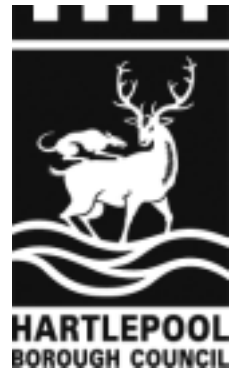


# **CHILDREN'S SERVICES PORTFOLIO**

## **DECISION SCHEDULE**



**Tuesday 14<sup>th</sup> September 2010**

**at 10.00 am**

**in Committee Room C,  
Civic Centre, Hartlepool**

Councillor C Hill, Cabinet Member responsible for Children's Services will consider the following items.

**1. KEY DECISIONS**

No items

**2. OTHER ITEMS REQUIRING DECISION**

- 2.1 Bushbabies and Chatham House Daycare – Change in Charges – *Director of Child and Adult Services*
- 2.2 Admissions to Schools 2012/13 and Co-ordinated Admissions to Primary and Secondary Schools 2012/13 – *Director of Child and Adult Services*
- 2.3 School Term and Holiday Dates – School Year 2011/12 – *Director of Child and Adult Services*

**3. ITEMS FOR INFORMATION**

- 3.1 Progress of Hartlepool Schools during the academic year 2009/10 – *Director of Child and Adult Services*
- 3.2 Children's Services Departmental Plan Quarter 4 Progress Report – *Director of Child and Adult Services*

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

14 September 2010



**Report of:** Director of Child and Adult Services

**Subject:** BUSHBABIES AND CHATHAM HOUSE  
DAYCARE – CHANGE IN CHARGES

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

To seek approval for a change in charges for Bushbabies and Chatham House daycare settings.

#### **2. SUMMARY OF CONTENTS**

- 2.1 Bushbabies is an all year round 0-5 daycare facility operating from the Rossmere Sure Start Children's Centres. The nursery has been operating for approximately five years and services parents from across the town. It operates from 8am – 6pm for 51 weeks a year.
- 2.2 Chatham House is an all year round 0-5 daycare facility operating from the Chatham House Sure Start Children's Centres. The nursery has been operating for approximately five years and services parents from across the town. It operates from 7.45am – 5.45pm for 51 weeks a year.
- 2.3 Bushbabies and Chatham House daycare settings are not currently sustainable and are subsidised by the General Sure Start Grant. The following report sets out a new pricing structure to reduce the amount of subsidy provided through the grant. This will then allow this extra funding to be used to support vulnerable children and families.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues.

**4. TYPE OF DECISION**

Non- key.

**5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 14 September 2010.

**6. DECISION(S) REQUIRED**

The Portfolio Holder is asked to approve a change in charges for Bushbabies and Chatham House daycare settings.

**Report of:** Director of Children and Adult Services

**Subject:** BUSHBABIES AND CHATHAM HOUSE  
DAYCARE – CHANGE IN CHARGES

---

## 1. PURPOSE OF REPORT

- 1.1 To seek approval for a change in charges for Bushbabies and Chatham House daycare settings.

## 2. BACKGROUND

- 2.1 Bushbabies is an all year round 0-5 daycare facility operating from the Rossmere Sure Start Children's Centres. The nursery has been operating for approximately five years and services parents from across the town. It operates from 8am – 6pm for 51 weeks a year.
- 2.2 Chatham House is an all year round 0-5 daycare facility operating from the Chatham House Sure Start Children's Centres. The nursery has been operating for approximately five years and services parents from across the town. It operates from 7.45am – 5.45pm for 51 weeks a year.
- 2.3 The current pricing structure for Bushbabies and Chatham House is currently lower than most other daycare providers in the town. The income generated through fees is not covering the costs of the service.
- 2.4 The following table sets out the current rates for the two settings:

Morning session	£14.50
Afternoon session	£13.50
Daily rate	£28.00
Free Nursery entitlement wrap around	£6
Flexi hour	£5
Pre start retainer	Half fees
Term time retainer	Half fees
Late payment fee	10% of amount owed
Late collection fee	£10 for first 30 mins then £1 per minute

### 3. CURRENT FINANCIAL POSITION

- 3.1 Bushbabies and Chatham House daycare settings currently operate with a subsidy through the Sure Start Grant. All government guidance indicates that daycare settings linked to Sure Start Children's Centres should be sustainable therefore it is important that prices are increased to allow a reduction in this subsidy. This will then allow funding previously used to subsidise daycare to be used to support vulnerable children under five. It also needs noting that the General Sure Start grant is likely to be reduced significantly from April 2011 following the Government's Comprehensive Spending review.

### 4. PROPOSED FEE STRUCTURES

#### 4.1 Option 1

	Current prices	Proposed prices	Percentage increase
Full day	£28	£30.80	10%
Morning session	£14.50	£ 15.80	9%
Afternoon session	£13.50	£ 15.00	10%

#### 4.2 Option 2

	Current prices	Proposed prices	Percentage increase
Full day	£28	£32.20	15%
Morning session	£14.50	£ 16.50	13%
Afternoon session	£13.50	£ 15.70	15%

Both of these options will reduce the amount of subsidy needed to operate the settings but will not completely remove this need.

- 4.3 Comparisons with other daycare settings show that Bushbabies and Chatham House would still be competitive after the implementation of option one or two as above.

Average pricing costs of daycare	Average price per session	Average price per day
Hartlepool	£15.20	£25.00
<b>Hartlepool range of fees</b>	<b>£12 - £18.50</b>	<b>£22-£36</b>
Middlesbrough	Unknown	£26
Stockton	£16	£36
Redcar and Cleveland	Unknown	Unknown
Darlington	£17.30	£33.65

## **5. FINANCIAL IMPLICATIONS**

- 5.1 Bushbabies and Chatham House daycare are subsidised through the the General Sure Start Grant which is currently a ringfenced grant that has been allocated to the local authority until March 2011. The government are currently carrying out a Comprehensive Spending Review and will publish this review at the end of October 2010. The general Sure Start Grant is included in this review and it is expected that funding will be reduced. Further work will need to be carried out once the allocations are published to ascertain the priorities for Sure Start services.

## **6. RISK IMPLICATIONS**

- 6.1 Bushbabies and Chatham House daycare settings are not currently sustainable. If fees are not increased there is a risk that the service will have to cease due to the lack of available subsidy through the General Sure Start Grant.
- 6.2 There is a risk that if fees are increased parents will choose to remove their children from the childcare due to affordability. This will initially reduce income. Parents on low incomes can claim working tax credits for childcare and therefore will not feel the impact of the increases.

## **7. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 7.1 Bushbabies and Chatham House daycare offers childcare to all children and also offers a number of places to disabled children.

## **8. RECOMMENDATIONS**

- 8.1 The Portfolio Holder is asked to approve either Option One or Option Two pricing increases for Bushbabies and Chatham House daycare settings.

## **9. REASONS FOR RECOMMENDATIONS**

- 9.1 To ensure that the Bushbabies and Chatham House daycare service is sustainable.

## **CONTACT OFFICER**

Danielle Swainston  
Sure Start, Extended Services and Early Years Manager  
01429 523671

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

14 September 2010



**Report of:** Director of Child and Adult Services

**Subject:** ADMISSIONS TO SCHOOLS 2012/13 AND CO-ORDINATED ADMISSIONS TO PRIMARY AND SECONDARY SCHOOLS 2012/13

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### **SUMMARY**

#### **1.0 PURPOSE OF REPORT**

To seek approval of the Portfolio Holder to the draft Admission arrangements for 2012/13 as the basis for consultation during the Autumn term 2010.

#### **2.0 SUMMARY OF CONTENTS**

Report attached detailing current admissions policy, previous consultation exercises and coordinated admissions.

#### **3.0 RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues.

#### **4.0 TYPE OF DECISION**

Non-key.

#### **5.0 DECISION MAKING ROUTE**

Children's Services Portfolio Holder.

#### **6.0 DECISION(S) REQUIRED**

The Portfolio Holder is requested to approve the draft Admission arrangements for 2012/13 as the basis for consultation during the Autumn term 2010.

**Report of:** Director of Child and Adult Services

**Subject:** ADMISSIONS TO SCHOOLS 2012/13 AND  
COORDINATED ADMISSIONS TO PRIMARY &  
SECONDARY SCHOOLS 2012/13

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## **1. PURPOSE OF REPORT**

To seek approval of the Portfolio Holder to the draft Admission arrangements for 2012/13 as the basis for consultation during the Autumn term 2010.

## **2. BACKGROUND**

### **General**

2.1.1 Section 89 of the School Standards and Framework Act 1998 lays down the way in which an Admissions Authority must determine admission arrangements and requires them to consult with governing bodies and other admission authorities. A new statutory code of practice, the School Admissions Code (the Code), came into force on 28<sup>th</sup> February 2007 and applies to all maintained schools including foundation schools and Academies. Admission Authorities must ensure that their determined admission arrangements comply with the mandatory provisions of the code. This code is made under Section 84 of the Schools Standards and Framework Act 1998 as amended by Section 40 of the Education and Inspections Act 2006. Failure to comply with these requirements would mean that Hartlepool Local Authority will be at risk of failing to meet their statutory duty.

2.1.2 In drawing up admission arrangements, admission authorities should aim to ensure that:

- the arrangements enable parents/carers to express a preference as to the school at which he/she wishes education to be provided for his/her child and to give reasons for their preferences;
- admissions criteria are clear, fair and objective, for the benefit of all children, including those with special educational needs, disabilities or in public care;
- local admission arrangements contribute to improving standards for all pupils;
- local admission authorities consult each other and co-ordinate their arrangements, including the rapid re-integration wherever possible of children who have been excluded from other schools;
- parents have easy access to helpful admissions information;
- local admission arrangements achieve full compliance with all relevant legislation and guidance – including on infant class sizes and on equal opportunities – and take full account of the guidance in the Code.



### 3. MANDATORY REQUIREMENTS

3.1.1 The Local Authority (LA) is the admissions authority in respect of community and voluntary controlled schools, while the governing body is the admissions authority in respect of voluntary aided and foundation schools. All Admission Authorities must publish admission arrangements including:

- the number of pupils to be admitted in each year group;
- the criteria to be used in the event of over-subscription;
- the application process including forms, timetables, co-ordinated arrangements and waiting lists;
- admission arrangements for pupils with disabilities, special educational needs or challenging behaviour.
- admission arrangements for children in the care of the local authority (LAC).

3.1.2 LAs are required to consult on the admission arrangements for their schools each year. The consultation must give full details of admission arrangements that will operate in the area in the year in question.

3.1.3 Admission authorities must consult with other admission authorities and the governing bodies of community and voluntary controlled schools in the relevant area.

3.1.4 Admission authorities which determine an admission number for any school which is lower than that indicated by the DFE net capacity formula must, additionally, publish a notice to explain this in a local newspaper.

### 3.2 Co-ordinated Admissions

3.2.1 LAs must draw up a co-ordinated scheme for every maintained school (excluding special schools) in its area. The purpose of co-ordinated admission schemes is to ensure that, as far as is reasonably practicable, every parent of a child living in the LA area who has applied for a school place in the normal admission round receives an offer of one, and only one, school place on the same day.

3.2.2 For secondary schools, places must be offered on the national offer date of 1<sup>st</sup> March in the year during which a child will be admitted to a school. For primary schools, places are offered on the 15<sup>th</sup> April in the year during which the child will be admitted to a school. Whilst the 15<sup>th</sup> April is not a national offer date it is the date which has been agreed between the other neighbouring admission authorities.

