeting with Chris Jukes	Update on traded services element
05.04.11	Meeting with Bob Hooper & Lorrie Cooper (CYPF)	Discussion on school Improvement and school clusters
06.04.11	Meeting with Emma Curtis Mary Yeomanson and Tricia Morrison (WCC Service Improvement)	Agreeing consultation process
07.04.11	Meeting with Mark Gore	Project Update
18.04.11	Meeting with Cllr Farnell	Project Update
19.04.11	Academies Core Working Group	Discussion on links to project
26.04.11	Meeting with Mark Gore	Project Update
03.05.11	Stratford Schools Cluster Meeting	Meeting as part of consultation process
03.05.11	RwS Review Group	Governance
05.05.11	Meeting with Emma Curtis and Mary Yeomanson	Finalising consultation process
05.05.11	Meeting with Mark Gore	Project Update
05.05.11	Meeting with Andy McDarmid, E&E Improvement & Development Manager	Project Assurance meeting
09.05.11	Meeting with Cllr Farnell & Chris Jukes	Update on traded services element
11.05.11	Meeting with Chris Jukes	Project Update
16.05.11	Academies & Free Schools Working Group	Consultation process
16.05.11	RwS Focus Groups	Consultation - Secondary School Headteachers
17.05.11	RwS Focus Groups	Consultation - Primary Chair of Governors
17.05.11	Meeting with Mark Gore	Project Update
18.05.11	Meeting with Ian Bickerton /Lorna Hayes (Swindon Borough Council), Chris Jukes	Traded Services
19.05.11	Meeting with Chris Jukes	Project Update
19.05.11	Schools Forum	PG to provide update on project
19.05.11	RwS Focus Groups	Consultation - Secondary Chair of Governors
20.05.11	RwS Focus Groups	Consultation - Primary School Headteachers

20.05.11	End of consultation period	
23.05.11	Meeting with Greta Needham	Role of School Governors/Democratic Mandate
24.05.11	Special School HT and Governors Focus Group	Consultation
25.05.11	Meeting with Chris Jukes	Project Update
27.05.11	Milestone	Production of high-level summary of consultation results
31.05.11	Meeting with Liz Holt, CYP&F Manager of Commissioning Support Service	Research
01.06.11	Meeting with Chris Jukes	Project Update
02.06.11	Linda Wainscot, Director of Education, Diocese of Coventry	Research
13.06.11	Meeting with Ian Froggett, Chair of ATP (Augmented Teachers' Panel)	Consultation
14.06.11	Mark Gore	Project Update
15.06.11	Milestone	Draft Report to SDLT
15.06.11	Meeting with Chris Jukes	Project Update
16.06.11	Meeting with Jo Grills, Director for Learning and Development, GCC	Research
21.06.11	RwS Review Group	Governance
23.06.11	Primary Headteachers' Business Meeting	Update on consultations
23.06.11	Meeting with Jo Davidson, Interim Director of People's Services – Hereford County Council	Research
29.06.11	Meeting with Chris Jukes	Project Update
11.07.11	Meeting with Chris Palmer, Service Director: Learning and Achievement, Solihull Borough Council	Research
14.07.11	Milestone	Final report to Cabinet
18.07.11	Meeting with Colin Green, Director of Children, Learning and Young People's Directorate, Coventry City Council	Research
18.07.11	RwS Review Group	Governance

Appendix 2

Statutory and Non-Statutory Services Delivered to Schools

Statutory

Service Area	Activity	Budget	Staff Numbers	Proposed Action
Curriculum Support 14-19 Service	Part Funded by Government Grant. Statutory responsibility for 'commissioning' post-16 provision in particular for students (aged 16-25) with Learning Difficulties and Disabilities. New arrangements for funding post-16 provisions have diminished 'commissioning role'.	Total Budget £743,860	8 Admin support x 2 in total	Some reductions in staffing have already been made. Staff numbers and roles will need to be reviewed as the role of the LA in relation to 14-19 is clarified..
<u>Admissions – Appeals</u> <u>Fair Access</u> <u>Protocol</u> <u>Selection Tests</u>	Statutory function to run a coordinated admission service (including IYFAP) and to carry out appeals for schools for which we are the admissions authority. Selection tests to be coordinated on behalf of the grammar schools which are now academies – and paid for by them.	£512k	14.5 - administrative	Continue on present basis.
<u>Education Social</u> <u>Work.</u>	Plans in place to delegate fully to schools and offer funded service retaining only a small core for statutory work (mainly around prosecution etc).	£137K	0.5FTE Team Leader 1.2FTE Caseworkers 0.5FTE admin	Retain a small team for prosecution work. The figures here represent what will be left, by March 2012, of the 'core' service following restructure & inevitable redundancies

Service Area	Activity	Budget	Staff Numbers	Proposed Action
<u>Free School Meals and Transport Admin.</u>	Statutory responsibility	£184k	4 - administrative	All state school are required to provide a hot meal. The county council is not required to offer a catering service, but administers parents entitlement to free meals. Retain small team 3 to 4 people on administration.
<u>Hospital Tuition</u>	Statutory responsibility	DSG £472,864		Need to continue to deliver in the most efficient way
<u>School Transport.</u>	Statutory responsibility. Environment and Economy commissioned by Children Young People and Families to deliver statutory service	Non DSG £7,277,002 & £503,019 (LAC School Transport)	See FSM and Transport admin	Need to continue to deliver in the most efficient way.
<u>SEN Out-County.</u>	Statutory. Move to reduce budget by 1) better commissioning/procurement 2) development of in-county provision.	DSG £8,890,371		Due for a fundamental review
<u>SEN Transport.</u>	Statutory	Non DSG £4,887,211		Due for a fundamental review
<u>Learning and Achievement.</u>	Strategic Leadership. Support for consultative arrangements with schools. Strategic Planning of school places and implementation of		1 x HOS	Need to continue to deliver in the most efficient way.

Service Area	Activity	Budget	Staff Numbers	Proposed Action
	<p>statutory proposals in response to demographic trends. Statutory.</p> <p>Access & Organisation:</p> <p>Primary & Early Years: Strategic Leadership.</p> <p>Intervention in schools in Ofsted categories or at risk of failure</p> <p>Support for consultative arrangements with schools.</p>	<p>Included in Admissions/Transport/FSM budgets</p> <p>Total budget £1,473,300</p> <p>£832,583</p> <p>£157,755</p>	<p>5 administrative</p> <p>1 – Hay – PSS</p> <p>12</p> <p>Admin support 5.93 FTE</p>	<p>Transfer of staff from Schools and Community.</p>

Service Area	Activity	Budget	Staff Numbers	Proposed Action
<u>Induction of NQTs</u>	Statutory until September 2012.			Where the LA is the employer of the NQT, as now, it is likely to remain responsible for securing statutory Induction provision from an "appropriate body", thereby having an administrative/commissioning role.

Non Statutory

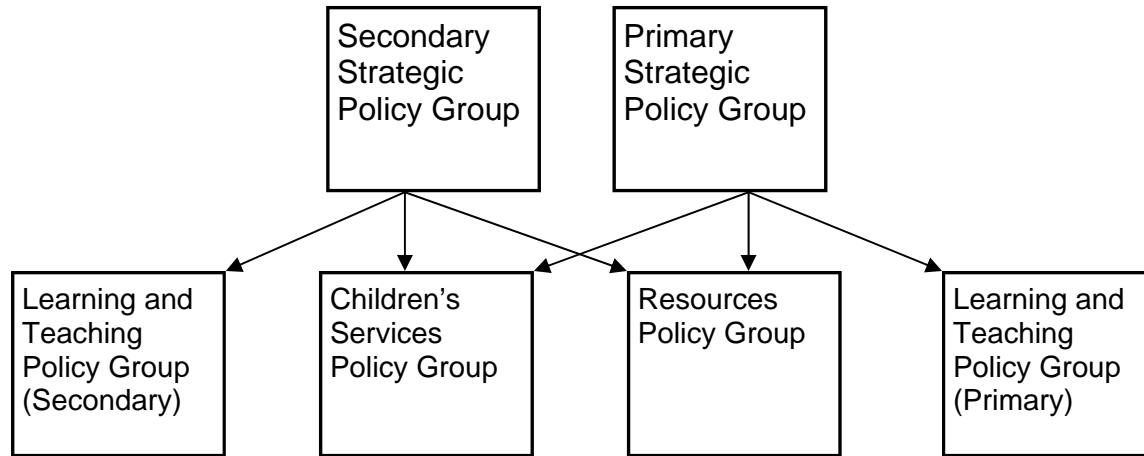
Service Area	Activity	Budget	Staff Numbers	Proposed Action
<u>County Music Service</u>	Part grant funded – will be fully traded from 1 September 2011 with no support from County Council resources.			Still managing a grant. What level of resources are required for this?
<u>Education Development Service</u>	Ceased 1 April 2011.			No further action.
<u>ICSS/EMAG</u>	County Council funding for ICSS ended 1 April 2011_ and ICSS will cease 1 September 2011. Ethnic Minority Achievement Grant delegated to schools. £250k of County Council funding retained to support Gypsy Roma and Traveller children. £110k of EMAG funding retained (as agreed by Schools Forum) to support new arrivals in 2011/12. Schools Forum to be asked to	£250K £110K	6 3	Cease work where grants are going. We can't really delegate support for Gypsy and Traveller Children. This service should be combined with the Traveller services run in the Communities Directorate.

Service Area	Activity	Budget	Staff Numbers	Proposed Action
	continue funding in 2012-13.			
<u>Nurture Groups/LSU's</u>	Pump-priming funding agreed by Schools Forum to develop Nurture Groups and Learning Support Units as part of strategy to reduce exclusions	DSG £180,893		This is top sliced from DSG, but the work doesn't have to be done by the Council. Suggest the Council exits from this work and leaves to schools to manage as responsibility for excluded children shifts.
<u>Primary National Strategy.</u> <u>Secondary National Strategy.</u>	Grants ended in April 2011. Residual funding to fund programmes until the end of the Academic Year will end September 2011.	Zero 11/12 Budget, expenditure until September funded from 10/11 earmarked TSF Grant		The Council should exit from school improvement work by July 2012.
<u>School Crossing Patrols.</u>	Discretionary. Service commissioned from Environment and Economy	Non DSG £377,724		The delivery of this service should be reviewed with schools to see if it could be fully delegated.
<u>Schools and Communities Area Working.</u>	Discretionary. Link officers with schools and involved in school organisation proposals. Role will end in September 2011.	£383,000	5 x Hay / Soulbury 2 x admin	Activity due to terminate, staff transfer to support School Organisation.
<u>SEN Health Authority Speech Therapy.</u>	Discretionary payment to NHS to provide Speech Therapy. Due to end April 2012.	Non DSG £133,000		Should be treated as a health responsibility. Due to terminate.

Appendix 3

Headteacher Policy Groups Overview

Headteacher policy groups act as consultative forums for the consideration of key policy and issues affecting schools in the county. These groups meet termly.