- 3.2.3 For all schools, parents/carers must be invited to express at least three preferences on a common application form. This form may be paper based or an e-form via the on-line admissions website. The common application form can be supplemented (but not replaced) by additional forms where particular schools might need extra information, for example to assess denominational commitment. The form must enable parents/carers to:
- express their preferences;
  - give the reasons for applying for their preferred schools;
  - rank those preferences.
- 3.2.4 The LA must inform other admission authorities of any application made for their schools and pass on any relevant supporting information. The parent/carer's order of ranking needs only to be shared with other LAs or admission authorities whose own over-subscription criteria mention rank order.
- 3.2.5 Each preference must be considered by the admission authority of the school concerned. The school should then provide the LA with a list of all children who have applied for a place, ranked in order of priority under the schools admission arrangements. Neighbouring LAs must also inform each other if places are to be offered to children from another LA.
- 3.2.6 The LA then compares the lists for all schools in its area. When a child qualifies for a place at more than one school, the LA provisionally allocates a place at the school indicated by the terms of its co-ordinated scheme. It also adjusts the list for any other school for which a preference was expressed by that parent, moving another child who was previously not eligible up the list to the provisional place which has been vacated.
- 3.2.7 For secondary schools, LAs must notify each other by an agreed date in February, of any places which those LAs or schools in their area can offer in response to any preferences expressed. For primary schools, LA's must notify each other by an agreed date in March of any places which those LAs or schools in their area can offer in response to any preferences expressed.
- 3.2.8 LAs must also operate a co-ordinated scheme within their own area for all schools. However, parents/carers who are resident in one LA but who wish to apply for a place at a school maintained by another LA will apply through the maintaining LA's common application form.
- 3.2.9 From September 2010, all applications for school places, whether during the normal admission round or in year applications MUST be co-ordinated by the Local Authority. Hartlepool LA has developed an in year co-ordinated admission scheme and will implement the said scheme on 1<sup>st</sup> September 2010.

#### 4. ADMISSIONS POLICY FOR 2012/13

- 4.1 It should be noted that from September 2009 have not been any community or voluntary controlled secondary schools. There is a voluntary aided Catholic school, a voluntary aided Church of England school and 3 foundation schools. Dyke House School and High Tunstall School did not obtain Foundation Status prior to the admission arrangements for 2009 being published; therefore, the said 2 schools allocated places in accordance with the published admission arrangements for 2010. All secondary schools in Hartlepool, with the exception of Catcote Special School MUST develop their own over subscription criteria and MUST consult on their arrangements, with all Hartlepool Admission Authorities, neighbouring Admission Authorities and the wider community.
- 4.2 The proposed admission policy for entry to community and voluntary controlled primary schools in 2012/13 is as follows:
- Parents/carers are invited to express preferences for up to 3 primary schools in priority order and give reasons for their preferences
  - In the first instance, places will be awarded to those pupils with a statement of special educational needs where the school is named in the statement.
  - The remaining places will be awarded in the following priority order:
    - 1) those children who are in the care of the local authority;
    - 2) those children who live in the school's admission zone;
    - 3) those children who have older brothers or sisters who will be attending the school in September 2012;
    - 4) those children who are distinguished from the great majority of other applicants whether on medical grounds or by other exceptional circumstances and who would suffer significant hardship if they were unable to attend the school;
    - 5) those children who live closest to the school as determined by the shortest suitable walking distance.
  - No places can be allocated at an oversubscribed school to parents/carers who have not stated their preference in writing for that school.
  - In considering requests for admission to a particular school, all preferences will be considered on an equal basis.
- 4.3 If an application is unsuccessful, a child's name may be placed on a waiting list. The position on the waiting list is determined in accordance with the published priority criteria. If a place subsequently becomes available, the place will be offered to the next child on the waiting list.

- 4.4 In the primary sector, the authority has moved away from a two stage entry for reception to single entry. This means that children born between 1st September 2007 and 31st August 2008 can join the school on a full-time basis in September 2012. Parents/carers can, however, still defer the date of entry to reception until the beginning of the term after their child's 5<sup>th</sup> birthday. Allocations for places at primary school will be based on a September intake and admission authorities and schools must keep a place available for that child.

In the secondary sector, children born between 1st September 2000 and 31st August 2001 will normally transfer to secondary school in September 2012.

- 4.5 Parents/carers have the right to appeal if their application for a place for their child is turned down. Details of the independent appeals process will be sent to parents/carers whose applications prove unsuccessful and an alternative placement cannot be agreed.
- 4.6 The timetables for secondary and primary admissions for 2012/13 are attached.
- 4.7 The LA will accept applications which are received late only where there is evidence of a good reason for the lateness AND only if the application is received before offers of places are made. Where the late application is accepted and offers of places have not been made the application will be treated in the same way as all other applications. In the event of a late application not being accepted or receipt is after the offer of places has been made, then places will be offered at the nearest school to the child's home, that is not already over-subscribed.

## **5. TIMETABLE FOR CONSULTATION**

- 5.1 The Schools Standards and Framework Act sets out a timetable for consultation on the admissions policy for 2012/13 as follows:
- consultation with all admission authorities in the area and with neighbouring LAs before 1st March 2011;
  - determination of the policy for 2012/13 before 15th April 2011;
  - notification of admission arrangements within fourteen days of determination.
- 5.2 To meet the statutory timetable for consultation on arrangements for the 2011/12 school year, and to enable the Admissions Forum to consider the proposals and any response to consultation, it is proposed that consultation take place as follows:

14 <sup>th</sup> September 2010	Basis for consultation determined by Portfolio Holder
October 2010 – December 2010	Consultation
February 2010	Consideration by Admissions Forum
9 <sup>th</sup> March 2010	Admissions Policy for 2012/13 determined by Portfolio Holder
31 <sup>st</sup> March 2011	Admissions Policy notified to consultees
Prior to 15 <sup>th</sup> April 2011	Admissions arrangements to Secretary of State

## 6. CONSIDERATION OF THE ADMISSION POLICY FOR 2012/13

- 6.1 The basic framework for admissions, based on residence in the admission zone has been well established.
- 6.2 However the School Admissions Code now states that Admission Authorities must give highest priority to those children who are in the care of the local authority (LAC), and that children with special educational needs where the school is named in the statement **must not** be part of the oversubscription criteria. The admission policy for 2012/13 takes account of these changes.
- 6.3 Criterion 4 allows the Authority to give priority to children on exceptional grounds. The decision as to whether a child would be within this category is made by a panel of professionals consisting of the Principal Education Psychologist, the Special Educational Needs (SEN) Manager, the Children & Families Services Manager, the Head of Information, Planning & Support Services and the Admissions Manager.

Most admission policies include a criterion relating to distance from school as the final criterion or 'tie breaker'. Distance will be measured from the (ordnance survey) address point of the child's home address to the (ordnance survey) address point of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving higher priority.

## 7. ADMISSION LIMITS

- 7.1 The national net capacity formula for schools provides an indicative admission limit for each school. Actual admission limits can be set at or above the indicative admission limit at the discretion of the admission authority. Where an actual admission limit is proposed below that of the indicative limit, the relevant admission authority for that school must publish a notice in a local newspaper to enable parents/carers to object.

- 7.2 Proposed admission limits for September 2012 for all community, foundation, voluntary aided and voluntary controlled schools will be set in the majority of cases at or above indicative limits. However in a number of cases, admission limits may be set below the indicative limit. The proposed admission limits will be the subject of consultation with the schools concerned. A copy of the proposed admission limits is attached at **Appendix 1**.

## **8. CO-ORDINATED ADMISSION SCHEME FOR 2012/13**

- 8.1 A co-ordinated admissions scheme for secondary schools for 2012/13 is attached at **Appendix 2**.
- 8.2 A similar scheme for primary schools for 2012/13 is attached at **Appendix 3**.
- 8.3 At the Admission Forum meeting in June 2008 the Forum agreed that all future in year applications should also be co-ordinated through the Local Authority in the same way that normal entry to school applies. From September 2010 this is a statutory requirement and an in year co-ordination scheme is attached at **Appendix 4**.

## **9. RECOMMENDATIONS**

- 9.1 It is recommended that consultation on 2012/13 admission arrangements (with an end date of December 2010) take place on the basis of seeking views on:
- The proposed oversubscription criteria for community and voluntary controlled primary schools.
  - The proposed admission limits.
  - The primary and secondary co-ordinated admissions scheme.

### **Contact Officer:**

**Alan Dobby, Assistant Director, Resources and Support Services**

**Tel: 01429 284192**

**PROPOSED ADMISSION LIMITS 2012/13**

	<b>2012/13</b>
Bamard Grove Primary School	50
Brougham Primary School	45
Clavering Primary School	50
Eldon Grove Primary School	60
Fens Primary School	60
Golden Flatts Primary School	30
Grange Primary School	50
Greatham C of E Primary School	15
Hart Primary School	12
Holy Trinity CE Primary School	30
Jesmond Road Primary School	45
Kingsley Primary School	60
Lynnfield Primary School	50
Owton Manor Primary School	30
Rift House Primary School	30
Rossmere Primary School	45
Sacred Heart R.C. Primary School	60
St. Aidan's C.E. Memorial Primary School	45
St. Bega's R.C. Primary School	20
St. Cuthbert's R.C. Primary School	30
St. Helen's Primary School	45
St. John Vianney R.C. Primary School	30
St. Joseph's R.C. Primary School	20
St Peter's Elwick C of E Primary School	15
St. Teresa's R.C. Primary School	45
Stranton Primary School	50
Throston Primary School	60
Ward Jackson Primary School	25
West Park Primary School	45
West View Primary School	65
St. Hild's CE VA Secondary School	180
Dyke House Sports Technology College	210
High Tunstall College of Science	241
Manor College of Technology	250
English Martyrs R.C. School & Sixth Form College	260

**CO-ORDINATED ADMISSION SCHEME  
SECONDARY SCHOOLS  
2012/13**

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This scheme is made by Hartlepool Borough Council LA under the 1998 School Standards and Framework Act as amended by the 2002 Education Act.

The proposed scheme for Hartlepool LA is set out below. The proposed dates relating to the admissions process for the school year 2012/13 are attached at Annex 1.

A separate scheme exists in relation to primary schools.

**Interpretation**

In this scheme -

"The LA" means Hartlepool Borough Council acting in its capacity as local education authority.

"The LA area" means the area in respect of which the LA are the local authority.

"The school" means all community, voluntary controlled, voluntary aided and foundation secondary schools which are maintained by the LA.

"Admission Authority" means the LA in respect of any of the schools which is a community or voluntary controlled school, and the Governing Body of the school in respect of a Voluntary Aided or Foundation School.

"Parent" means the parent or guardian with whom the child normally lives.

"Suitable school" means the nearest available school which offers an efficient full-time programme of education appropriate to the individual child's needs in the view of the Authority.

The Co-ordinated Admission Scheme will apply for the admission arrangements for the school year commencing September 2012.

The LA will include in its admission arrangements for the 2012/13 school year the provisions set out in this scheme.

The Governing Body of each Voluntary Aided and Foundation School will include in its admission arrangements for the 2012/13 school year the provisions set out in this scheme, so far as relevant to that school.

The scheme shall apply to every secondary school in the LA area (except Catcote special school) and shall take effect from September 2012.



**1. Introduction**

- 1.1 In line with the requirements of the 1998 School Standards and Framework Act as amended by the 2002 Education Act, this scheme has been drawn up by Hartlepool LA to co-ordinate admissions to its secondary schools. It applies to all maintained secondary schools in Hartlepool, except special schools, regardless of whether the LA or the governing body is the admissions authority.
- 1.2 The scheme's purpose is to ensure that as far as is reasonably practicable, every parent living in Hartlepool whose child is due to transfer to secondary school and who has applied for a place in the normal admission round, receives an offer of one, and only one, school place on the national offer day of 1<sup>st</sup> March 2012. It also sets out the arrangements for handling late applications.
- 1.3 The scheme will be implemented in accordance with the timetable set out in **Annex 1**.
- 1.4 **Annex 1** lists the secondary schools to which the scheme applies.

**2. Common Application Forms**

- 2.1 There will be two forms known as the Common Application Forms, (these are either on line or paper). They will bear the references CAF/1 and CAF/2. CAF/1 will be used for Year 7 applications within the normal admissions round and CAF/2 will be used for all applications outside the normal admission round.

**3. Applications for Year 7 on form CAF/1**

- 3.1 CAF/1 will be used for the purpose of admitting pupils into the first year intake group, i.e. Year 7, of secondary education in September 2012. It must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Hartlepool LA area who wish to express a preference for their child:
- to be admitted to a secondary school within Hartlepool (including voluntary aided and foundation schools);
  - to be admitted to a secondary school located in another LA's area (including voluntary aided, academies and foundation schools).
- 3.2 The CAF/1 will:
- invite parents to express three preferences in rank order of preference including any schools outside the LA's area;
  - allow parents to explain the reasons for their preferences;
  - specify the closing date and where it must be returned;
  - allow parents to provide supplementary information in support of their application. The supplementary information form will be part of CAF/1.

- 3.3 The LA will make appropriate arrangements to ensure that CAF/1 forms are available to all parents with year 6 children who will be transferring to secondary schools in September 2012, in line with the timetable attached at **Annex 1**. An information booklet will be sent to parents advising of the benefits of making an on-line application. If a parent/carer would prefer to complete a CAF/1 form, these will be available from the Primary School Office or the LA.
- 3.4 The admissions authority of a Voluntary Aided/Foundation school can require parents who wish to express a preference for their school, to complete the supplementary information form attached to CAF/1. This information is necessary for the admissions authority to apply its over subscription criteria.
- 3.5 Where CAF/1 forms and any other supplementary information is sent directly to Voluntary Aided/Foundation schools by mistake they must be passed to the LA immediately.

**4. Closing Date for Return of CAF/1 and On-line Applications**

- 4.1 Completed CAF/1 forms must be returned by parents direct to the LA, or submitted on-line, by 23:59 on 31<sup>st</sup> October 2011. Where a preference has been received for a Voluntary Aided/Foundation school, the relevant supplementary information should be provided by the parent at the same time.
- 4.2 In relation to over-subscribed schools, preferences which are received or changed after the closing date but before the allocation date will only be considered in exceptional circumstances, e.g; where a family has recently moved into the area and was therefore unable to submit the form by the closing date. Parents will be asked to provide information in support of their late application and the relevant admissions authorities reserves the right to seek verification of any information provided.
- 4.3 In the event that an application is received after the allocation process, the admission authorities will be unable to accept the application irrespective of exceptional circumstances. Such an application will be considered after all allocations of places where a parent has expressed a preference.

**5. Determining Offers in Response to the CAF/1**

- 5.1 Places will be allocated using the Equal Ranking Scheme, by all admission authorities within Hartlepool.
- 5.2 The LA will act as a clearing house for the allocation of places by the relevant admission authorities in response to the CAF/1. The LA will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the CAF/1 where:

- an applicant is eligible for a place at more than one school, or
- an applicant is not eligible for a place at any school for which they have expressed a preference.

5.3 Information on the ranking of applicants to Voluntary Aided/Foundation schools must be returned by the relevant admissions authority to the LA in line with the dates specified in Annex 1, either electronically or by post.

## **6. Processing Parental Preferences**

6.1 By 11<sup>th</sup> November 2011, the LA will notify the admission authority for each of the schools of every preference which has been expressed for that school, including all relevant details and any supplementary information which schools require to apply their over-subscription criteria. Where parents have requested a place at a school outside of the LA area, the information will be forwarded to the relevant LA.

6.2 By 13<sup>th</sup> January 2012 – VA/Foundation schools and other LAs, inform LA of allocation of places for all preferences received in the priority order of their admission policy. All applications made need to be listed in order of priority.

The LA compares lists and considers all preferences from the parent and whether these schools can be offered. Liaison will take place between VA/Foundation schools and other LA's until the allocation of places is resolved for each application, as required. The lists will be sent back to the VA schools for their approval before finalising allocations.

6.3 Where a child is not eligible for a place at any of the nominated schools, the LA will allocate a place at the nearest school which has places.

6.4 By 10<sup>th</sup> February 2012 the LA will match ranked lists for all schools and:

- Where the child is eligible for a place at only one of the nominated schools, that school will be allocated to the child;
- Where the child is eligible for a place at two or more of the nominated schools, they will be allocated a place at whichever of these is the highest ranked preference.
- Where a child is not eligible for a place at any of the nominated schools, they will be offered a place at the nearest appropriate school with a vacancy.

6.5 On 1<sup>st</sup> March 2012, the LA will post letters (second class) to all parents (if parents applied on-line, e-mails will also be sent on 1<sup>st</sup> March 2012) to let them know which school has been allocated to their child. The letter will also tell parents of their statutory right of appeal if they have been refused a place at their preferred school.

Parents will be asked to return their appeal forms to the appropriate admissions authority or the local authority as appropriate.

Parents will also receive details on what to do if they wish their child to be considered for any places that might become available in schools they ranked higher than the school they are offered, in the reallocation process set out below.

- 6.6 By 26<sup>th</sup> March 2012, parents should inform the LA if the offer of a place is not accepted.

Where a parent does not confirm acceptance of a place by 26<sup>th</sup> March 2010, the LA will write to warn the parent that if they do not accept the place within 14 days, the offer of a place will be withdrawn.

If the parent fails to reply to the letter from the LA within the 14 days deadline, the parent will be issued with another letter 7 days later. This letter will confirm that the place has been withdrawn and will offer a place at the nearest school to the pupil's home that still has a place available.

## 7. **Re-allocation of Places Not Taken Up**

- 7.1 By 6<sup>th</sup> April 2012, the admission authority will re-allocate any places that may have become vacant since the 1<sup>st</sup> March 2012 offer date. Consideration will be given to all applicants including:

- those who have not been offered any school place, for example as a result of late applications;
- those who have been offered a place but not at any of the schools they expressed a preference for and a place has become available at one of their preferred schools; and
- those who have been offered a place at a school which was given as a lower priority on the CAF/1 than the school at which a place has become available.

- 7.2 Places will be re-allocated by applying the admission authority over-subscription criteria. During week commencing 2<sup>nd</sup> April 2012 the LA will liaise with the governing body for Voluntary Aided/Foundation schools regarding outstanding applicants so that they can be ranked using the admission authority's over-subscription criteria.

## 8. **Waiting Lists**

- 8.1 After the admission round is concluded the LA will not co-ordinate the waiting lists for places at voluntary aided schools or foundation schools. If parents wish for their child's name to be placed on the waiting list they should contact the school direct. If a parent subsequently wishes to make an application for a school, the parent should contact the LA for an application form. The LA will continue to co-ordinate the allocation of places. Waiting lists must be compiled in accordance with the schools admission criteria and places offered accordingly.

**9. Late Applications Received After 23:59 on 31<sup>st</sup> October 2011**

- 9.1 The closing date for applications is 23:59 on 31<sup>st</sup> October 2011. As far as is reasonably practicable applications for places in the normal admission round that are received late and the LA is satisfied that the reasons for the lateness are exceptional, will be accepted provided that they are received before 10<sup>th</sup> February 2012 (the date the allocations are finalised).
- 9.2 Except in exceptional circumstances, late applications will be considered after all allocation decisions have been made. As far as possible late applications received prior to 1<sup>st</sup> March 2012 will be offered a school place on 1<sup>st</sup> March 2012, but the closer to the 1<sup>st</sup> March 2012 deadline that an application is received, the less likely it will be that an offer will be made on that date.
- 9.3 Where it is not possible to offer a place on 1<sup>st</sup> March 2012, a place will be offered as soon as practicable thereafter.

**10. No CAF/1 Received by 1<sup>st</sup> March 2012**

- 10.1 Where no CAF/1 is submitted, the child will, on 1<sup>st</sup> March 2012, be offered a place at the nearest school to the child's home which has a place following the allocation process outlined above.

## ANNEX 1 (of Appendix 2)

## TIMETABLE FOR CO-ORDINATED ADMISSIONS SCHEME

w/c 5 <sup>th</sup> September 2011	CAF/1 forms and other information to parents
23:59 pm on 31st October 2011	Closing date for return of CAF/1 online applications or paper.
By 11 <sup>th</sup> November 2011	LA to notify other LAs of any preferences which have been expressed for schools in their area.
14 <sup>th</sup> November 2011	LA to send CAF/1 forms to voluntary aided/foundation schools of every preference which has been received for their school, including all relevant details and any supplementary information which schools require to apply their over-subscription criteria.
14 <sup>th</sup> November 2011	All VA/Foundation schools set up admission committees to considered applications.
By 13 <sup>th</sup> January 2012	The admissions authority at each voluntary aided/foundation school/other LA's to equally apply the school's over-subscription criteria (if appropriate) and provide the LA with a list of those applicants which should be offered a place.  Liaison will take place between VA's, foundation schools and other LA's until the allocation of places is resolved for each application, as required.
By 10 <sup>th</sup> February 2012	Finalise allocations and further liaison as necessary.
1 <sup>st</sup> March 2012	Letters posted (second class) and e-mails send (if applied on-line) to all parents resident in home LA area, to let them know which school has been allocated to their child.
6 <sup>th</sup> April 2012	Admissions authorities to re-allocate any places that may have become vacant since the 1 <sup>st</sup> March offer date.
End April/May 2012	Appeal hearings arranged.

This scheme relates to the following schools in Hartlepool:

Dyke House Sports and Technology College  
The English Martyrs RC School & Sixth Form College  
High Tunstall College of Science  
Manor College of Technology  
St. Hild's Church of England VA School

**ANNEX 3 (of Appendix 2)**

This scheme relates to the following primary schools in Hartlepool:

Bamard Grove  
Brougham  
Clavering  
Eldon Grove  
Fens  
Golden Flatts  
Grange  
Greatham C of E  
Hart  
Holy Trinity  
Jesmond Road  
Kingsley  
Lynnfield  
Owton Manor  
Rift House  
Rossmere  
Sacred Heart RC  
St Aidans CE Memorial  
St Bega's RC  
St Cuthbert's RC  
St Helen's  
St John Vianney RC  
St Joseph's RC  
St Peters Elwick  
St Teresa's RC  
Stranton  
Throston  
Ward Jackson  
West Park  
West View

**CO-ORDINATED ADMISSION SCHEME  
PRIMARY SCHOOLS  
2012/2013**

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This scheme is made by Hartlepool Borough Council LA under the 1998 School Standards and Framework Act as amended by the 2002 Education Act.

The proposed scheme for Hartlepool LA is set out below. The proposed dates relating to the admissions process for the school year 2012/13 are attached at Annex 2.

A separate scheme exists in relation to secondary schools.