Membership

One headteacher representative is elected to each group by their areas. There are 14 Primary areas and four Secondary areas (NASH elects two representatives to each group).

Primary and Secondary Strategic Policy Group

Purpose

- To act as the key policy group for primary/secondary headteachers with an overview of all policy issues and how they globally impact on schools
- To have an overview of the transformation agenda
- To keep up to date with issues of school accountability at local and national level
- To inform decisions about the commissioning of services by the Children, Young People and Families Directorate, on behalf of schools
- To hold the Local Authority to account for services to schools
- To champion, scrutinise and contribute to the development of policy for the Children, Young People and Families Directorate
- To work in partnership with the Strategic Director on overarching strategic issues in relation to the development of educational provision within the county
- To set the agenda for the termly headteacher conferences/business meetings and advise on other issues of communication

Areas of Responsibility:

- Overview of developments in relation to issues raised in the Importance of Teaching document
- Communication with the Local Authority on the development of the school to school support agenda
- Consultation on policy issues particularly relating to school accountability
- To inform decisions about the direction for development of services to governing bodies

Primary and Secondary Learning and Teaching Policy Groups

Purpose

To advise the Strategic Director on matters relating to raising standards and improving outcomes for children and young people in Warwickshire schools.

Areas of Responsibility:

- Raising Standards
- School Improvement
- Curriculum developments
- SEN and inclusion issues
- Transition issues

Children's Services Policy Group **(Cross-phase)**

Purpose

To advise the Strategic Director on matters relating to the development of provision within the well being agenda around the child and their family within the context of their community.

Areas of Responsibility:

- Extended Services including study support
- Family Information Service
- ESW service
- CAMHS
- Youth Support services
- Care Matters agenda
- Family support through Children's Centre development
- Community Cohesion agenda
- Provision for Looked After Children
- Early Intervention Service

Resources Policy Group
(Cross-phase)

Purpose

To advise the Strategic Director on all resource issues affecting Warwickshire schools.

Areas of Responsibility:

- Budget and finance issues including national funding issues
- HR issues including recruitment and retention, leadership succession and development planning and wider school workforce development
- Development of alternative models of school leadership
- Health and Safety issues
- Provision and development of Traded Services
- Developments in ICT including We-Learn
- Capital Programme

For further information visit

www.warwickshire.gov.uk/edpolicydevelopment

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AGENDA MANAGEMENT SHEET

Name of Committee **Children and Young People Overview and Scrutiny Committee**

Date of Committee **1 September 2011**

Report Title **Academies and Traded Services**

Summary By 1 September 2011, there will be fourteen Academies open in Warwickshire all in the secondary sector. Eight other secondary schools are in the process of converting/consulting to become Academies during 2011/12. No primary or special schools have yet applied to convert, but consideration is being given to the options available in the future.

The Academies that have converted have purchased a wide range of services from WES for 2011/12. Further work will be carried out during the coming months to assess the full impact of schools converting to Academy status as part of the wider review of traded services taking place.

For further information please contact:

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Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision]

No

Background papers

None

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
Cllr Carolyn Robbins

- Cabinet Member For information:
Cllr Heather Timms
Cllr David Wright
- Other Cabinet Members consulted
- Chief Executive
- Legal Fay Ford *"no comments"*
- Finance John Betts, Head of Corporate Finance *"comments incorporated into report"*
- Other Strategic Directors Paul Galland
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Chris Jukes
Richard Maybey

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 – 1 September 2011

Academies and Traded Services

Recommendations:

That the Committee considers:

- The significant implications of the Academy programme for the role of the Local Authority in relation to schools
- The potential future financial impact of more schools moving to Academy status
- The early indications of buy back from Academies of Warwickshire's traded services
- How the policy for Academies will affect the role of Elected Members in relation to schools
- Any areas for scrutiny as appropriate

1. Purpose

1.1 The purpose of this report is to provide:

- An update on the development of the Academy programme within Warwickshire
- Information on significant recent national and local developments in the Academy programme
- An update on the approach taken for offering traded services to Academies for 2011/12
- An early indication of the buy back of traded services for 2011/12

2. The Academy Programme

2.1 Schools within Warwickshire already operate in a highly delegated environment with increasing autonomy of schools being a key feature of successive governments over the past 25 years.

2.2 The national Academy programme takes the autonomy of schools a stage further and fundamentally changes the accountability to and relationship with the Local Authority (LA) as well as the legal status of the school. Academies are state-funded independent schools that receive their funding directly from the Department for Education (DfE) through the Young People's Learning Agency (YPLA). Academies are accountable to the DfE and YPLA and receive additional funding to cover a number of functions currently carried out by the LA for LA-maintained schools.

2.3 The additional resources allocated directly to Academies by the DfE come from the LA in two distinct calculations:

(i) a budget top-sliced from all authorities (from their Revenue Support Grant) on an equal basis that does not reflect the number of Academies in a particular authority. For 2011/12, this meant a reduction in Revenue Support Grant to Warwickshire of around £1.4m. Given an ongoing legal challenge, led by the Local Government Association, and the number of schools transferring to Academy status being greater than initially planned, the DfE has recently issued a consultation around how this top-slice was calculated. As a result of this consultation, an in-year adjustment to this figure may be imposed, which could result in a further recoupment of funding

(ii) a top slice of Dedicated Schools Grant (DSG) to the authority based on a share of various DSG services (including overheads), the share being based purely on pupil numbers. For 2011/12, this is estimated (based on the number and dates of Academy conversions for 2011/12) to be £550,000. The full-year effect of this reduction in DSG is £680,000

2.4 The option of converting to Academy status is open to all primary, special and secondary schools, but not nursery schools. Any school that is performing well can apply individually to convert. Schools can also apply along with other schools as part of a formal partnership or Academy chain, providing at least one is performing well. The DfE has also announced that all underperforming schools should be converted to Academy status by 2012/13 in conjunction with a high-performing school. As part of the Education Act before parliament, additional powers will be given to the Secretary of State to order the Academy conversion of any school deemed to be underperforming. The Secretary of State has highlighted the need for the 200 lowest-performing primary schools nationally to convert as soon as possible. Two of the primary schools listed are in Warwickshire.

2.5 There are other types of academies. All Free schools are Academies. University Technical Colleges and Studio Schools are also Academies and there are a number of proposals to open this type of school in Warwickshire in the future.

2.6 The Secretary of State has recently set out the remit of the Young People's Learning Agency (YPLA) in relation to Academies. Many of the functions of the YPLA are roles carried out by LAs in the past. The key functions of the YPLA are to:

- Calculate and administer funding to Academies in line with their funding agreement
- Pay devolved formula capital grants
- Agree sixth-form pupil numbers
- Monitor Academy finances
- Oversee educational performance of Academies (including the deployment of lead advisers)
- Handle issues of admission to Academies and any complaints

- Recommend to the Secretary of State that an Academy (a) should be directed to admit a pupil; (b) change an age-range of an Academy; (c) direct a change in the admission policies of an Academy

2.7 The role of the LA in relation to Academies is to protect the interest of the child if there is evidence that provision in an Academy is not satisfactory. The Authority will have no direct control of the policies listed above in relation to Academies. This may mean the Authority might wish to make representation to an Academy, YPLA or the Secretary of State if it believes they have not carried out their duties correctly.

3. The Academy Picture in Warwickshire

3.1 **Appendix A** shows the current list of Secondary Schools in Warwickshire that are actively pursuing conversion to Academy status. Others are in the early stages of discussing a conversion. In summary, as of 8 August 2011, we have:

- 12 Academies open in Warwickshire
- One Academy due to open on 17 August 2011
- One Academy due to open on 1 September 2011
- 8 Secondary schools consulting on conversion or with applications submitted to the DfE with an intention to convert during 2011/12
- 1 Free school due to open in September 2011 (the Priors School), which will become an Academy

3.2 An Academies and Free Schools Working Group was set up in September 2010, chaired by the Head of Service (Law and Governance), to co-ordinate the LA's response to and support for schools moving to Academy status and to bring together all services trading with Academies. There are clear links between this Group and the WES Board in relation to trading activity.

3.3 Table 1 shows the number of schools in Warwickshire that have applied or converted to Academy status as of July 2011 compared to similar authorities. The picture nationally can be found on the DfE website with a clear divide of take up in the midlands and south compared to the north of England. There are far more Academies in the south with Essex and Kent being the Authorities with most Academies. Warwickshire is in line with the conversion rates in other Authorities although there are no primary school applications to convert in Warwickshire.

Table 1 – Schools converting to Academy Status

Local Authority	Total number of secondary schools	Number of Secondary Academies open and applications made	% of secondary sector converted and converting to Academy status	Number of Primary and Special Academies open and applications made	Total number of Academies open and applications made
Warwickshire	35	19	54%	0	19
Nottinghamshire	44	12	27%	4	16
Cumbria	33	16	48%	9	25
Worcestershire	28	14	50%	7	21

Northamptonshire	35	20	57%	7	27
Devon	37	21	57%	28	49
Lincolnshire	55	32	58%	14	46
Gloucestershire	41	27	66%	16	43
Cambridgeshire	29	21	72%	6	27

- 3.4 The Coventry (Church of England) Diocesan Board of Education is considering the establishment of an Academy Trust across the Diocese that would give church schools seeking Academy status a framework to do so. The Catholic Archdiocese of Birmingham will be briefing schools maintained by the Archdiocese on the arrangements for conversion to Academy status.
- 3.5 Although the governors of primary schools across the county are considering the option, no governing body has so far expressed much interest in conversion at this stage or has begun the process.
- 3.6 Currently, no special schools in Warwickshire have applied to convert to Academy Status although a number are discussing the possibility.
- 3.7 It is important to note that, almost without exception, schools converting to Academy status have expressed their wish to continue to work in partnership with the Authority and with other schools through Area Behaviour Partnerships, Heads and Governors Forums and 14-19 Partnerships. The Authority is committed to working with schools whatever their status.

4. Service Provision to Academies from the LA

- 4.1 Services that are offered to Academies from the LA can be divided into three categories:
- Services that the LA has a statutory responsibility to provide free at the point of uptake (e.g., services for vulnerable children; children and young people in care, children with special needs or learning difficulties, including issues around safeguarding)
 - Traded services currently offered to LA-maintained schools
 - Core services that are currently provided at no direct cost to schools (e.g., admissions, safeguarding advice), which will be offered on a traded basis to Academies
- 4.2 In addition, there are services that are currently traded with LA-maintained schools that will not be available for Academies to purchase due to the potential financial risk for the LA (e.g., the Sickness Insurance Service and the Property Indemnity Scheme).

5. Traded Services

- 5.1 Academies, like LA-maintained schools, can choose how to obtain support for service provision. Headteachers of secondary schools considering conversion to an Academy have expressed a wish to continue to work closely with the LA whatever their status. This is welcome, but the Authority cannot take this expression of interest for granted – it will be necessary to prove that our traded services are of high quality and offer value for money.