**Interpretation**

In this scheme -

"The LA" means Hartlepool Borough Council acting in its capacity as local authority.

"The LA area" means the area in respect of which the LA are the local authority.

"The school" means all community, voluntary controlled, and voluntary aided primary schools which are maintained by the LA.

"Admission Authority" means the LA in respect of any of the schools which is a community or voluntary controlled school, and the Governing Body of the school in respect of a Voluntary Aided School.

"Parent" means the parent or guardian with whom the child normally lives.

"Suitable school" means the nearest available school which offers an efficient full-time programme of education appropriate to the individual child's needs in the view of the Authority.

The Co-ordinated Admission Scheme will apply for the admission arrangements for the school year commencing September 2012.

The LA will include in its admission arrangements for the 2012/2013 school year the provisions set out in this scheme.

The Governing Body of each Voluntary Aided School will include in its admission arrangements for the 2012/13 school year the provisions set out in this scheme, so far as relevant to that school.

The scheme shall apply to every primary school in the LA area (except special school) and shall take effect from September, 2012.



**1. Introduction**

- 1.1 In line with the requirements of the 1998 School Standards and Framework Act as amended by the 2002 Education Act, this scheme has been drawn up by Hartlepool LA to co-ordinate admissions to its primary schools. It applies to all maintained primary schools in Hartlepool, except special schools, regardless of whether the LA or the governing body is the admissions authority.
- 1.2 The scheme's purpose is to ensure that as far as is reasonably practicable, every parent living in Hartlepool whose child is due to start primary school and who has applied for a place in the normal admission round, receives an offer of one, and only one, school place on the offer day of 15<sup>th</sup> April 2012. It also sets out the arrangements for handling late applications.
- 1.3 The scheme will be implemented in accordance with the timetable set out in **Annex 2**.
- 1.4 **Annex 3** lists the primary schools to which the scheme applies.

**2. Common Application Forms**

- 2.1 There will be two forms known as the Common Application Forms (these are either on-line or paper). They will bear the references CAF/1 and CAF/2. CAF/1 will be used for Reception Year applications within the normal admissions round and CAF/2 will be used for all applications outside the normal admission round.

**3. Applications for Reception on form CAF/1**

- 3.1 CAF/1 will be used for the purpose of admitting pupils into the first year intake group, i.e. Reception, of primary education in September 2012. It must be used as a means of expressing one or more preferences for the purpose of section 86 of the School Standards and Framework Act 1998, by parents resident in the Hartlepool LA area who wish to express a preference for their child:
- to be admitted to a primary school within Hartlepool (including voluntary aided schools);
  - to be admitted to a primary school located in another LA's area (including voluntary aided, academies and foundation schools).
- 3.2 The CAF/1 will:
- invite parents to express up to three preferences in rank order of preference including any schools outside the LA's area;
  - allow parents to explain the reasons for their preferences;
  - specify the closing date and where it must be returned;

- allow parents to provide supplementary information in support of their application. The supplementary information form will be part of CAF/1.
- 3.3 The LA will make appropriate arrangements to ensure that CAF/1 forms are available to all parents with reception age children who will be attending primary schools in September 2012, in line with the timetable attached at **Annex 2**. An information booklet will be sent to parents advising of the benefits of making an on-line application. If a parent/carer would prefer to complete a CAF1 form, these will be available from the LA.
- 3.4 The admissions authority of a voluntary aided school can require parents who wish to express a preference for their school, to complete the supplementary information form attached to CAF/1. This information is necessary for the admissions authority to apply its over subscription criteria.
- 3.5 Where CAF/1 forms and any other supplementary information is sent directly to voluntary aided schools by mistake they must be passed to the LA immediately.
4. **Closing Date for Return of CAF/1 and On-line Applications**
- 4.1 Completed CAF/1 forms must be returned by parents direct to the LA, or submitted on-line, by 23:59 on 15<sup>th</sup> January 2012. Where a preference has been received for a voluntary aided school, the relevant supplementary information should be provided at the same time.
- 4.2 In relation to over-subscribed schools, preferences which are received or changed after the closing date but before the allocation date will only be considered in exceptional circumstances, e.g. where a family has recently moved into the area and was therefore unable to submit the form by the closing date. Parents will be asked to provide information in support of their late application and the relevant admissions authorities reserves the right to seek verification of any information provided.
- 4.3 In the event that an application is received after the allocation process, the admission authorities will be unable to accept the application irrespective of exceptional circumstances. Such an application will be considered after all allocations of places where a parent has expressed a preference.
5. **Determining Offers in Response to the CAF/1**
- 5.1 Places will be allocated using the Equal Ranking Scheme, by all admission authorities within Hartlepool.
- 5.2 The LA will act as a clearing house for the allocation of places by the relevant admission authorities in response to the CAF/1. The LA will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the CAF/1 where:

- an applicant is eligible for a place at more than one school, or
- an applicant is not eligible for a place at any school for which they have expressed a preference.

5.3 Information on the ranking of applicants to voluntary aided schools must be returned by the relevant admissions authority to the LA in line with the dates specified in Annex 2, either electronically or by post.

**6. Processing Parental Preferences**

6.1 By 6<sup>th</sup> February 2012 the LA will notify the admission authority for each of the schools of every application that has been made for that school, including all relevant details and any supplementary information which schools require to apply their over-subscription criteria. Where parents have requested a place at a school outside the LA area, the information will be forwarded to the relevant LA.

6.2 By 12<sup>th</sup> March 2012 – VA schools and other LA's, inform LA of allocation of places for all preferences received in the priority order of their admission policy. All applications made need to be listed in order of priority.

The LA compares lists and considers all preferences from the parent and whether these schools can be offered. Liaison will take place between VA's and other LA's until the allocation of places is resolved for each application, as required. The lists will be sent back to the VA schools for their approval before finalising allocations.

6.3 Where a child is not eligible for a place at any of the nominated schools, the LA will allocate a place at the nearest school which has places.

6.4 By 26<sup>th</sup> March 2012 the LA will match ranked lists for all schools and:

- Where the child is eligible for a place at only one of the nominated schools, that school will be allocated to the child;
- Where the child is eligible for a place at two or more of the nominated schools, they will be allocated a place at whichever of these is the highest ranked preference.
- Where a child is not eligible for a place at any of the nominated schools, they will be offered a place at the nearest appropriate school with a vacancy.

6.5 As the 15<sup>th</sup> April 2012 falls on a Sunday, the LA will post letters on 16<sup>th</sup> April 2012 (second class) to all parents to let them know which school has been allocated to their child (if parents applied on-line, e-mails will be sent on 15<sup>th</sup> April 2012). The letter will also tell parents of their statutory right of appeal if they have been refused a place at their preferred school.

Parents will be asked to return their appeal forms to the appropriate admissions authority or the local authority as appropriate.

Parents will also receive details on what to do if they wish their child to be considered for any places that might become available in schools they ranked higher than the school they are offered, in the reallocation process set out below.

- 6.6 By 7<sup>th</sup> May 2012, parents should inform the LA if the offer of a place is not accepted.

Where a parent does not confirm acceptance of a place by 7<sup>th</sup> May 2012, the LA will write to warn the parent that if they do not accept the place within 14 days, the offer of a place will be withdrawn.

If the parent fails to reply to the letter from the LA within the 14 days deadline, the parent will be issued with another letter 7 days later. This letter will confirm that the place has been withdrawn and will offer a place at the nearest school to the pupil's home that still has a place available.

## 7. **Re-allocation of Places Not Taken Up**

- 7.1 By 14<sup>th</sup> May 2012 the admission authority will re-allocate any places that may have become vacant since the 15<sup>th</sup> April 2012 offer date. Consideration will be given to all applicants including:

- those who have not been offered any school place, for example as a result of late applications;
- those who have been offered a place but not at any of the schools they expressed a preference for and a place has become available at one of their preferred schools; and
- those who have been offered a place at a school which was given as a lower priority on the CAF/1 than the school at which a place has become available.

- 7.2 Places will be re-allocated by applying the admission authority over-subscription criteria. During week commencing 7<sup>th</sup> May 2012 the LA will liaise with the governing body for voluntary aided schools regarding outstanding applicants so that they can be ranked using the admission authority's over-subscription criteria.

## 8. **Waiting Lists**

- 8.1 After 14<sup>th</sup> May 2012 the LA will not co-ordinate the waiting lists for places at voluntary aided schools. If parents wish for their child's name to be placed on the waiting list they should contact the school direct. If a parent subsequently wishes to make an application for a school, the parent should contact the LA for an application form. The LA will continue to co-ordinate the allocation of places.

- 8.2 A waiting list will be kept by the LA for the community schools and voluntary controlled schools within its jurisdiction. The LA will continue to operate a waiting list after the commencement of the academic year in September 2012. All parents will have the choice of including their child's name on this waiting list for any of the community or voluntary controlled schools irrespective of whether that school was included on the form CAF/1.
- 8.3 All waiting lists must be compiled in accordance with the relevant admission authorities admission criteria and places offered accordingly.
9. **Late Applications Received After 23:59 pm on 15<sup>th</sup> January 2012**
- 9.1 The closing date for applications is 23:59 pm on 15<sup>th</sup> January 2012. As far as is reasonably practicable applications for places in the normal admission round that are received late and the LA is satisfied that the reasons for the lateness are exceptional, will be accepted provided that they are received before 31<sup>st</sup> March 2012 (the date the allocation process begins).
- 9.2 Except in exceptional circumstances, late applications will be considered after all allocation decisions have been made. As far as possible late applications received prior to 15<sup>th</sup> April 2012 will be offered a school place on 15<sup>th</sup> April 2012, but the closer to the 15<sup>th</sup> April deadline that an application is received, the less likely it will be that an offer will be made on that date.
- 9.3 Where it is not possible to offer a place on 15<sup>th</sup> April 2012, a place will be offered as soon as practicable thereafter.
10. **No CAF/1 Received by 15<sup>th</sup> April 2012**
- 10.1 Where no CAF/1 is submitted, the child will, on 15<sup>th</sup> April 2012, be offered a place at the nearest school to the child's home which has a place following the allocation process outlined above.

## ANNEX 2 (of Appendix 3)

**TIMETABLE FOR CO-ORDINATED PRIMARY ADMISSIONS SCHEME**

w/c 28 <sup>th</sup> November 2011	CAF/1 forms and other information to parents.
23:59 pm on 15 <sup>th</sup> January 2012	Closing date for return of CAF/1 and online applications.
By 31 <sup>st</sup> January 2012	LA to notify other LAs of any preferences which have been expressed for schools in their area.
6 <sup>th</sup> February 2012	LA to send CAF/1 forms to voluntary aided schools of every preference which has been received for their school, including all relevant details and any supplementary information which schools require to apply their over-subscription criteria.
6 <sup>th</sup> February 2012	All VA schools set up admission committees to considered applications.
By 12 <sup>th</sup> March 2012	<p>The admissions authority at each voluntary aided school/other LA's to equally apply the school's over-subscription criteria (if appropriate) and provide the LA with a list of those applicants which should be offered a place. All applications needs to be ranked.</p> <p>Liaison will take place between VA's and other LA's until the allocation of places is resolved for each application, as required.</p>
26 <sup>th</sup> March 2012	Finalise allocations and further liaison as necessary.
16 <sup>th</sup> April 2012	Letters posted (second class) to all parents resident in home LA area, to let them know which school has been allocated to their child.
By 14 <sup>th</sup> May 2012	Admissions authorities to re-allocate any places that may have become vacant since the 15 <sup>th</sup> April 2012 offer date.
End May/Beginning June 2012	Appeal hearings arranged.