5.2 A wide range of traded services is offered to Academies through Warwickshire Education Services (WES) that have been carefully designed to meet the needs of Academies and reflect the changing framework of responsibilities.

5.3 Table 2 provides a list of the services available to Academies and indicates whether the service is offered to Academies on a subscription or buy-as-you-need (BAYN) basis, and whether the service is traded with all schools or just Academies. It should be noted that for the services that trade only with Academies, these are provided 'free' to LA-maintained schools through central funding.

Table 2 – Traded Services available to Academies in 2011/12

Service	Subscription or BAYN	Trades with all schools or Academies only
Admissions Service	Subscription	Academies only
Catering and School Meals Service	Subscription	All Schools
Children's University Service	Subscription	All Schools
Cleaning Service	Subscription	All Schools
Communications and Media Service	BAYN	All Schools
Copyright Service	Subscription	All Schools
Customer Relations Service	BAYN	Academies only
Design and Print Service	BAYN	All Schools
Early Intervention Service	Subscription	All Schools
Education Safeguarding Service	Subscription	Academies only
Education Social Work Service	Subscription	All Schools
Educational Psychology Service	Subscription or BAYN	All Schools
Energy and Water Efficiency Service	Subscription	All Schools
Equality and Diversity Service	Subscription or BAYN	Academies only
Finance Service	Subscription	All Schools
Free School Meals Service	Subscription	Academies only
Governor Development Service	Subscription and BAYN	All Schools
Heritage Education Service	BAYN	All Schools
HR and Payroll Service: HR	Subscription	All Schools
HR and Payroll Service: Payroll	Subscription	All Schools
ICT Development Service	Subscription	All Schools
Integrated Disability Service	Subscription	All Schools
Legal Service	Subscription or BAYN	All Schools
Minibus Driver Training and Assessment Service	BAYN	All Schools
Outdoor Education Service	Subscription and BAYN	All Schools
Property Maintenance, Minor Works & Risk Management	Subscription and BAYN	All Schools
Risk and Assurance Service	BAYN	Academies only
Safety and Premises Service	Subscription	All Schools
Schools Library Service	Subscription	All Schools
Specialist Technical Service	Subscription and BAYN	All Schools
Vehicle Fleet Management Service	BAYN	All Schools
Youth and Community Service	Subscription and BAYN	All Schools

6. Buy Back of Traded Services

6.1 We are currently in a transition period with many schools converting to Academy status part way through the trading year (the financial year). It is therefore necessary to review the impact on traded services in three ways:

- By comparing the subscription purchases of the five Academies open for the full 2011/12 financial year with their subscription purchases in 2010/11 (see paras 6.2 to 6.3)
- Via an overview of the pattern of subscription purchases for schools converting part way through the trading year, given that direct monetary year-on-year comparisons are not possible (see para 6.4 to 6.6)
- Most importantly, by individual service managers assessing the impact of the Academy programme on their individual business (see paras 6.7 to 6.8)

6.2 At 1 April 2011, there were five Academies open in Warwickshire purchasing a wide range of services from WES for the full financial year. Table 3 shows the total subscription income from the five Academies – as schools in 2010/11 and as Academies in 2011/12.

Table 3 – Subscription income from five Academies open from 1 April 2011

Subscription income as Schools in 2010/11	Subscription income as Academies in 2011/12	Change in subscription income level
£719,509	£570,311	-£149,198

6.3 While this shows a reduction in subscription income levels, this does not reflect the full picture as:

- The 2010/11 purchases includes income of £345,295 for services that are not offered to Academies (such as Sickness Insurance, Schools Insurance and Property Indemnity Scheme). However, this reduction in income brings a reduction in expenditure and liability for those services – so ,for example, we will not be underwriting sickness absence or property maintenance repairs for schools that do not purchase these two services
- The 2011/12 purchases include £95,000 of new services that are traded with Academies – such as the Admissions Service. (These services are provided to LA-maintained schools through central funding.)
- Many services are available to Academies on a buy-as-you-need basis (including Property Maintenance Repairs). Therefore an analysis of spend will be needed at year end to explore whether some of this change in subscription income level has been recovered through the BAYN channel.

6.4 The nine other Academies have purchased services from WES from their date of conversion, which range from 1 June to 1 September. Financial comparison is complex as the purchases represent part-year subscriptions.

6.5 Table 4 shows the average percentage of subscription services purchased across the nine Academies from all services available to them as LA-maintained schools in 2010/12, as part-year LA-maintained schools in 2011/12 and as part-year Academies in 2011/12. This shows a decrease in the percentage of subscription services purchased from the LA.

Table 4 – Average purchases for nine Academies open part way through 2011

Average services purchased as LA maintained schools in 2010	78%
Average services purchased as LA maintained schools for part year 2011	54%
Average services purchased as Academies for part year 2011	52%

6.6 Table 5 shows, on a service-by-service basis, the percentage of the nine Academies that have purchased subscription services. The “n/a” refers to services not offered in that year or to that school type (see the notes column in the table).

Table 5 – Subscription service percentage buy back of the nine Academies open part way through 2011

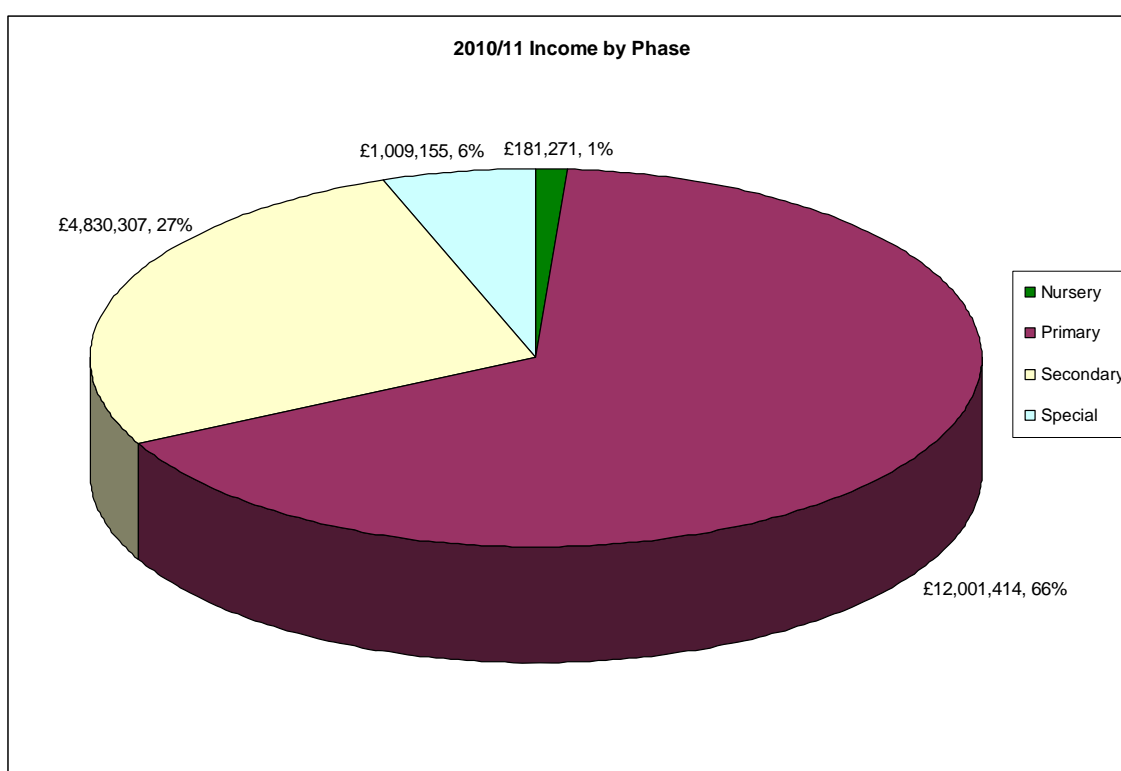
Service	Notes	2010 Purchase %	2011 Part Purchase % as maintained schools	2011 Part Purchase % as Academy
Admissions Service	Academy Only Service	n/a	n/a	89%
Catering and School Meals Service	Individually arranged for Secondaries	n/a	n/a	n/a
Childrens University Service	New in 2011 for all schools	n/a	0%	0%
Cleaning Service		33%	33%	33%
Communications and Media Service	Buy as you need only for Academies	78%	56%	n/a
Copyright Service		100%	100%	100%
Early Intervention Service		56%	44%	44%
Education Safeguarding Service	Academy Only Service	n/a	n/a	89%
Education Social Work Service	New in 2011 for all schools	n/a	0%	56%
Educational Psychology Service	New in 2011 for all schools	n/a	22%	44%
Energy and Water Efficiency Service		100%	78%	22%
Equality and Diversity Service	Academy Only Service	n/a	n/a	22%
Finance Service		100%	89%	33%
Free School Meals Service	Academy Only Service	n/a	n/a	89%
Governor Development Service		89%	67%	56%
HR and Payroll Service HR		89%	89%	78%
HR and Payroll Service Payroll		78%	78%	67%
ICT Development Service		100%	100%	89%
Integrated Disability Service	New in 2011 for all schools	n/a	11%	33%
Legal Service		100%	100%	78%
Outdoor Education Service	New in 2011 for all schools	n/a	11%	78%
Property Service	Available in different form to Academies	100%	89%	56%
Safety and Premises Service		100%	100%	100%
Schools Insurance Service	Not available to Academies	100%	100%	0%
Schools Library Service		67%	33%	33%
Sickness Insurance Service	Not available to Academies	33%	22%	0%
Specialist Technical Service		89%	78%	67%
Youth and Community Service	New in 2011 for all schools	n/a	0%	0%

6.7 As the table above illustrates, the impact of the Academy programme on traded services differs on a service-by-service basis due to the way services are offered:

- Some managers are offering different configurations of services for Academies
- Some are not offering aspects of their service at all
- Some will have a larger proportion of income from the Secondary sector than others
- Some have switched to offering more buy-as-you-need services than subscription services (and only subscription income is analysed above)

6.8 The full impact of the Academy Programme on individual services will be assessed as part of the wider review of traded services that was recommended in WCC's Future Relationship with Schools review, as reported to Cabinet on 14 July 2011. Every service trading with schools is preparing a business case for trading from 2012 onwards. These business cases will be considered by the WES Board, then SDLT and then Cabinet.

6.9 In 2010/11, the subscription income from WES Services across each phase can be seen in the following chart. This shows that by far the majority of income and trading takes place with the Primary sector, where there has been to date relatively little interest from Primary schools in terms of converting to Academy status. However, other trends towards federations and cluster working will have different impacts on trading as we move forward. These will be considered as part of the wider review of traded services.



7. Summary

7.1 By 1 September 2011, there will be fourteen Academies open in Warwickshire. Eight further secondary schools are in the process of converting to become Academies during 2011/12 and it is likely that others will follow. While no primary schools have yet applied to convert, the Church of England initiative may make a significant difference to this situation in the near future.

7.2 The Academies that have converted have purchased a wide range of services from WES for 2011/12. However, this short-term and limited picture should not lead to complacency, as it is likely that newly created Academies will turn their attention to identifying alternative and potentially more competitive services in readiness for 2012/13.

- 7.3 Further work will be taking place during the coming months to assess the full impact of schools converting to Academy status on traded services as part of the wider review of the future viability of traded services. This review will also include fully costing services for future trading opportunities.
- 7.4 This work will be fed into the outcomes and further work arising from WCC's Future Relationship with Schools review, as reported to Cabinet on 14 July 2011.
- .

Report Authors: Janice Ogden, Greta Needham

Heads of Service: Liz Holt, Greta Needham

Strategic Directors: Marion Davis, David Carter

Portfolio Holder: Cllr Heather Timms

17 August 2011

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AGENDA MANAGEMENT SHEET

Name of Committee **Children and Young People Overview and Scrutiny Committee**

Date of Committee **1 September 2011**

Report Title **Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School – Report to Children and Young People’s Overview and Scrutiny Committee**

Summary An update on the Overview & Scrutiny recommendations approved by Cabinet in December 2010 and the proposals put before Cabinet in July 2011.

For further information please contact:

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Would the recommended decision be contrary to the Budget and Policy Framework? No

Background papers

Ofsted Inspection Report – June 2010
Overview & Scrutiny Committee – 24 November 2010
Cabinet – 16 December 2010
Cabinet – 14 February 2011
Overview & Scrutiny Committee – 1 April 2011
Cabinet – 14 July 2011

CONSULTATION ALREADY UNDERTAKEN: Details to be specified

Other Committees Overview and Scrutiny Exclusions from Mainstream School 2010
Overview and Scrutiny Pupil Reintegration Unit
Primary Head teachers Consultation Group 17 January 2011.
Chairs of Area Behaviour Partnerships 26 January

2011

- Local Member(s) Cllr Frank McCarney – Bedworth West
Cllr Claire Watson – Lawford & New Bilton
Cllr Sarah Boad – Leamington North
Cllr Eithne Goode – Leamington North
Cllr Mike Gittus - Alcester
- Other Elected Members Cllr June Tandy
Cllr John Ross
Cllr Peter Balaam
Cllr Carolyn Robbins
- Cabinet Member Cllr Heather Timms
- Other Cabinet Members consulted Cllr David Wright
- Chief Executive
- Legal Fay Ford, Legal *“comments regarding Equality Impact Assessment noted”*
Barry Jukes
- Finance John Betts, Head of Finance
- Other Strategic Directors
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Steve Smith, Head of Property, Resources
Jane Pollard, Democratic Services Manager

FINAL DECISION

YES

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet Cabinet 15.12.11
- To an O & S Committee

Children and Young People Overview and Scrutiny Committee – 1 September 2011

Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School – Report to Children and Young People’s Overview and Scrutiny Committee

Recommendations:

That the Committee:

- Notes the updates on the Committee’s recommendations from November 2010
- Comments upon the monitoring and evaluation arrangements for the Area Behaviour Partnerships (ABPs) pilots
- Notes the proposed consultation document and timetable

1. Progress on O&S Recommendations

1.1 Members of the Committee made thirteen recommendations in a report in November 2010 regarding changes to the Warwickshire Pupil Referral Unit (PRU). Progress against these actions is shown in **Appendix A**. Eight of these actions are reported as complete. The progress report also provides comment on recommendations made in the Committee’s report on permanent exclusions (September 2010).

1.2 In summary:

- (1a) A staffing restructure has been undertaken with staffing being reduced from 88.3 fte to 42.7 fte for 2011/12. From September, only the Keresley and Pound Lane centres will be in use.
- (1c) Arrangements are in place to use the fully equipped science laboratories in neighbouring schools (North Leamington School and Ash Green School).
- (1d) County Caterers now provide hot meals at the Pound Lane via Lillington School. Provision at the Keresley centre is also now in place, in partnership with Keresley Newland Primary School.
- (1e) A new curriculum offer and timetable was launched in June. ICT facilities have been improved.
- (1f) No primary age children have been admitted to the PRU since March 2011. The Early Intervention Service has worked with thirteen primary age pupils since this time to ensure that provision is made other than in the PRU. Ten primary pupils attending the PRU will be either in mainstream school or specialist provision from 1 September. Two primary children attending the PRU currently do not have school places for September 2011. These two children were referred for statutory

assessment in May (estimated 20-week process). A school placement is expected to be made by October half term at the latest.

- (4) An information passport has been developed as part of the Change of School Form. However, it required further development as there is concern that the information included breaches the Admissions Code.
- (5) Funding devolved to ABPs can provide additional funding for Learning Support Units to be established within schools.

1.3 In June 2011, members of the Committee were invited to the Keresley Centre and the Pound Lane Centre of the Warwickshire PRU. Members were able to see a number of positive changes to the school environment.

2. New approach

2.1 Members of the Committee will be aware that Cabinet approved the implementation of a new approach to exclusions, including consultation on the closure of the Warwickshire PRU, on 14 July 2011. This approach was adopted following regular discussion with Headteachers (PRU Strategic Partners Group) and officers (PRU Board – chaired by Cllr Timms). The approach has had extensive discussion at both primary and secondary Headteachers' business meetings. In addition, briefing events have been held with staff and school governors.

2.2 In 2010/11, there were 80 permanent exclusions by Warwickshire maintained schools (66 secondary, 12 primary, 2 special). A further 7 exclusions were made by schools with Academy status. This is an increase on the number of permanent exclusions in 2009/10. Prior to 2010/11, the exclusion rate in Warwickshire was above the national average. Comparative data for 2010/11 is not yet available.

2.3 The new approach aims to reduce exclusions and improve the value and the quality of provision for those who are excluded. The main principles of this approach are:

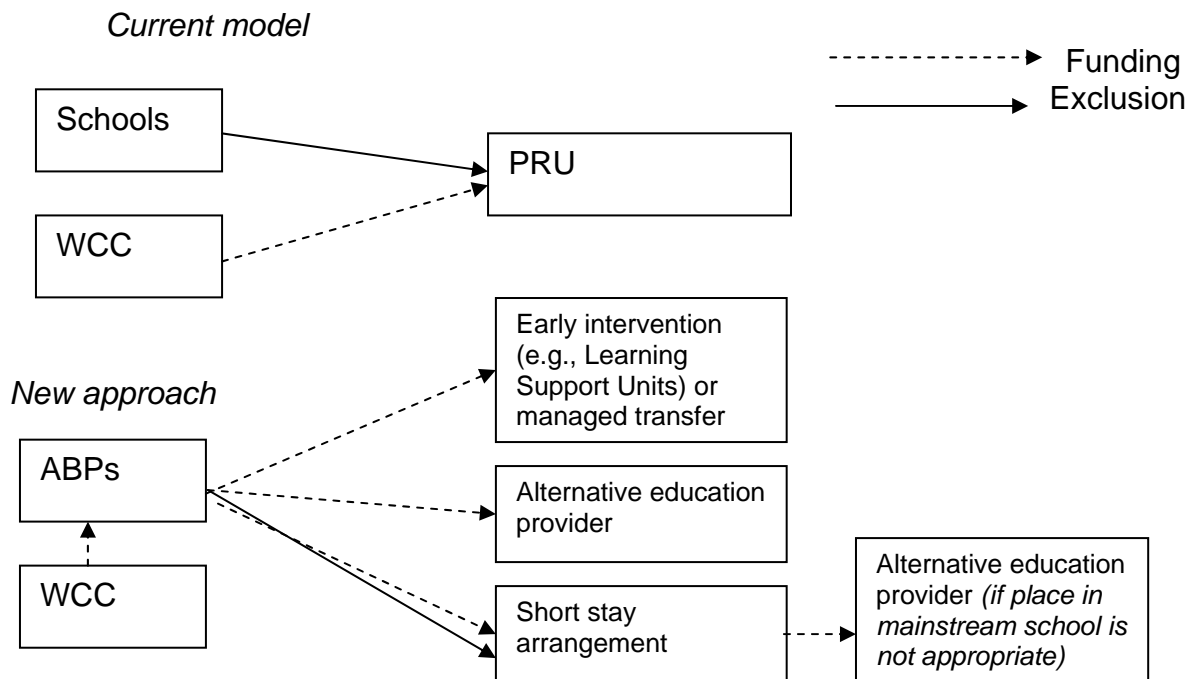
- Devolving funding to schools
- Schools working collaboratively to:
 - fund early intervention support in order to avoid exclusion
 - implement the managed transfer process
 - purchase packages of education appropriate to the individual child from alternative providers

2.4 From 1 September 2011, the new approach will be introduced across Warwickshire. The Schools Forum has agreed to devolve £1.5m (currently part of the secondary PRU budget) to the four Secondary Area Behaviour Partnerships (ABPs) for the academic year 2011/12. Within these Partnerships, secondary Headteachers are expected to work together to share best practice on early intervention, fund early intervention programmes and engage in the managed transfer process. Where a pupil is excluded, the Area Behaviour Partnership will be able to purchase packages of support appropriate to the individual child's needs. A child may still be

admitted to the PRU, however charges for this provision will now apply (£20,600 per year or £528 per week).

2.5 The devolving of funding and the introduction of charges to the PRU provide financial incentives to reduce exclusions, making early intervention the less costly alternative to permanent exclusion. This approach has been broadly supported by Headteachers across the county.

2.6 The proposed model for school exclusions, from 1 September 2012, is set out below.



2.7 The new approach is consistent with a Department for Education trial that aims to tackle exclusions in a new way. Warwickshire is an associate of this trial.

2.8 It is intended that in a significant number of cases, investment in early intervention will avoid the need for exclusion. In some cases, it will be appropriate for a child to move schools either as a managed transfer (pre-exclusion) or as part of the In-Year Fair Access Protocol (post-exclusion). In a minority of cases, mainstream schooling may not be considered the best option. In these circumstances, packages of education will be purchased from alternative providers. These bespoke packages should improve attainment and life chances outcomes for our most vulnerable children and reduce the likelihood of becoming NEET (not in education, employment or training).

2.9 Monitoring arrangements for this new approach are set out in **Appendix B**. The focus of the monitoring arrangements is on:

- Improving the pupil progress of those children excluded through accessing quality provision
- Reducing the number of permanent exclusions

- 2.10 A first monitoring and evaluation report will be presented to Cabinet on 15 December along with feedback from the consultation.
- 2.11 The approach for primary schools differs due to fewer permanent exclusions and the smaller amount of resource released from the closing of the primary element of the PRU. Six pilot inclusion support groups have been established in areas of highest exclusion to explore ways of using early intervention to avoid exclusion. In the event that a child is permanently excluded, the Early Intervention Service has been commissioned to make arrangements for provision and support.