**CO-ORDINATED ADMISSION SCHEME  
ADMISSIONS OUTSIDE OF NORMAL TRANSFER ROUND (In-Year Admissions)  
2012/2013**

**Background**

From September 2010, the School Admissions Code requires local authorities to co-ordinate all applications for school places for **all** schools for children resident within their area. Pupils **must** be admitted to the preferred school, if there is a vacancy, within 20 school days of the application being received by the Local Authority (LA). There may be exceptional cases that need to be considered as part of the local authority's agreed 'in-year fair access' or 'managed moves'.

**Applying for a school place outside of the normal transfer times**

Parents with children of statutory school age who move into or within Hartlepool and require a school place outside of the normal transfer times must apply for a school place by completing an in-year application form (CAF2) available from the Local Authority (LA) Admissions Team.

If any parent approaches a school directly, the school must advise parents that they need to apply for a school place through the LA and for safeguarding purposes take details of the pupil(s) forwarding this to the LA. All applications (including children attending out of authority schools, private schools, etc.) will be dealt with by the School Admissions Team.

Applications for school places can only be considered up to 6 weeks prior to the date the place will be required (eg an application for a place at the beginning of May will be considered from mid-March at the earliest). Children **must** be resident within the country before an application can be considered. Service and Crown Personnel are exempt from the above.

**Application**

Parents **must** apply to their 'home' local authority regardless of where the school they are applying for is located. The application form allows parents to apply for any school (excluding independent schools) and to give reasons for their preferences. If schools receive direct applications for parents, the school **must** forward it to the 'home' local authority for co-ordination.

The application form will ask the parents for the following information:

- Details of the child for whom the application is being made (address, date of birth);
- Details about the person completing the application (name, address, relationship to child, contact details);
- Name of the child's current school;
- Express up to three preferences in rank order,
- Reasons for their preferences;
- Indicate if the child has a statement of special educational needs; and
- Indicate if the child is 'looked after' by a local authority.

Parents are required to return the completed paper application form to the School Admissions Team.

### **Applications for Community or Voluntary Controlled Schools**

The Local Authority will ensure that all parents' preferences are logged on the CAPITA ONE admissions database within 5 school days of receipt of application.

If there are more applications than places available, the local authority will apply the oversubscription criteria.

If the LA is unable to meet any of the preferences requested by the parents, a place will be allocated at the school nearest to the child's home address that has a place available unless the child already has a school place within close proximity to their home address. In this case, no alternative offer will be made unless requested by the parent.

The LA **must** inform parents in writing of the outcome of their application. Please note that a child **must** be admitted to the school within 20 school days of receipt of the application by the relevant local authority.

### **Applications for Voluntary Aided and Foundation Schools**

The Local Authority will ensure that all parents' preferences are logged on the CAPITA ONE admissions database within 5 school days of receipt of application.

The LA will send details of all applications received, including any supplementary information, to the relevant voluntary aided and foundation schools within 5 school days of receipt if the school is shown as first preference, or when we are unable to offer a higher preference.

Voluntary aided and foundation school's admissions authorities **must** consider all applications without unnecessary delay. The school's admissions authority **must** admit the child if there is a space available (unless exempt under 3.32 of the School Admissions Code). If there are more applications than places available the school's admissions authority are required to apply their oversubscription.

The admission authority should notify the parent of it's decision with a copy to the LA.

Parents who are refused admission must be offered a right of appeal. Information about the appeals process must be provided by the relevant admission authority in the refusal letter and a copy must be sent to the LA. The LA will then allocate a place at the school nearest to the child's home address that has a place available unless the child already has a school place within close proximity to their home address. In this case, no alternative offer will be made unless requested by the parent.

### **Applications for schools in other local authorities (LAs)**

Parents resident in Hartlepool who wish to apply for a place at a school in a different LA **must** apply to Hartlepool, who will liaise with the LA that maintains the school to progress the application. Timescales in this situation may be extended from those above, however, the Admissions Team will endeavour to keep in contact with the family to communicate progress.



Hartlepool LA, following confirmation from the maintaining LA that a place is available for the child **must** make the offer of a school place.

Applications made by Hartlepool residents direct to a different LA for a place at a school within their area **must** be forwarded to Hartlepool for processing. They **must** also state whether a place is available at the preferred school and, if so, Hartlepool must issue the offer of a school place letter to the parent.

For families moving from Hartlepool into a different LA, the LA into which they are moving becomes their home LA for the purpose of an application for a school place.

The LA will monitor the progress of applications for in-year admission and try to ensure a school place is awarded without delay.

### **Children with Statements of Special Education Needs**

Children with a current Statement of Special Education Needs must be referred to their local Special Educational Needs (SEN) team. The SEN Team will work with the parents of the child to secure a place at a school where the specific needs of the child can be met. Where a child has a Statement of SEN naming a school, a place will be offered even if the year group is already full.

### **Looked After Children**

A child that is "looked after" by a local authority must be offered a place, even if the year group is full. Schools that are their own admission authorities will also be required to admit "looked after" children, even if they year group is full. In respect of admissions for KS1 classes, "looked after" children would be admitted as "excepted pupils".

### **Applications for Children from Multiple Births**

In the case of a single place remaining and the next child to be offered is a twin or other multiple birth, then the Authority will use its discretion in deciding whether to offer over the Published Admission Number (PAN).

### **Managed Moves**

The managed moves scheme which is in operation in Hartlepool will continue. Any applications for casual admission will be dealt with in accordance with the above co-ordinated admission scheme unless it is deemed to fall under the criteria for a managed move.

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

14 September 2010



**Report of:** Director of Child and Adult Services

**Subject:** SCHOOL TERM AND HOLIDAY DATES:  
SCHOOL YEAR 2011/12

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### **SUMMARY**

#### **1.0 PURPOSE OF REPORT**

To seek the agreement of the Portfolio Holder to the pattern of school term and holiday dates for the school year 2011/12 for community and controlled schools in Hartlepool.

To seek the agreement of the Portfolio Holder in recommending those dates to the governing bodies of aided schools in Hartlepool.

#### **2.0 SUMMARY OF CONTENTS**

A report is attached detailing the current state of play nationally, regionally and locally on the pattern of the school year, and recommendations for the school year 2011/12 as set out in **Appendix 2**.

#### **3.0 RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues.

#### **4.0 TYPE OF DECISION**

Non-key decision.

## **5.0 DECISION MAKING ROUTE**

Portfolio Holder's meeting on 14 September 2010

## **6.0 DECISION(S) REQUIRED**

Approval by the Portfolio Holder of Hartlepool term dates for school year 2011/12 as set out in **Appendix 2**.

Agreement to recommending these dates to governing bodies of Aided schools in Hartlepool.

**Report of:** Director of Child and Adult Services

**Subject:** SCHOOL TERM AND HOLIDAY DATES:  
SCHOOL YEAR 2011/12

---

**1. PURPOSE OF REPORT**

- 1.1 To seek the agreement of the Portfolio Holder to the pattern of school term and holiday dates for the school year 2011/12 for community and controlled schools in Hartlepool.
- 1.2 To seek the agreement of the Portfolio Holder in recommending those dates to the governing bodies of aided schools in Hartlepool.

**2. BACKGROUND**

- 2.1 As the local authority (LA), the Council has the responsibility for setting the school term and holiday dates for community and controlled schools in Hartlepool. Aided school governing bodies are responsible for setting their own school holiday pattern within the agreed national framework of working days. Traditionally the LA and the governing bodies of all the Aided schools work together to ensure a consistent pattern across the town in respect of school term and holiday dates, though in the case of Roman Catholic schools in particular, some variation does occur in some years.
- 2.2 The pattern proposed for 2011/12 provides for an "envelope" of 194 days, as an additional bank holiday to celebrate the Queen's Diamond Jubilee has been allocated on 4<sup>th</sup> June 2012, of which, 189 are days on which pupils attend and the remaining five days are designated by the school as Professional Development (PD) days. Five PD days are provided for in the Conditions of Service and can be taken in combinations of part-day "twilight" sessions at the direction of individual schools.
- 2.3 Regional consultation has taken place. The local authorities in the North East region are committed to achieving broad consistency across the region when considering the school year pattern for 2011/12 and subsequent years.
- 2.4 The Local Government Association (LGA) is attempting to achieve an overall national consensus based on a number of principles:

- To start the school year on a September date as near as possible to 1<sup>st</sup> September;
- To equalise teaching and learning blocks (roughly 2x7 and 4x6 weeks);
- To establish a two week spring break in early April irrespective of the incidence of the Easter bank holiday.

### 3. CONSULTATION

- 3.1 In the spring term 2010, North East LA representatives discussed the school year pattern for 2011/12. Various models were shared. The North East authorities agreed to all individual LAs consulting locally on a common preferred model as set out in **Appendix 1**.
- 3.2 Following that discussion, arrangements were made to consult all headteachers in Hartlepool and also the relevant associations/unions through the Director's termly meetings with a revised option to take account of an additional bank holiday to mark the Queen's Diamond Jubilee being the preferred option.
- 3.3 In response to the consultation Head teachers of Primary and controlled schools and some Governing Bodies expressed concerns regarding the Christmas holidays 2011 in relation to the following:
- Christmas preparations will need to begin earlier than is considered to be educationally sound
  - Working parents will need to finish early for Christmas and cause unnecessary difficulties
  - Children will benefit from being on holiday after Christmas and not before.
- 3.4 The Head teachers of Primary Schools also made recommendations in relation to the commencement of the autumn term 2011/2012 which are set out in **Appendix 2**. These recommendations were supported by secondary Head teachers and are broadly in line with R.C. Schools in Hartlepool.
- 3.5 Once the local consultation had taken place, the general consensus from the LAs in the region was to adopt the model **Appendix 1** Option with 4 regional LAs adopting this model and 2 currently consulting on similar models. One LA adopted the model **Appendix 2** and one is consulting on this model.

### 4. CONCLUSION

- 4.1 Following representations by Head teachers it is proposed that Hartlepool should follow the revised model shown in **Appendix 2**.

## **5. RECOMMENDATIONS**

5.1 The Portfolio Holder is requested to consider the following recommendations:

- To approve the schedule of term and holiday dates for 2011/12 for community and controlled schools in Hartlepool as shown in **Appendix 2**.
- To recommend the schedule of term and holiday dates for 2011/12 to the governing bodies of aided schools in Hartlepool as shown in **Appendix 2**.

## **6. CONTACT OFFICER**

Ann Turner, Governor Support Officer, Child and Adult Services  
(telephone 523766, email [ann.turner@hartlepool.gov.uk](mailto:ann.turner@hartlepool.gov.uk)).

# NORTH EAST AND YORKSHIRE CALENDAR 2011/2012

## RECOMMENDED FOR CONSIDERATION

2011/2012

### Appendix 1

2011	July	August	September	October	November	December
Monday		22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Tuesday		23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Wednesday		24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Thursday		25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Friday		26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Saturday		27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Sunday		28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25

2012	January	February	March	April	May	June
Monday	2 9 16 23 30	6 13 20 27	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Tuesday	3 10 17 24 31	7 14 21 28	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Wednesday	4 11 18 25	1 8 15 22 29	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Thursday	5 12 19 26	2 9 16 23	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Friday	6 13 20 27	3 10 17 24	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Saturday	7 14 21 28	4 11 18 25	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Sunday	1 8 15 22 29	5 12 19 26	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24

2012	July
Monday	2 9 16 23 30
Tuesday	3 10 17 24 31
Wednesday	4 11 18 25
Thursday	5 12 19 26
Friday	6 13 20 27
Saturday	7 14 21 28
Sunday	1 8 15 22 29

### 194 DAY ENVELOPE

The number of term days shown is 194. Up to five of these days will be used as professional development days for teaching staff; pupils will not attend on these days. Each school determines when these will take place and will inform parents.