3. Consultation

- 3.1 As noted above, Cabinet has authorised consultation on the closure of the PRU. This is based upon current provision being inadequate. It is considered that education provision for this group of vulnerable pupils can be improved by adopting the model (shown in 2.6) that devolves funding to schools through Area Behaviour Partnerships.
- 3.2 A full Equality Impact Assessment will form part of the report to Cabinet on 15 December. Prior to public consultation, the relevant stakeholders and groups will be identified to ensure that all views are taken into account and the impact of change is understood.
- 3.3 Members of the Committee are asked to note the consultation paper attached at **Appendix C** and may seek to respond to the document.
- 3.4 As noted in the Cabinet paper, it is recognised that there will still be a need to provide a short stay function to secure education and make arrangements for:
- Pupils arriving in-year from out of county where a delay occurs on school admission
 - Any pupil excluded where a decision on alternative provision is not made within six days (charges to apply)
- 3.5 The preferred option, as set out in the consultation document, is for the local authority to commission individual places from alternative providers, on behalf of Area Behaviour Partnerships, for example from colleges, training providers or Warwickshire maintained special schools.
- 3.6 This is the favoured option as it allows for maximum devolvement of funding to schools to invest in early intervention, but also allows the local authority to ensure that all pupils meet their entitlement to education. The costs of each placement would be met by the funds devolved to the Area Behaviour Partnership.
- 3.7 The local authority will run a competitive tender to ensure that suitable alternative providers are in place as soon as possible. Initial evaluation suggests that there are enough providers operating in the West Midlands

(including colleges) for this to be a sustainable approach. Places could also be purchased from local authority special schools as appropriate.

Report Author: Elizabeth Featherstone/Ross Caws

Head of Service: Elizabeth Featherstone/Mark Gore

Strategic Director: Marion Davis

Portfolio Holder: Cllr Heather Timms

17 August 2011

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Warwickshire Academies – State of Play as at 8 August 2011

School	Type	Sponsor / Partner	Consulting	Application submitted to DfE	Academy Order Issued	Date of Change (if known)
The Nuneaton Academy	Academy	North Warks & Hinckley College	✓	✓	✓	Opened 1 st September 2010
Polesworth School	Academy		✓	✓	✓	Opened 1 st February 2011
Alcester Grammar School	Academy		✓	✓	✓	Opened 1 st April 2011
Ashlawn School	Academy		✓	✓	✓	Opened 1 st April 2011
Rugby High School	Academy		✓	✓	✓	Opened 1 st April 2011
Studley High School	Academy		✓	✓	✓	Opened 1 st June 2011
Myton School	Academy		✓	✓	✓	Opened 1 st July 2011
Alcester High School	Community	Caludon Castle School, Coventry	✓	✓	✓	Opened 1 st August 2011
King Edward VI School	Voluntary Aided		✓	✓	✓	Opened 1 st August 2011
Stratford Girls' Grammar School	Community		✓	✓	✓	Opened 1 st August 2011

School	Type	Sponsor / Partner	Consulting	Application submitted to DfE	Academy Order Issued	Date of Change (if known)
Stratford High School	Community		✓	✓	✓	Opened 1 st August 2011
The Coleshill School	Community	Caludon Castle School, Coventry	✓	✓	✓	Opened 1 st August 2011
Henley High School	Community	Alcester Grammar School	✓	✓	✓	17 th August 2011
George Eliot School	National Challenge Trust School	North Warks & Hinckley College	✓	✓	✓	1 st September 2011
Bilton School	Community	Coundon Court, Coventry	✓			1 st November 2011
Campion School	Community		✓	✓	✓	1 st January 2012
Shipston High School	Community		✓	✓	✓	TBC
Aylesford School	Community		✓	✓	✓	TBC
Etone College	Community		✓	✓	✓	TBC
Ash Green School	Foundation	Creative Trust	✓	✓		TBC
Higham Lane School	Community		✓			TBC
Kineton High School	Community			✓		TBC

PROGRESS AGAINST O&S RECOMMENDATIONS – 01/09/2011

	Recommendation from review of Pupil Referral Unit (Nov 2010)	Progress	Status
1a	To 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.	A staffing restructure has been undertaken with staffing being reduced from 88.3 fte to 42.7 fte for 2011/12. From September only the Keresley and Pound Lane centres will be in use.	Complete
1b	To 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.	The strategy for change aims to reduce demand for the PRU through a new approach to exclusions. Therefore the need to find an alternative long term site for the PRU is no longer a priority.	No longer applicable
1c	To secure proper provision for the teaching of science at all the PRU centres to ensure that pupils receive their educational entitlement.	The teaching of science at the PRU is one of the stronger areas of the curriculum. It should also be noted that a significant element of the science curriculum is not dependent on the provision of a science laboratory. Currently, neither the Pound Lane nor Keresley centres have science laboratories of the specification typically found in mainstream secondary schools. In order to enable students to access the full National Curriculum, arrangements are in place to use the fully equipped laboratories in neighbouring schools (North Leamington School and Ash Green School). To the cost of building a new science laboratory is estimated at £25,000.	Complete
1d	To ensure there is provision for a hot meal at each of the PRU centres as a matter of urgency	County Caterers now provide hot meals at the Pound Lane via Lillington School. Provision at the Keresley centre is also now in place, in partnership Keresley Newland Primary School.	Complete

1e	To 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.	A new curriculum offer and timetable was launched in June. Progress is being made in teaching and learning against the Post-Ofsted action plan. This includes lesson observations, training, analysis of assessment and progress data, review of the PRU curriculum and personalised action plans where appropriate. ICT facilities have been improved.	Complete
1f	To 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.	<p>No primary age children have been admitted to the PRU since March 2011. The Early Intervention Service has worked with thirteen primary age pupils since this time to ensure that they do not attend the PRU. Four of those had been permanently excluded. Twelve of the thirteen children are attending mainstream school again. One child has been identified as requiring specialist provision.</p> <p>Ten primary pupils (all bar two) within the PRU will be either in mainstream school or specialist provision from 1 September. Two primary children currently attending the PRU currently do not have school places for September 2011. These two children were referred for statutory assessment at the end of May and the assessment process will not be completed in time for a placement to be made for 1 September. A school placement is expected to be in place by October half term at the latest.</p>	Near completion
2	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.	The business case and strategic plan have been approved by Cabinet (17 February 2011).	Complete
3a	To ensure in the short-term there are standing arrangements for a CAF to be carried out where a pupil is at risk of exclusion.	All schools are provided with clear guidance on when a CAF should be carried out. Preferably, CAFs should be in place well before a child becomes at risk of permanent exclusion. All Area Behaviour Partnerships and primary head teachers have been reminded of the benefits of using CAF.	Complete

3b	To ensure in the short-term there are standing arrangements for the Head of PRU/Head of Centre to be invited to every CAF Assessment where there is the possibility of permanent exclusion	It is not feasible for the head teacher to attend every CAF where there is the possibility of permanent exclusion. Staff at the PRU will attend CAF meetings when required to do so by the Lead Professional.	Ongoing
3c	To ensure in the short-term there are standing arrangements for 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	There has been a difficulty in ensuring that appropriate information is passed to the PRU. Through the new approach it is intended that this issue is addressed. Either it will cease to be an issue as early intervention practices will stop the child being excluded, or it will be incumbent on the ABP to provide this information as part of the process of planning and purchasing alternative provision. Where a managed transfer takes place, schools will be able to hold each other to account.	Ongoing
4	To develop an information passport to improve the information being passed from schools to the PRU and from the PRU to schools.	Similar to 3c above. The new approach should reduce this importance of this as an issue. Following consultation with schools it was suggested that the information passport was included as part of the 'Change of School Application Form' to ensure that only one set of information was required. However, this has been stopped due to concerns that the information may breach the Admissions Code. LA officers are looking at a two stage process for providing information. This issue is not confined to Warwickshire.	Ongoing
5	To actively encourage the development of Learning Support Units in secondary schools in consultation with Headteachers and the Area Behaviour Partnerships	Funding devolved to ABPs can provide additional funding for LSU provision. The Early Intervention Service has shared best practice of effective Learning Support Units and offer a traded service to establish and/or run a Learning Support Unit in a school.	Complete
6	That progress on implementing these recommendations should be reported to the Children and Young People Overview and Scrutiny Committee within 6 months.	Interim report in April 2011. Next report in September 2011.	Complete
	Recommendation from review of Pupil Referral Unit (Sept 2010)	Progress	
6	That the primary cluster model be adopted across	6 pilot clusters of primary schools are trialling new ways of working	Ongoing

	the county with agreement on early intervention protocols and processes.	using funded devolved from the primary element of the PRU. These clusters were identified based upon the trend of exclusions in the primary phase since 2004.	
7	That the Strategic Director of Children, Young People and Families encourages all secondary schools to develop in-house provision (learning support units) to ensure a full continuum of provision.	As <i>number 5 above</i> . Funding devolved to ABPs can provide additional funding for LSU provision. The Early Intervention Service has shared best practice of effective Learning Support Units and offer a traded service to establish and/or run a Learning Support Unit in a school.	Complete
	Other issues raised by O&S visit	Progress	
	Presence of Connexions on PRU sites.	<p>Pupils at the PRU remain as one of the highest priority groups for Connexions. Historically, there have never been full time Personal Advisers allocated to this provision as the numbers of pupils are small. Input has been not been reduced.</p> <p>As of June 2011, Connexions allocated 22 days to provide careers advice and guidance to 11 pupils in Pound Lane PRU and 40 days to 20 pupils in the Keresley PRU. The Advisers working with the PRU also spend additional time linked to the September Guarantee to support these young people to achieve a positive destination at the end of Year 11, as they are one of our most challenging groups of young people to place into a successful sustained outcome.</p>	
	Other premises issues.	These have been assigned either to Property Services or, if appropriate, to the PRU and its caretaking staff.	

MONITORING AND EVALUATION

Strategic Aim	Measure	Further detail	Responsible officer	Date and frequency	Reporting to
To meet the learning needs of pupils at risk of exclusion or who have been excluded by introducing new approaches;	Monitoring report from Chairs of Area Behaviour Partnerships on new arrangements. Report from the Chair of the Primary Strategic Policy Group; Report by LA School Improvement Team following visits to each area.	Reporting on the effectiveness of the new arrangements to include: - use of funding, - collaborative arrangements, - early intervention, - managed moves, - use of alternative provision. Monitoring visit by LA School Improvement Officer	Chair of Area Behaviour Partnership and Primary Strategic Policy Group Shona Walton	December 2011 and April 2012 December 2011 and April 2012	Project Board Elected Members (Cabinet and CYP O&S)
To improve the quality of education for young people attending the PRU.	Ofsted monitoring reports on provision for pupils in the PRU LA monitoring reports	Monitoring letter following HMI visit Monitoring of progress by LA School Improvement Officers	HMI Shona Walton	Termly November 2011 and termly after thereafter	Project Board Elected Members (Cabinet and CYP O&S)
To reduce the number of exclusions, and consequently demand on the PRU.	Exclusion data	Comparison with previous 3 years; Comparison by area.	Exclusions Officer	October 2011 and monthly thereafter	Project Board Elected Members (Cabinet and CYP O&S)
Value for money	Financial monitoring reports on spending in each area. Demand for out of authority SEN placements	Summary of expenditure in each ABP	Simon Smith	October 2011 and monthly thereafter	Project Board Elected Members (Cabinet and CYP O&S)

MONITORING SCHEDULE – 2011/12 (AUTUMN TERM)

Strategic Aim	Report	By whom	Date expected	Reporting to
To meet the learning needs of pupils at risk of exclusion or who have been excluded by introducing new approaches	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Northern ABP	Chair of Northern ABP	22/11/2011	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Central ABP	Chair of Central ABP	22/11/2011	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Eastern ABP	Chair of Eastern ABP	22/11/2011	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Southern ABP	Chair of Southern ABP	22/11/2011	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – LA perspective	Principal School Improvement Officer	22/11/2011	PRU Project Board
	Meeting the needs of pupils at risk of exclusion – primary phase	Primary Strategic Policy Group and Service Manager - Primary and Early Years	22/11/2011	PRU Project Board
	Report following outcome of consultation	Access and Organisation	November 2011	PRU Project Board
To improve the quality of education for young people attending the PRU.	Quality of education at the PRU	HMI Ofsted	November 2011	Strategic Director of People Group
	Quality of education at college places commissioned by the PRU	Principal School Improvement Officer	Half termly	PRU Project Board
	Quality of provision for primary aged pupils in transition to secondary schools	Principal School Improvement Officer	October 2011	PRU Project Board
To reduce the number of exclusions, and consequently demand on the PRU.	Permanent exclusions data	Exclusions team	Weekly report (one week in arrears)	PRU Project Board (by email)
Value for money	Financial reports for ABPs	Finance / Access and Organisation	End of each month	PRU Project Board (by email)
Project overview	Report to Cabinet - summarising all reports above.	Head of Early Intervention	15/12/2011 (Papers due 28/11/2011)	Cabinet

MONITORING SCHEDULE – 2011/12 (SPRING TERM)

Strategic Aim	Report	By whom	Date expected	Reporting to
To meet the learning needs of pupils at risk of exclusion or who have been excluded by introducing new approaches	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Northern ABP	Chair of Northern ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Central ABP	Chair of Central ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Eastern ABP	Chair of Eastern ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Southern ABP	Chair of Southern ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – LA perspective	Principal School Improvement Officer	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion– primary phase	Primary Strategic Policy Group and Service Manager - Primary and Early Years	March 2012	PRU Project Board
To improve the quality of education for young people attending the PRU.	Quality of education at the PRU	HMI Ofsted		Strategic Director of People Group
	Quality of education at college places commissioned by the PRU	Principal School Improvement Officer	Half termly	PRU Project Board
To reduce the number of exclusions, and consequently demand on the PRU.	Permanent exclusions data	Exclusions team	Weekly report (one week in arrears)	PRU Project Board (by email)
Value for money	Financial reports for ABPs	Finance / Access and Organisation	End of each month	PRU Project Board (by email)
Project overview	Reports to Cabinet and O&S as requested.			

MONITORING SCHEDULE – 2011/12 (SUMMER TERM)

Strategic Aim	Report	By whom	Date expected	Reporting to
To meet the learning needs of pupils at risk of exclusion or who have been excluded by introducing new approaches	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Northern ABP	Chair of Northern ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Central ABP	Chair of Central ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Eastern ABP	Chair of Eastern ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – Southern ABP	Chair of Southern ABP	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion or who have been excluded using devolved funding – LA perspective	Principal School Improvement Officer	March 2012	PRU Project Board
	Meeting the needs of pupils at risk of exclusion– primary phase	Primary Strategic Policy Group and Service Manager - Primary and Early Years	March 2012	PRU Project Board
To improve the quality of education for young people attending the PRU.	Quality of education at the PRU	HMI Ofsted		Strategic Director of People Group
	Quality of education at college places commissioned by the PRU	Principal School Improvement Officer	Half termly	PRU Project Board
To reduce the number of exclusions, and consequently demand on the PRU.	Permanent exclusions data	Exclusions team	Weekly report (one week in arrears)	PRU Project Board (by email)
Value for money	Financial reports for ABPs	Finance / Access and Organisation	End of each month	PRU Project Board (by email)
Project overview	Reports to Cabinet and O&S as requested.			

Consultation

Proposal to Close the Warwickshire Pupil Referral Unit

September 2011

Please send your comments to

consultations@warwickshire.gov.uk

or in writing to

Access and Organisation (ref JN)
Learning and Achievement
Saltisford Office Park
Ansell Way
Warwick
CV34 4UL

Deadline for responses is 24th October 2011

1. The Proposal

- 1.1 The Warwickshire Cabinet has agreed to consult on a proposal to close the Warwickshire Pupil Referral Unit (also known as the Pupil Reintegration Unit) with effect from 31st August 2012. If the proposal is supported, new arrangements for securing short term education from a range of providers will be introduced.
- 1.2 The purpose of this document is to set out the background to the proposal and the arrangements to be put in place if the Pupil Referral Unit (PRU) were to close.

2. Background

- 2.1 Warwickshire Cabinet is mindful that the local authority continues to have a statutory duty
“to make arrangements for the provision of suitable education at school (including pupil referral units), or otherwise than at school, for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, will not receive a suitable education without those arrangements.”
- 2.2 The Warwickshire PRU provides education for pupils that have been permanently excluded from Warwickshire schools. While the trend in the number of permanent exclusion in Warwickshire has been decreasing, schools in the county still exclude more pupils than similar authorities.
- 2.3 The majority of exclusions were for ‘persistent disruptive behaviour’ and involved boys aged 14 or 15. In most cases, the schools had worked hard to keep the pupils in the school for a number of years before feeling permanent exclusion was the most appropriate action.

3. The Rationale for Proposing Closure

- 3.1 There are three key reasons why the Authority is proposing to close the PRU. Firstly, provision is deemed to be inadequate at the moment. In June 2010 Ofsted concluded that special measures were required because the PRU was failing to give its pupils an acceptable standard of education. In almost all areas the PRU was judged to be inadequate including the quality of teaching and the support for individual pupils.
- 3.2 Secondly, the number of permanent exclusions in Warwickshire is higher than those of other similar authorities. Headteacher’s have told us is that if they were able to access additional resources at an earlier stage they could take action to ensure that a disruptive pupil is given the necessary support and guidance to enable them to continue in the mainstream school while not disrupting the learning of others.
- 3.3 The third key issue is that the costs involved in maintaining the PRU are high and do not provide value for money. In 2010/11 it cost £2.8million to maintain the Warwickshire PRU. The cost of educating an individual pupil in the PRU was £26,000 per year in 2010/11. Headteachers have told us that this resource could be better used if it was devolved to schools and Area Partnerships. The Warwickshire PRU maintained four sites across the county and employed over 90 staff. The closure of the PRU will enable this high level of resource to be better used in preventative work and early intervention.

One example of how the existing funding could be better utilised is through the development of Learning Support Units within schools. This means that disruptive pupils can be taught away from others until their behaviour improves. With this example, teachers will have the support they need to improve the behaviour of the pupil at risk of exclusion;

other pupils will not have to suffer regular disruption to their classes and consequently provision for all pupils should improve.

4. The Current Position

4.1 In February 2011, Cabinet approved a Strategic Plan to adopt a new approach to meet the needs of pupils excluded, or at risk of exclusion, from school. The plan draws upon the findings of the Children and Young People's Overview and Scrutiny Committee investigations into exclusions and the Pupil Referral Unit.

4.2 The new approach involves a system wide change to reduce exclusions and improve the value and the quality of provision for those who are excluded. The main principles of this approach are:

- Devolving funding to schools
- Schools working collaboratively to
 - fund early intervention support in order to avoid exclusion
 - implement the managed transfer process
 - purchase packages of educational provision appropriate to the individual child

4.3 From 1 September 2011, funding will be devolved to the four Secondary Area Behaviour Partnerships for the academic year 2011/12. Within these partnerships, secondary and special school Headteachers are expected to work together to share best practice on early intervention, fund early intervention programmes and engage in the managed transfer process. If a child is excluded the Area Behaviour Partnership will either seek to re-integrate the pupil into another mainstream school, or alternatively will be able to purchase a package of support appropriate to the needs of the individual.

5. The Proposed Future Model

5.1 The present model for dealing with permanent exclusion is no longer felt fit for purpose. However, there remains a need to make short stay arrangements for pupils of secondary school age who:

- arrive in-year from out of county where it is necessary to take sufficient time to ensure the right pupil placement is found;
- are permanently excluded where an alternative place is not agreed within a six day period. This is a statutory responsibility for the Authority.

5.2 Therefore the Authority is proposing the following arrangements from September 2012.

- The Local Authority will offer the facility to support the Area Behaviour Partnerships by *commissioning* short term places for individual pupils where no arrangement can be made within six days. The Authority will retain the responsibility for commissioning short stay arrangements from a range of appropriate providers. These might include private/third sector organisations, a neighbouring local authority service or a Warwickshire maintained mainstream or special school offering this facility as an additional part of their overall provision.
- Although the Authority would manage this service the costs of any commissioned provision would be payable by the Area Behaviour Partnership concerned. The Authority will select the most appropriate short term place from a quality assured database of providers.
- The benefits of this are that the Authority can ensure all pupils have access to full time education within the maximum time set for excluded pupils and that head teachers in

each Area Behaviour Partnership will feel supported in knowing they can consider the future long term arrangement for the excluded pupil carefully and without undue haste.

- The costs of maintaining this central service would be approximately £10,000 to cover the administration costs involved in the commissioning process. This funding would be taken from the planned £2.8 million devolved funding to the Area Behaviour Partnerships in 2012/13.
- The cost of each place will be negotiated with each provider and be on a weekly basis. The cost of funding individual places will met by the Area Behaviour Partnership. The Authority will ensure that sufficient provision is available for excluded pupils to take these commissions at short notice.
- Warwickshire will no longer maintain provision to teach excluded pupils, should the proposal to close the PRU be approved. The present PRU buildings and facilities would be used for other purposes.

5.3 The new approach proposed will provide schools and Area Behaviour Partnerships with a financial incentive to strengthen further their behaviour management strategies. Schools and Area Behaviour Partnerships where exclusions are few will be able to use the additional funding to improve their provision. Head teachers have told us that learning can improve for *all* pupils if sufficient additional resources are made available to their schools and Area Behaviour Partnerships to improve the effectiveness of behaviour management strategies - not just those at risk of exclusion.

5.4 By commissioning provision as and when it is necessary, the Local Authority is able to meet its statutory responsibilities for excluded pupils and release the maximum resource possible for early intervention and prevention.

6. What Else Was Considered?

6.1 The Authority did consider other possible arrangements if the PRU is closed. It is anticipated that the number of permanent exclusions will be significantly reduced. Some head teachers have indicated that it may not be necessary for the Authority to offer the service described in 5.2 at all, as arrangements could be made by the Area Behaviour Partnerships themselves. This would maximise the funding available to be devolved to schools to help prevent exclusions. While the Authority has sympathy with this approach, and may support this option in the long term, it is felt that a safety net of support for Area Behaviour Partnerships is necessary in the short term.