**Please note** an additional Bank Holiday to celebrate the Queen's Diamond Jubilee. This impacts on the number of school days for pupils which for this academic year will be 189.

Bank Holiday  
 Holiday

**CHILD AND ADULT SERVICES DEPARTMENT**



# HARTLEPOOL CALENDAR 2011/12

**2011/2012**

**Appendix 2**

2011	July	August	September	October	November	December
Monday		22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Tuesday		23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Wednesday		24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Thursday		25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Friday		26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Saturday		27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Sunday		28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25

2012	January	February	March	April	May	June
Monday	2 9 16 23 30	6 13 20 27	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Tuesday	3 10 17 24 31	7 14 21 28	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Wednesday	4 11 18 25	1 8 15 22 29	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Thursday	5 12 19 26	2 9 16 23	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Friday	6 13 20 27	3 10 17 24	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Saturday	7 14 21 28	4 11 18 25	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Sunday	1 8 15 22 29	5 12 19 26	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24

2012	July
Monday	2 9 16 23 30
Tuesday	3 10 17 24 31
Wednesday	4 11 18 25
Thursday	5 12 19 26
Saturday	7 14 21 28
Sunday	1 8 15 22 29

## 194 DAY ENVELOPE

The number of term days shown is 194. Up to five of these days will be used as professional development days for teaching staff; pupils will not attend on these days. Each school determines when these will take place and will inform parents.

**Please note** an additional Bank Holiday to celebrate the Queen's Diamond Jubilee. This impacts on the number of school days for pupils which for this academic year will be 189.

Bank Holiday  
 Holiday

**CHILD AND ADULT SERVICES DEPARTMENT**





## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

14 September 2010



**Report of:** Director of Child and Adult Services

**Subject:** PROGRESS OF HARTLEPOOL SCHOOLS  
DURING THE ACADEMIC YEAR 2009/10

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

For the Portfolio Holder to note the Ofsted inspection reports for all schools during the academic year 2009/2010.

#### **2. SUMMARY OF CONTENTS**

The progress of schools is measured nationally through Ofsted Inspections. These presently take place every 3 years with a four point scale: outstanding, good, satisfactory and inadequate.

The following report provides information on the Ofsted inspections taken place during the academic year 2009/10.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues.

#### **4. TYPE OF DECISION**

Non- key.

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 14 September 2010.

**6. DECISION(S) REQUIRED**

For the Portfolio Holder to note the good progress of Hartlepool Schools as measured by Ofsted Inspections in 2009/2010 and their success in relation to the national picture.

**Report of:** Director of Child and Adult Services

**Subject:** PROGRESS OF HARTLEPOOL SCHOOLS  
DURING THE ACADEMIC YEAR 2009/10

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## **1. PURPOSE OF REPORT**

- 1.1 For the Portfolio Holder to note the progress Hartlepool schools have made during the academic year 2009/2010.

## **2. BACKGROUND**

- 2.1 During the academic year 2009-2010 the following nine Primary Schools, one Secondary School and one Special School were inspected by Ofsted and one Secondary School had an interim inspection:

Primary Schools:

- Seaton Carew Nursery
- Eldon Grove Primary School
- Grange Primary School
- Holy Trinity C.E Primary School
- Jesmond Road Primary School
- Lynnfield Primary School
- Rift House Primary School
- St Peter's Elwick C.E. Primary School
- West View Primary School

Secondary Schools:

- St Hild's CE Secondary School
- High Tunstall college of Science – Interim report

Special Schools:

- Catcote School

## **3. OUTCOMES**

- 3.1 The overall outcome from the Ofsted inspections in Hartlepool during 2009/2010 was satisfactory in Secondary Schools, at least good in Primary Schools, and Outstanding in Special Schools. Primary Schools and Special Schools performed well above the national averages for Ofsted inspections. The breakdown is shown below:

**Primary Schools**

<b>School</b>	<b>Category</b>
Seaton Carew Nursery	Outstanding
Eldon Grove Primary School	Good with outstanding features
Grange Primary School	Outstanding
Holy Trinity C.E Primary School	Outstanding
Jesmond Road Primary School	Good
Lynnfield Primary School	Good with outstanding features
Rift House Primary School	Good with outstanding features
St Peter's Elwick C.E. Primary School	Good with outstanding features
West View Primary School	Good with outstanding features

**Primary School Summary**

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>inadequate</b>
<b>Hartlepool 2009-2010</b>	33%	66%	0%	0%
<b>National 2008-2009</b>	16%	52%	29%	3%

**Secondary School**

<b>School</b>	<b>Category</b>
St Hild's CE Secondary School	Satisfactory
High Tunstall college of Science – interim report	Satisfactory

**Secondary School Summary**

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>inadequate</b>
<b>Hartlepool 2009-2010</b>	0%	0%	100%	0%
<b>National 2008-2009</b>	22%	41%	12%	6%

**Special Schools**

School	Category
Catcote School	Good with outstanding

**Special School Summary**

	Outstanding	Good	Satisfactory	inadequate
<b>Hartlepool 2009-2010</b>	0%	100%	0%	0%
<b>National 2008-2009</b>	29%	48%	12%	3%

- 3.2 Intensive school support was given to five of the nine primary schools and both of the Secondary Schools during the academic year 2009-10 by the School Improvement Team after being identified as in need of additional support to ensure continuous school improvement. Please see **appendices A** (School Strengths) and **B** (School Support and Achievement Matrix).

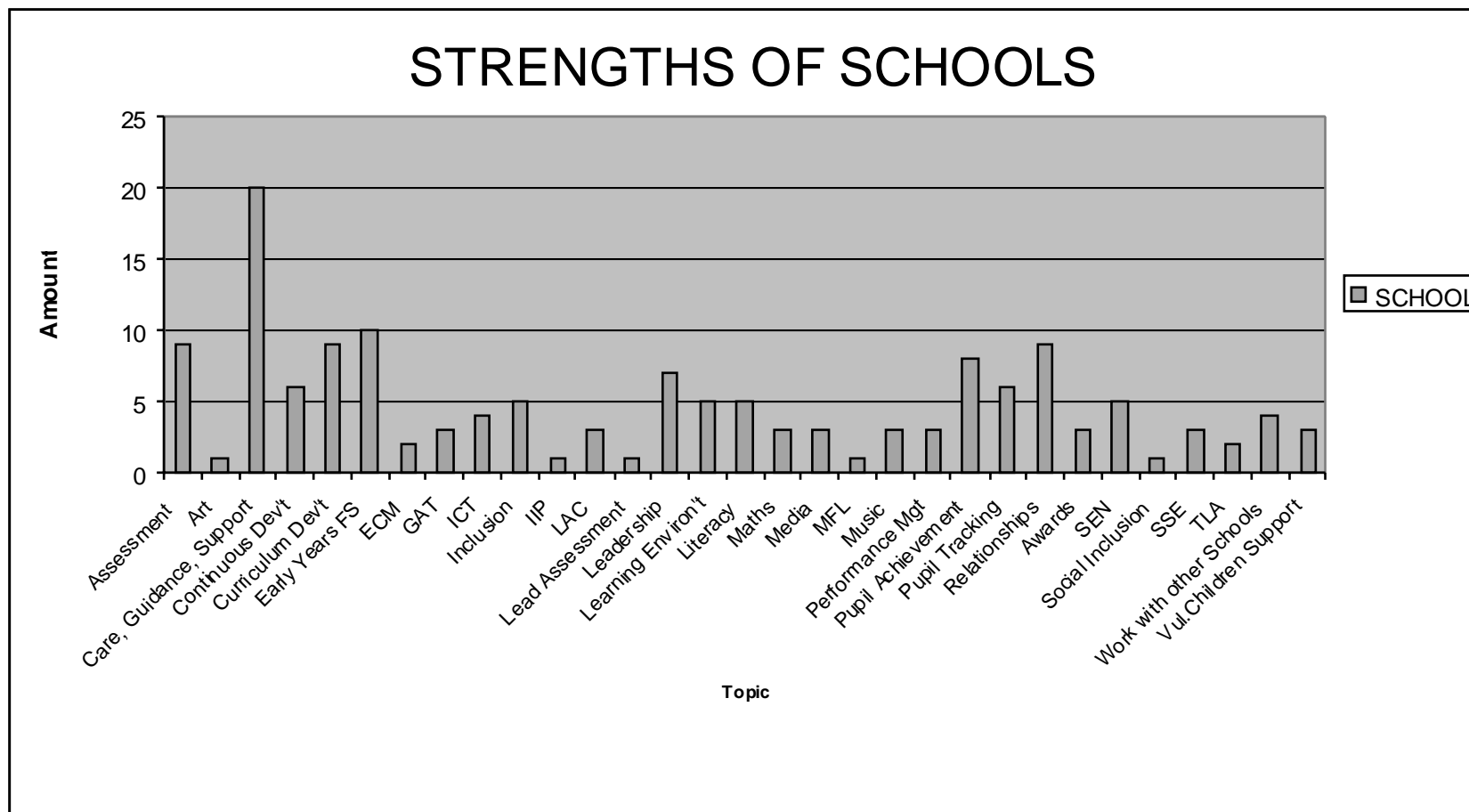
**4. RECOMMENDATIONS**

- 4.1 For the Portfolio Holder to note the good progress of Hartlepool Schools as measured by Ofsted Inspections in 2009/2010 and their success in relation to the national picture.