6.2 The Authority considered continuing to maintain a smaller PRU or opening a new PRU. Both of these options were rejected. The cost of maintaining a PRU is likely to be significant. This would reduce the amount of funding available to devolve to Area Behaviour Partnerships and therefore restrict the capacity for early intervention and preventative measures to be used by schools. There would be a significant risk that the present unsatisfactory situation of high exclusions and inadequate provision would be repeated.

7. The Consultation Process

7.1 Formal consultation will run from 12th September through to 24th October 2011 inclusive. The County Council is seeking comments and views on the proposal. No decision has been made at this stage other than to consult on the proposal.

7.2 Copies of this consultation document have been sent to all members of staff currently employed by the Pupil Referral Unit, All County Councillors, District and Borough Councils, Warwickshire Members of Parliament, Teaching and non-teaching professional associations, parents of young people on roll at the Pupil Referral Unit in September 2011 and all Warwickshire schools.

- 7.3 We will be holding two public meetings for anyone interested to learn more about the proposal and to ask questions. These meetings will take place on Tuesday 27th September at The Keresley PRU and on Thursday 29th September at the Pound Lane PRU. Both meetings will begin at 6.00 p.m.
- 7.4 The proposal, together with feedback from the consultation, will be reported to the Warwickshire Cabinet on 15th December. The Cabinet may decide not to go forward with the proposal at this stage. If, however they decide to continue with the proposal, the Authority is required to publish statutory notices.
- 7.5 The publishing of Statutory Notices will give a further 6 week period to interested parties to comment on, or object to the proposal.
- 7.6 If there are no objections to the statutory consultation the matter could be determined by the Warwickshire Cabinet at it's meeting on 15th March 2012.
- 7.7 If there are objections to the statutory consultation, the proposal will be forwarded to the Schools Adjudicator for a final decision.

8. What Next?

- 8.1 Warwickshire County Council wants to hear your views on the proposal to close the Warwickshire Pupil Referral Unit with effect from 31st August 2012.
- 8.2 Your views can be submitted by email to consultations@warwickshire.gov.uk

Alternatively you can submit your views in writing to

Access and Organisation (ref JN)
Learning and Achievement
Saltisford Office Park
Ansell Way
Warwick
CV34 4UL

The deadline for responses is 24th October 2011

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AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview and Scrutiny Committee

Date of Committee 1 September 2011

Report Title Impact Assessment on Posts Lost to the Directorate

Summary To look across the Directorate at the potential consequences of changes due to job losses.

For further information please contact: Hugh Disley
CYPF Development Programme
Tel: 01926 742578
hughdisley@warwickshire.gov.uk

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)

Other Elected Members Cllr June Tandy
Cllr John Ross

Cllr Peter Balaam "comments noted"
Cllr Carolyn Robbins

Cabinet Member Cllr Heather Timms

Other Cabinet Members consulted Cllr David Wright

Chief Executive

Legal Fay Ford "comments noted"

- Finance John Betts
Simon Smith, Finance
Chris Norton, Finance
- Other Strategic Directors Wendy Fabbro
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals

FINAL DECISION **YES**

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee Subsequent reports to be taken to update on the situation.
- To Council
- To Cabinet
- To an O & S Committee
- To an Area Committee
- Further Consultation

Children and Young People Overview and Scrutiny Committee – 1 September 2011

Impact Assessment on Posts Lost to the Directorate

Recommendations:

That the Committee:

- Notes the position of the four Business Units as a result of the loss of posts;
- Agrees to monitor continuing impact upon children, young people and families as CYPF moves into the People Group;
- Advises Cabinet of potential issues or outcomes that may arise due to the deletion of posts from services that are working with children, young people and families.

1. Background

- 1.1 Overview and Scrutiny requested that the CYPF Transformation Programme Board (TPB) undergoes a study of the posts that have been deleted between April 2010 and June 2011. The total is **141 posts** with 47% of them coming from Learning & Achievement and 57% of the 141 posts being redundancies. (**Appendix A** includes a description of the services with acronyms.)
- 1.2 There were 45 leavers from April to December 2010, and 96 leavers from January to June 2011, of which 90 have left since March 2011. The immediate impact of the majority of those lost posts is hard to measure because there has been so little time since they have left. Many of the job losses described in this report anticipate impact after the June 2011 date referred to above. Each Business Unit will have a different analysis on the potential impact but the point has to be made that this will be based primarily on a mixture of professional judgment and speculation rather than strong evidence at this stage. What will be important to gauge is the impact as the months unfold and as that evidence is gathered. One of the challenges will be the ability to gather the evidence where posts have gone that would have either provided the intelligence or undertaken the analysis.
- 1.3 An analysis of each of the four Business Units has been undertaken that maps out how these posts have been deleted, which services have been affected and what that has meant regarding the continuity of the work. In all cases **those leaving have not been replaced** and each Business Unit has either absorbed the workload or stopped areas of delivery. The downsizing and changing role of the Local Authority is a key priority activity for remaining managers, in addition to service delivery.
- 1.4 The TPB has the responsibility for managing the cuts to budgets, ensuring the capacity to fulfil our statutory obligations, and overseeing the downsizing process carried out through the CYPF Development Programme, which is

exploring alternative ways of providing services through commissioning etc. For the past two years, any vacancy has undergone rigorous scrutiny and has had to be approved for recruitment by the TPB as part of the efficiency monitoring. An immediate impact of this has been reduced capacity to provide full cover during the summer when a significant proportion of the total staff take leave in line with school holidays.

- 1.5 As time goes on, the TPB will monitor the Equalities Impact Assessments and will be able to report back subsequently on this aspect of the savings plan. It will also be important to report any changes in staff absence due to work pressures.
- 1.6 There is significant downsizing that is not recorded within these current figures as we continue with the reductions required of us due to the budgets that have been set, contributing to the 28% downsizing of the Local Authority as a whole. These posts are being deleted over the next few months. We will have completed the de-layering of management posts by December 2011. We have begun the transfer of services to either the third sector (e.g. Positive about Young People) or to being totally traded services (e.g. Outdoor Education, ESW etc.). This is in line with the County Council's ambition to move to being a commissioning organisation and away from direct frontline delivery or support.
- 1.7 The TPB is focussed on ensuring that we are meeting our statutory duties, continuing to look for efficient and effective ways of providing services for our children, young people and families, and using the discipline of the commissioning cycle to ensure that we are targeting our resources at those most in need and looking at the best way to provide the service while achieving best value and quality. As we move to the People Group on the 1 November 2011, this process will continue.

2. The Findings

- 2.1 **Strategic Commissioning, Partnerships and Planning** – this Business Unit includes Multi-Agency Commissioning, Commissioning Support Services and SEN & Inclusion services. The analysis of the number of leavers between 1 April and 30 June 2011 shows that from a total of **24 leavers**, 17 have retired and 7 have been made redundant. This included the Head of Service and staff from CSS, IDS, SNI and services that are now in the Resources Group.
 - 2.1.1 Retirement has affected SEN & SNI services but this is an area subject to review in response to legislative changes and our changed relationship with schools. Service redesign must take account of reduced resource, evidence-based practice and new legislative requirements to deliver effective services that represent value for money and improve outcomes for children and young people.
 - 2.1.2 The impact assessment on our CYPF strategic commissioning, partnerships and planning will be the challenge of sustaining the necessary resources for

our preparedness and support for inspections, the gathering, analysis and monitoring of our information and performance, and the support infrastructure of our Children's Trust and Area Partnerships. This in turn could add additional pressure on the other Business Units and Service Managers who will have to undertake more of the support functions.

2.2 Early Intervention & Family Support – this Business Unit includes Family and Parenting, Early Intervention Services (EIS) and Targeted Support for young people. The analysis of the number of leavers between 1 April and 30 June 2011 shows that from a total of **20 leavers**, 13 have retired and 7 have been made redundant. The services affected are EIS Primary, EIS Secondary, EIS LABSS, EIS, Youth & Community and PaYP.

2.2.1 As a result of the recruitment freeze in 2010/11, Youth & Community were carrying approximately 70 vacant posts. 15 posts have been deleted. Targeted Support for young people is being developed in place of Youth & Community with an updated paper going to Cabinet in September 2011.

2.2.2 One service within PaYP has ceased, with the remainder of PaYP business supported to become a social enterprise from 1 July 2011.

2.2.3 The impact assessment for Early Intervention and Family Support will be the challenge of whether voluntary and community groups have the capacity to handle more of the universal services for children, young people and families such as play, positive activities for young people and support to families who have short-term needs.

2.3 Learning & Achievement – this Business Unit has experienced the greatest number of redundancies. The Unit includes support to schools, colleges, Early Years and Childcare and to particularly vulnerable groups of children and young people through the Virtual School for Children in Care, the Ill Health Team and support for Ethnic Minority Achievement and Gypsy Roma Travellers. It also contains the County Music Service. The analysis of the number of leavers from this Business Unit between 1 April and 30 June 2011 shows that from a total of **66 leavers**, 5 have retired, 60 have been made redundant and 1 has left the Directorate for another job.

2.3.1 The services affected by a reduction in grants or the transfer of resources to schools through the Dedicated Schools Grant are:

- Learning Improvement Team
- Education Development Service (EDS)
- County Music Service (CMS)
- Early Years Team
- Intercultural Curriculum Support Service

2.3.2 EDS and work of The National Strategies Team were ended in April 2011. EDS provided a traded service for developing the quality of children's workforce in schools. This ended with the cessation of local and government grant funding. Following a decision of the previous government to develop a new approach to school improvement by devolving funding directly to

schools rather than local authorities, the Warwickshire National Strategies Team ended and the School Improvement Team was significantly downsized. The National School Improvement Partner Programme also ceased and so the support and monitoring function of SIPs has come to an end. The impact of these reductions in the work of the service is that the capacity of the Authority to monitor, support and intervene in schools and settings is significantly less than in previous years. The remaining team is focussed on improving school leadership through headteacher professional development, supporting satisfactory schools to become good or outstanding, and building capacity within schools to promote a system of school improvement based on school-to-school support. In addition, officers will continue to facilitate and contribute to the networking of education and learning providers to ensure there is sufficient, high-quality education and learning places available for children and young people across the county.