**5. CONTACT OFFICER**

Lynne Pawley  
 Senior School Improvement Adviser  
 01429 523772

	Assessment	Art	Care, Guidance, Sup	Continuous Dev't	Curriculum Dev't	Early Years FS	ECM	GAT	ICT	Inclusion	IIP	LAC	Lead Assessment	Leadership	Learning Environ't	Literacy	Maths	Media	MFL	Musc	Performance Mgt	Pupil Achievement	Pupil Tracking	Relationships	Awards	SEN	Social Inclusion	SSE	TLA	Work with other Schools	Vol.Children Support
<b>SCHOOL</b>	9	1	20	6	9	10	2	3	4	5	1	3	1	7	5	5	3	3	1	3	3	8	6	9	3	5	1	3	2	4	3
Barnard Grove																															
Brougham																															
Clavering																															
Eldon Grove																															
Fens																															
Golden Flatts																															
Grange																															
Greatham																															
Hart																															
Holy Trinity																															
Jesmond Road																															
Kingsley																															
Lynnfield																															
Owton Manor																															
Rift House																															
Rossmere																															
Sacred Hart																															
St Aidens																															
St Begas																															
St Cuthbert's RC																															
St Helens																															
St John Vianney																															
St Joseph's																															
St Peter's Elwick																															
St Teresa's																															
Stranton																															
Throston																															
Ward Jackson																															
West Park																															
West View																															
Springwell																															



<b>School</b>	<b>Strengths Taken From Summer SIP Report</b>
Barnard Grove	Care, Guidance and Support is a strength of the school. Whole school music.
Brougham	Care, guidance and support are strengths of the school as supported by the recent Ofsted (July 09). Relationships are good between all members of the school community The school has attained the Healthy Schools award, Investors in people status, ICAN and Active Marks awards.
Clavering	The school's present systems for SSE are outstanding. The support provided for pupils with SEN and the consistent way in which the progress and achievement of 'school action' and school action + pupils is recorded and tracked in relation to their Individual Education Plan's (IEP).
Eldon Grove	The Social Inclusion Coordinator is having a significant impact on the school's ECM agenda and in supporting vulnerable families. The headteacher is proud of the additional work that the school and pupils are becoming involved in. For example, these features include the 'Rights Respecting School' Award and TLA. Continuous Professional Development and rigorous performance management are strong features of the school. This is evident in the way teachers have engaged in school based research projects resulting in them gaining TLA recognition. Eldon Grove has become an accredited TLA centre with both leaders and verifiers amongst staff. Effective coaching and mentoring strategies that support staff. Eldon Grove Primary has been highlighted as one of the LA's lead assessment schools.
Fens	There is a school-wide culture of continuing professional development that illustrates the commitment to high quality teaching and learning. SSE systems. Pupil tracking is very rigorous, leading to better provision for children of all abilities. The use of data is very refined and is used by all staff well to provide appropriate support and challenge. Meeting the needs of individual pupils, regardless of ability. Enhanced curricular provision in Foundation Stage. High quality partnerships in supporting other schools to improve their performance.
Golden Flatts	Care, Guidance and Support are strengths of the school with vulnerable children being well supported through accurate tracking and teacher knowledge of the families and children. Relationships throughout the school are good and staff are supportive of the school



Grange	<p>The school continues to support other local primary schools in their attempts to develop their own TV studios. As SIP I have evidenced first hand the valuable contribution made by the school in supporting other Hartlepool schools.</p> <p>The school provides outstanding support to parents of vulnerable children and those at risk of exclusion.</p> <p>In the EYFS, children's personal, social and emotional development (PSED) is outstanding</p> <p>Safeguarding strategies are very secure and support for pupils with SEN and/or learning and physical difficulties is outstanding.</p>
Greatham	<p>Foundation stage – particularly the management and organisation of the class, the assessment of progress and the consistently high quality of teaching and learning.</p> <p>The work of the literacy coordinator, including her teaching as well as the management of literacy across the school. Other schools join the staff for professional development opportunities led by the literacy coordinator.</p> <p>The work of the Headteacher in focusing on individual pupil achievement. This includes the identification of, and provision for GAT as well as LDD pupils. The LA SEN manager recognises the excellence of the school's leadership of multi-agency support for its statemented pupils.</p> <p>MFL provision. The person responsible leads the work with gifted and talented children in the authority. Provision in school has been extended to include nursery and Reception children</p>
Hart	<p>Music provision</p> <p>Media Studies - Pupils successfully use animation to support their learning across the curriculum.</p>
Holy Trinity	<p>Performance management</p> <p>Identifying children's needs and providing appropriate support, including the expertise of teaching assistants.</p> <p>Curriculum extension and enrichment.</p> <p>Positive ethos and strong sense of community. This includes emotional development as well as academic.</p>
Jesmond Road	<p>The school has a strong cross curricular curriculum based on creating real life experiences linked with the ECM agenda. It is effectively assessed against NC level descriptors.</p>

Kingsley	<p>The school is particularly pleased with the structure for monitoring the quality of teaching through consistent and effective lesson observations as well as the system for tracking and assessing pupils progress.</p> <p>The quality of provision in the EYFS.</p> <p>The school's learning environment is welcoming and especially effective in engaging pupils.</p> <p>The relationship that the school has developed with parents is very good</p>
Lynnfield	<p>Emerging from the 'Learning Walk' some very good mathematics teaching was observed in Year 6. Across the school, and despite the presence of a high proportion of supply teachers covering teachers' absences, the school was orderly, calm and pupils' behaviour was very good.</p> <p>The school has very positive ethos which is based on good relationships between pupils and staff and highly developed pastoral care procedures. Parents have great confidence in the school as a result of the care and protection afforded to their children. Safeguarding policies and procedures are very well developed.</p> <p>The learning environment is bright and welcoming with many displays that represent the quality of pupils work. For example each class has effective learning walls for Literacy and mathematics.</p> <p>Assessment for learning has developed rapidly during the course of the last year and is now playing a full part in foundation as well as core subjects.</p> <p>Pupil progress meetings are enabling teachers to establish how much progress pupils are making as well as challenging underachievement. These meetings are effective in holding people to account.</p> <p>All of these features represent a degree of rapid improvement and development during 2009.</p>
Owton Manor	<p>The Art Gallery is a very effective area to display children's work and as an additional area to teach children using the artwork and 3D models on display. The quality of the learning environment has steadily improving and is now good in many areas of the school.</p> <p>The implementation of APP in Reading. The quality of assessment in reading as identified by moderation is particularly effective and accurate. Systems are embedding high quality reading practice and the reading assessment books were highly praised by reading moderators. They have recommended that the school should be used by the LA as a centre for 'good' practice.</p>
Rift House	<p>Pupils' use of digital recording and editing equipment through the RHTV project is exceptional. The accelerated progress of pupils from Key Stage 1 into and through Key Stage 2, particularly for writing. The level of pastoral care afforded to pupils and families. Rift House has been identified as a Local Authority lead school for assessment. The school has been used as an exemplar for the level of high quality behaviour management. Highly effective transition arrangements and continuation of the curriculum between EYFS and KS1.</p>

Rossmere	Transition of Looked After Children (LAC) both within school and to other schools utilising strong partnerships with outside agencies and the caring and nurturing ethos of the school.
Sacred Hart	A clear focus on maintaining high standards. The way in which the headteacher and SLT lead the aspirations for high achievement is worthy of dissemination. Teachers are very effective in getting the level of challenge right in lessons, particularly for high attainers and GAT which helps many pupils to achieve L3+ and L5+. Pupils' achievement in mathematics. The positive Christian ethos which underpins the school's work and core values. Children are aware of the needs of others and give their time generously to raise funds for others less well off.
St Aidans	Children demonstrate a positive attitude in school and behave well. The school has evidence to support some good extra curricular provision including a large and talented choir.
St Begas	The work of some teaching assistants is effective to support individuals and groups. The school has developed a strong network with parents/carers and families, and pastoral care for children is very good. Developing the skills of the SLT in assessing pupil progress.
St Cuthbert's RC	Care, Guidance and Support for children and families is outstanding particularly with nurture groups and for children who have suffered bereavement or broken families.
St Helens	Systems and processes for identifying and supporting children with Special Educational Needs and Disabilities (SEND) is led and managed well by the SENCo (DHT). Provision for these children is good. The school is performing well in reading and mathematics overall at KS1 and KS2.
St John Vanney	Leadership at all levels. Well-being. Assessment, from Day Care to the end of Y6. The journey of curriculum development.
St Joseph's	The use made by the school to enrich the curriculum utilising external available resources and visits such as art work at the local gallery and museum, French teaching from feeder secondary school and activities related to the church such as 'Bible Explorer' should be commended.
St Peter's Elwick	School has worked hard to ensure that the children are able to successfully access the 'Learning Platform'. Pupils are able to further their learning at times which match their individual needs. ICT – Pupils successfully use animation to support their learning across the curriculum