- 2.3.3 Changes to CMS (the reduction in management posts and new terms and conditions for staff) have been designed to put the service on a fully traded basis from September 2011, following the loss of County Council funding from April 2011. Grant-funded services are targeted at widening opportunities. Tuition and other activities have to be funded by schools or parents.
- 2.3.4 ICSS provided support and advice for the development of English as an additional language, intercultural activities to support community cohesion and a home-school liaison service for families where English was not the first language. From 1 September 2011, the service will transform into the Ethnic Minority Achievement Support Team. A reduced team will provide language assessments for new arrivals. A reduced-capacity service will trade other activities with schools. Following redundancies, the service will no longer provide intercultural activities. All tuition classes for community languages ceased on 31 July. The full impact of these changes will be carefully monitored in terms of the achievement and engagement of ethnic minority pupils, especially those from harder-to-reach groups.
- 2.3.5 Posts have not been filled in the Early Years Team following the loss of the Early Intervention Grant and a fundamental review of the service is being carried out. Further reductions in staffing will follow from 1 September 2011.
- 2.3.6 Similarly, there will be further losses to the Healthy Schools Team and the Extended Services Team from 1 September 2011. These will all result in a reduced service in schools with remaining services targeted at areas of greatest need. The impact will be monitored through our Needs Assessment data. The functions of the Student Finance Team were transferred out of the Council to the Student Loan Company in April 2011.
- 2.3.7 The impact of this reduction for Learning and Achievement is on the willingness and capacity of schools to become self-improving autonomous institutions without the level of support provided by the Local Authority in the past. For the Authority, there is a risk that it will have less information about the performance of maintained schools and settings leading to a reduced

ability to intervene early if the performance of an institution declines. The transfer of funding from local authorities to schools means the ending of the Healthy Schools Team and The Extended Services Team. This will mean the functions and responsibilities of these services to promote the health and wellbeing of children and young people will lie with schools themselves rather than Local Authority support services.

2.4 **Safeguarding** – this Business Unit includes all of our Child Protection, Looked after Children and Adoption Services. The analysis of the number of leavers between 1 April and 30 June 2011 shows that, of the **14 leavers**, all have retired.

2.4.1 The loss of these posts has primarily been a consequence of the managerial de-layering exercise. This means that frontline services have largely been protected. However, we need to be aware that there are more children and young people coming to the Safeguarding Team's attention and so capacity has been further stretched. Furthermore, the increase in the volume of work means that we need more Foster Carers and Adopters at a time when our capacity to recruit and support them has diminished. We are also asking more of our hard-pressed frontline managers. Finally, the Munro Review of Child Protection charges employers to reduce workloads of frontline social work staff, to relieve the administrative burden that they face and to increase management support. This will not be achievable under current circumstances.

2.5 **Supply Pool Staff** – the analysis of the number of leavers between 1 April and 30 June 2011 shows that from the **17 leavers**, 10 have retired and 7 have been made redundant. The CYPF pool has reduced by 8 staff, while the teaching pool has reduced by 7 staff and 2 youth workers.

Report Author: Hugh Disley

Heads of Service: Mark Gore, Elizabeth Featherstone, Phil Sawbridge, Liz Holt

Strategic Director: Marion Davis

Portfolio Holder: Cllr Heather Timms

17 August 2011

Agenda No 7, Appendix A

Impact Assessment on Posts Lost to the Directorate

Table showing posts reduced April 2010 to June 2011:

CYPF Directorate	Early Retirement	Retirement	Redundancy	Left CYPF	Total
Learning & Achievement	2	3	60	1	66 47%
Commissioning, Partnerships & Planning	3	14	7	0	24 17%
Early Intervention & Family Support	6	7	7	0	20 14%
Safeguarding	2	12	0	0	14 10%
Pool Staff	3	7	7	0	17 12%
Totals	16 11%	43 30%	81 57%	1	141 100%

Acronyms to services:

Strategic Commissioning, Partnerships & Planning

IDS Integrated Disability Services
 SNI Special Needs and Inclusion (including Education Psychologists)
 ICT Information, Communication, Technology Development Services

Early Intervention & Family Support

EIS Early Intervention Services including Primary & Transition; Secondary & Progression
 LABSS Learning and Behaviour Support Services
 PaYP Positive about Young People

Learning & Achievement

EDS Education Development Services
 ICSS Inter Curriculum Support Services

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People
Date of Committee Overview and Scrutiny Committee
 1st September 2011

Report Title Work Programme 2011-12

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

For further information please contact: Richard Maybey
 Democratic Services Officer
 Tel: 01926 476876
richardmaybey@warwickshire.gov.uk

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
- 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

Children and Young People Overview and Scrutiny Committee – 1 September 2011

Work Programme 2011-12

Recommendation

That the Committee considers the draft work programme at Appendix A and amends as appropriate.

1. Draft Work Programme

Following discussion with the Chair and the party spokespersons, a draft work programme for the Committee is attached for consideration at Appendix A.

2. Forward Plan Items

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

Transforming Services for Young People – Targeted Support

Recommendations on how services for young people will change over the next 2 years, including more detail on targeted support and work with the voluntary sector

Decision Maker: Cabinet, 8 September 2011

Purchase of Children's Rights and Independent Visitor Service

Approval is needed to re-tender the children's Rights and Independent Visitors Service. The current contract expires on 31 March 2012

Decision Maker: Cabinet, 8 September 2011

Approach to Children's Centres Review

How the authority will review the commissioning arrangements for 39 Warwickshire Children's Centres and identify cost-effective changes or opportunities

Decision Maker: Cabinet, 8 September 2011

Youth Justice Plan

This report introduces the objectives of the annual Youth Justice Plan, performance during 2010/11 and priorities/objectives for 2011/12

Decision Maker: Cabinet, 13 October 2011

Meeting the needs of young people excluded or at risk of exclusion

Outcome of consultation on changes to the PRU and new arrangements for preventing and managing permanent exclusions from school

Decision Maker: Cabinet, 15 December 2011

Report Author: Richard Maybey
Head of Service: Greta Needham
Strategic Director: David Carter
Portfolio Holder: N/A

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MEETING DATE	ITEM AND RESPONSIBLE OFFICER High priority Medium priority Lower priority	OBJECTIVE OF SCRUTINY	Type of review				Link to corporate priorities					
			Performance Management	Holding Executive to Account	Policy Review/Development	Overview	Safety and Protection	Care and Independence	Enterprise, Transport and Tourism	Schools and Education	Organisation	
12 October 2011	Under-18 conception rate (Amy Danahay)	To consider the strategies being undertaken to reduce the number of teenage pregnancies		✓		✓	Embrace public health responsibilities				Young people are healthier	
	Draft School Organisation Framework consultation (Janet Neale)	To consider the consultation responses and make comments/recommendations to Cabinet			✓							Ensure services are sustainable and needs-based
	Entrants to the Youth Justice System (Lesley Tregear)	To consider the strategies being undertaken to reduce the number of entrants to the youth justice system		✓		✓	Reduce crime, reoffending and antisocial behaviour					
	In-Year Fair Access Protocol (Peter Thompson)	To consider the progress of the protocol				✓					Raise educational aspirations	Work with other public sector bodies to integrate services
14 December 2011	Munro Review (Phil Sawbridge)	To consider the outcomes of the Munro review and its implications for Warwickshire			✓		Improve the reach of child protection Keep young people safe from harm					
	Improving safeguarding outcomes (Phil Sawbridge)	To update members on the action plan put in place to address the inconsistent practices identified by Ofsted To consider the strategies being undertaken to improve outcomes for vulnerable children and young people To receive an update on the recommendations of the committee's previous review of safeguarding	✓	✓			Improve the reach of child protection Keep young people safe from harm					
	Area Behaviour Partnerships (report author TBC)	To set out how Area Behaviour Partnerships operate, with an invitation to the 4 Area Behaviour Partnerships to give presentations				✓					Raise educational aspirations Young people are healthier	Work with other public sector bodies to integrate services
	Young carers (Lynne Barton)	To consider the support that is available to young carers, especially within the context of changes to adult social care			✓			Vulnerable residents are supported at home			Raise educational aspirations	
	Corporate parenting (Brenda Vincent)	To provide members with an overview of the authority's responsibilities as a corporate parent				✓	Keep young people safe from harm					
	2 February 2012	Youth service (report author TBC)	To consider the approach to maintaining positive outcomes for young people under the new arrangements for a targeted youth service, including the support that will be made available to volunteers within the new service <i>Include Youth Service Needs Analysis updates</i>		✓	✓		Keep young people safe from harm Reduce crime, reoffending and antisocial behaviour				Young people are healthier
Post-16 education and training, including NEETs (Yvonne Rose)		To consider the support available for young people to access appropriate education and training, within the context of a reduced Connexions contract and to consider the strategies being undertaken to reduce the number of young people not in education, employment or training (NEET)	✓	✓	✓				Opportunities to improve work-related skills	Raise educational aspirations		

MEETING DATE	ITEM AND RESPONSIBLE OFFICER High priority Medium priority Lower priority	OBJECTIVE OF SCRUTINY	Type of review				Link to corporate priorities				
			Performance Management	Holding Executive to Account	Policy Review/ Development	Overview	Safety and Protection	Care and Independence	Enterprise, Transport and Tourism	Schools and Education	Organisation

7 March 2012	Pupil Referral Unit (Elizabeth Featherstone)	To update members on the progress of the PRU reform	✓	✓						Raise educational aspirations Young people are healthier	Move to strategic commissioning
	Area Behaviour Partnerships (report author TBC)	To consider how the new arrangements for permanent exclusions through Area Behaviour Partnerships are impacting on outcomes for young people				✓				Raise educational aspirations Young people are healthier	Work with other public sector bodies to integrate services
	Permanent Exclusions (report author TBC)	To review progress of the recommendations put forward by the committee in 2009	✓	✓						Raise educational aspirations	
Dates to be fixed	Children's Centres (report author TBC)	To consider the strategies being undertaken to maintain services and improve outcomes for children within the context of reduced funding for Children's Centres		✓	✓			Keep young people safe from harm		Raise educational aspirations Young people are healthier	Ensure services are sustainable and needs-based Work with other public sector bodies to integrate services
	Libraries (report author TBC)	To consider the impact of the library transformation on the learning outcomes of children and young people, especially those in areas of deprivation			✓					Raise educational aspirations	Ensure services are sustainable and needs-based
	New school developments and growth in pupil numbers (report author TBC)	To consider how the authority and its partners are responding to new school developments and the growth in pupil numbers				✓				Raise educational aspirations	Ensure services are sustainable and needs-based
	Special Educational Review (Jessica Nash) <i>This topic was suggested by Alison Livesey</i>	To review the provision of in-county, out-of-county and private special education, and the impact that parental budget constraints are having on outcomes for young people			✓	✓		Residents have more choice and control		Raise educational aspirations Strengthen relationship between schools and other public services	Ensure services are sustainable and needs-based
	Local schools funding formula <i>This topic was suggested by Chris Smart</i>	To consider the recommendations for the implementation of the main formula and the early years formula			✓	✓					Ensure services are sustainable and needs-based
	Coventry, Solihull and Warwickshire sub-regional programme (Gereint Stoneman)	To review progress with those elements of the programme related to children				✓				Strengthen relationship between schools and other public services	Work with other public sector bodies to integrate services
	Strategy for School Improvement (report author TBC)	To review the operation of school-to-school support services at both primary and secondary levels following the cessation of SIPs			✓	✓				Strengthen relationship between schools and other public services	Work with other public sector bodies to integrate services