St Teresa's	Ethos, relationships and work ethic underpin the school's unswerving focus on high achievement. The development of the skills based curriculum. A culture of identifying and nurturing individual skills. Teamwork and attention to detail in all areas of provision.
Stranton	The leadership of the headteacher is outstanding in leading, motivating and influencing staff and children to achieve and improve. The 'Emotional Well Being Project' – Funded by NDC and supported by LA officers. The school is a hub of the community and there is evidence of good community cohesion. The school is an inclusive school and has received a gold award for the Hartlepool inclusion standard. There is outstanding assessment, targeting and tracking of children's progress that leads to effective early intervention.
Throston	Systems for school self-evaluation which include pupil progress meetings. APP systems and the use of visualisers in writing.
Ward Jackson	Provision for looked after children. A recent investigation in school by the DCSF on identifying strategies and actions to raise the attainment of looked after children judged the school's actions to be good with some outstanding features.
West Park	Leadership at all levels of the school. Maintaining high standards of attainment and achievement. Data analysis to support learning. Curriculum development, particularly in developing key skills in foundation subjects.
West View	Inclusion is a strength with excellent support for vulnerable children. Target setting and assessment for next steps of learning is well embedded. EYFS provision is a model of good practice. Practice transfer through external and internal CPD is a strength. The school is in the DFE directory of good practice for LAC. Building leadership capacity is a strength.
Springwell	Planning very personalised learning opportunities for pupils with targets which show ambition. Systems for monitoring pupil progress are very good. Providing a range of provision, including approaches to teaching, organisation and care, guidance and support systems so that a wide range of pupil needs are catered for is a considerable achievement. The degree of learning and progress shown by pupils as they move from Foundation Stage into Key Stage 1 and then through to the end of Key Stage 2, learning to cope with, and even overcome a variety of very significant personal difficulties is a strength of the school and a credit to the entire staff team.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
5	DfES No.	School Name	SIP classi	SIP	Ofsted Grade	Ofsted EY grade	RoL - attain - all subj	RoL - attain Eng	RoL - attain Maths	RoL CVA all subj	RoL CVA Eng	RoL CVA maths	RoL 3yr CVA all subj	SIP achv grade	Attac hed NLE	SSP	EYFS Support	EAZ	CLDD Initial Schools	ECAR	ECC	Hub AfL schools funded to work with others
6																areas of involvement	areas of involvement / issues	areas of involvement / issues	any concerns	any concerns	any concerns	areas of involvement / issues
7	1013	Seaton Carew Nursery	1	LP	1 10-09	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1								
8	2310	Barnard Grove	3	LP	2 09-08	2	sig- 0.9	sig- 2.2	-0.2	100.3	99.3	101.3 sig +	101	3				SE				
9	2090	Brougham	2	LP	2 07-09	2	0.2	0.1	0.2	100.7	100.8	100.7	100.8	2		Writing training and work with subject leader	Yes		Yes		2nd year	
10	2238	Clavering	2	DL	2 07-09	2	sig+ 2.9	sig+ 2.1	sig+ 3.7	sig+ 101.6	sig+ 100.9	sig+ 102.5	sig+ 101.0	1	MB			SE	Yes			
11	2151	Eldon Grove	1	DL	2 03-10	2	sig+ 1.0	-0.2	sig+ 1.4	sig+ 101.0	99.9	sig+ 101.6	sig+ 100.9	2					xYes Self sustaining			Yes
12	3003	St Peter's Elwick	2	DL	2 05-10	2	0	-1.4	0.1	99.6	99.3	99.4	sig- 99.1	2			Yes					
13	2187	Fens	1	KD	1 01-06	1	sig+ 2.2	sig+ 1.9	sig+ 2.2	sig+ 101.4	100.4	sig+ 101.9	sig+ 101.2	1								
14	2126	Golden Flatts	3	KD	3 12-07	3	0.1	-0.9	0.4	100.5	100.2	101	100.2	3		Focus to be determined	Yes		Yes		2nd Year	
15	2364	Grange	2	DL	1 07-10	2	sig- 1.7	sig- 2.0	-1.6	sig+ 100.9	sig+ 101.0	sig+ 101.1	sig+ 100.5	2			Yes - AST		Yes	X 3rd year		
16	3006	Greatham CE	2	KD	2 08-08	2	sig+ 2.0	1	sig+ 3.5	sig+ 101	100.1	sig+ 102.1	100.6	2								
17	2001	Hart	2	DL	2 03-07	2	0.6	sig+ 101.0	0.7	sig+ 102.6	sig+	99.5	99.7	2								
18	3330	Holy Trinity CE	2	BG	1 12-09	1	sig+ 2.2	sig+ 2.9	1.2	100.5	100.7	99.9	sig+ 100.5	2			Yes					
19	2127	Jesmond Road	3	LP	2 01-10	2	0	-0.3	0.1	sig+ 100.8	100.5	sig+ 101.2	100.3	3		Small amount of APP work as exit			Yes self-sustaining		New	
20	2189	Kingsley	1	DL	1 10-07	1	sig+ 1.9	sig+ 3.1	sig+ 1.1	sig+ 100.6	sig+ 101.4	100.1	sig+ 101.3	2								Yes
21	2153	Lynnfield	3	DL	2 07-10	3	sig- 1.7	sig- 1.6	-1.3	sig+ 100.9	sig+ 101.3	sig+ 101.5	sig+ 100.8	3		Focus to be determined	Yes		Yes	X 3rd year		
22	2182	Owton Manor	2	DL	3 06-08	2	sig- 1.6	-1.5	-1	99.8	99.8	100.6	100	3	DD	Focus to be determined			Yes	New		
23	2341	Rift House	2	DL	2 10-02	2	0.1	0.5	0.2	100.2	100.5	100.3	100.2	3					Yes			
24	2342	Rossmere	3	AB	3 02-07	2	0	-0.2	0.1	99.9	100.3	99.7	99.7	3		Focus to be determined plus DK teaching Autumn 1	Yes				2nd Year	
25	3321	Sacred Heart RC	1	DL	2 07-09	2	sig+ 2.8	sig+ 2.1	sig+ 3.6	sig+ 101.4	sig+ 100.9	sig+ 102.2	sig+ 101.6	1								
26	3320	St Aidan's CE	3	GH	2 08-03	2	-0.4	-0.2	-1	sig- 98.7	sig- 99.2	sig- 98.3	sig- 98.8	4	MB	Learning and teaching with identified teachers	Yes		Yes		Withdrawn	
27	3328	St Bega's RC	3	DL	3 03-09	3	0.7	1.3	0.7	sig+ 101.8	sig+ 102.2	sig+ 102	100.5	3	DD		Yes					
28	3322	St Cuthbert's RC	3	BG	2 09-03	2	-0.1	-0.6	0.1	sig- 99.1	sig- 98.8	99.6	sig- 99.4	3						New		
29	2211	St Helen's	3	GH	3 11-07	2	-0.2	-1	0.7	100.4	99.8	sig+ 101.4	100.1	3		If required by school as exit	Yes	SE				
30	3329	St John Vianney RC	2	KD	1 10-08	2	sig+ 1.9	0.5	sig+ 2.8	sig+ 102.0	sig+ 101.0	sig+ 102.6	sig+ 101.8	1							2nd Year	Yes
31	3323	St Joseph's RC	2	AB	2 03-09	2	0	-0.5	0.4	100.4	100.4	100.5	100.1	2								
32	3324	St Teresa's RC	1	BG	1 06-07	1	sig+ 2.1	1	sig+ 3.3	sig+ 101.6	sig+ 101.0	sig+ 102.1	sig+ 101.2	1								
33	2156	Stranton	2	GH	2 09-02	1	0	-0.2	0.5	100.7	100.9	101	sig+ 101.4	01-Feb						New	2nd Year	Yes
34	2236	Throston	2	AB	2 09-06	2	sig- -1.0	-1.3	-0.9	100.1	99.8	100.6	100	2					Yes			Yes
35	2181	Ward Jackson	2	AB	3 02-08	2	-1.5	-2.9	-1.2	101.1	100.2	sig+ 101.6	99.8	3	DD		Yes		Yes			
36	2237	West Park	1	KD	1 01-09	1	sig+ 2.4	sig+ 2.8	sig+ 2.2	100.6	100.7	100.3	sig+ 100.4	1								
37	2215	West View	2	BG	2 11-09	2	-0.6	sig- -1.6	0.4	100	99.5	100.8	99.1	2				SE	Yes self sustaining	X3rd year		
38	7027	Springwell Special	2	AD	2 09-06	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2								

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

14 September 2010



**Report of:** Director of Child & Adult Services

**Subject:** CHILDREN'S SERVICES DEPARTMENTAL  
PLAN QUARTER 4 PROGRESS REPORT

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

To inform the Portfolio Holder of the progress made towards achieving Departmental Plan actions, performance indicators (PIs) and risks for the period to 31<sup>st</sup> March 2010.

#### **2. SUMMARY OF CONTENTS**

The report summarises progress over the fourth quarter of 2009/10 on the actions and performance indicators within the Children's Services Departmental Plan 2009/10. It also covers the current position of associated risks.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder is responsible for children's and young people's issues.

#### **4. TYPE OF DECISION**

Non key decision

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 14<sup>th</sup> September 2010.

## **6. DECISION REQUIRED**

The Portfolio Holder is requested to note the progress made in completing the actions and achieving the performance indicators for the Children's Services Department during 2009/10.

**Report of:** Director of Child & Adult Services

**Subject:** CHILDREN'S SERVICES DEPARTMENTAL  
PLAN QUARTER 4 PROGRESS REPORT

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**1. PURPOSE OF REPORT**

- 1.1 To inform the Portfolio Holder of the progress made towards achieving Children's Services Departmental Plan actions and performance indicators (PIs) for the period to 31<sup>st</sup> March 2010.






**2. BACKGROUND**

- 2.1 The Children's Services Departmental Plan 2009/10 – 2010/11 was formally approved by the Portfolio Holder on 26<sup>th</sup> July 2009.
- 2.2 The plan was produced in line with the corporate planning process. The plan and four divisional plans that sit beneath it demonstrate the links to the Corporate Plan and to the themes of the Local Strategic Partnership. The activities from the Corporate Plan which are included in the departmental and divisional plans are those for which children's services have direct responsibility.
- 2.3 The Children's Services departmental plan was produced prior to the Council re-structuring and the creation of the new Child and Adult Services department. However, the actions within the plan remain entirely appropriate to children's issues within the new department.
- 2.4 This report provides a summary on progress towards meeting the milestones associated with the actions and PIs within the current plan. Depending on the area of activity being measured, PIs are reported at different times during the year e.g. some PIs reflect the financial year whereas others reflect the academic year. A number of PIs are reported annually and data are only collected once (e.g. school examination results) so quarterly reporting is unable to demonstrate progress towards a target.



### 3. PERFORMANCE TO DATE – QUARTER 4






- 3.1 This section looks in detail at how the department has performed in relation to the key actions, performance indicators (PIs) and risks which were included in the Children's Services Departmental Plan. Progress is reported by a traffic light system.
- 3.2 The Children's Services Plan identifies 30 actions and progress against these actions at quarter 4 is given in the table below.

Status	Description	Number	%
	Action Completed	7	23.3
	Action on Track	18	60.0
	Action Progress Acceptable	4	13.3
	Action Intervention Required	1	3.3
	Action Not Completed	0	0.0
	<b>Total</b>	<b>30</b>	<b>100</b>

- 3.3 Twenty two actions (73.3%) are currently on track or show acceptable progress and seven actions (23.3%) have been completed. One action (3.3%) shown in the table below.

Ref	Action Description	Due Date	Comments
CORP HW04	Work with partner agencies, young people and families to reduce under 18 conception rate by 55% from 1998 baseline and improve sexual health	31 Mar 2011	Recently published under 18 conception rates show a slight reduction in the rate for Hartlepool. 65.9 per 1000 females aged 15-17 years. This demonstrates a 12.9% change in the rate from the baseline in 1998 which was 75.6

- 3.4 As has been previously reported reducing teenage conceptions is a very challenging area and officers are working closely with colleagues from health to tackle the issue through a range of initiatives.
- 3.5 The Children's Services Plan identifies 44 performance indicators, the majority of which are part of the national indicator set. Progress against these PIs at quarter 4 is shown below.

Status	Description	Number	%
	PI Target Achieved	21	47.7
	PI On track to achieve target	0	0.0
	PI Progress acceptable	6	13.6
	PI Intervention Required	0	0
	PI Target not achieved	17	38.6
	<b>Total</b>	<b>44</b>	<b>100</b>

- 3.6 As has been brought to the Portfolio Holder's attention in previous years, PIs for school attainment are problematic. Historically, highly aspirational targets were set. School attainment levels have risen very significantly so that from a position well below average, Hartlepool levels of achievement are now in line with national expectations in many areas. This represents excellent progress. However, the original aspirational targets remain in place with the result that despite this upward trend, targets have not been achieved. Details of the 17 PIs which are currently reported as red are given below.

National Indicator	PI Title	Commentary
NI 50	Emotional health of children	This indicator is generated through the Tellus 4 Survey which is a voluntary collection. Changes to the survey have resulted in all but one local authority nationally seeing a decline in this indicator. The outturn for Hartlepool was 59% compared to 56% nationally.
NI 59	Percentage of initial assessments for children's social care carried out within 7 working days of referral	Performance is improving in this area but the target was not achieved due to high workload and capacity issues.
NI 60	Percentage of core assessments for children's social care carried out within 35 working days of their commencement	Assessment practice identified as needing to improve in terms of both quality and timeliness. An Assessment Improvement Plan is being implemented and enhanced training is to be provided to practitioners via the blended learning model.

		Amendments to the ICS exemplar are also in progress and the case transfer process is under review to ensure this process does not delay the completion of core assessments.
NI 64	Child Protection Plans lasting 2 years or more	Improved provision of performance management information has been put into place to alert social workers, team managers and independent reviewing officers of those children whose protection plan has existed for 18 months with a view to robust scrutiny of the plan and its implementation.
NI 65	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time	An audit of all those children who have become subject to a plan for a second or subsequent time will be carried out by the performance and quality sub group of the LSCB to identify the underlying issues against this performance indicator and to formulate an action plan based on the emerging findings.
NI 66	Looked after children cases which were reviewed within required timescales	The target has not been met due to high workload and capacity issues within both the social work teams and the safeguarding and review unit. This indicator will be carefully monitored on a monthly basis and will be added to the service delivery improvement plan for the safeguarding and review unit.
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2	The latest outturn is 75.7% against a target of 82%. Hartlepool has achieved above national levels even though the target has not been met.
NI 75	Achievement of 5 or more A*-C grades at	48.5% was achieved against a target of 52%. Hartlepool was

	GCSE or equivalent including English and Maths	identified alongside one London Borough as the most improved local authority nationally. This illustrates good progress being made in schools and the difficulty of attaining the highly aspirational targets that were set in the past.
NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	84.1% achieved against a target of 97%. The historic target that has been set is significantly above the national average and, therefore, exceptionally high and unrealistic. Current levels of achievement represent very good achievement for most young children in Hartlepool.
NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	The target set is significantly above national average so was exceptionally high and very unrealistic. The achievement of 86.7% represents very good progress for most young children in Hartlepool.
NI 99	Looked after children reaching level 4 in English at Key Stage 2	This indicator covers a particularly small cohort and is, therefore, volatile.
NI 100	Looked after children reaching level 4 in mathematics at Key Stage 2	This indicator covers a particularly small cohort (5 pupils) and is, therefore, volatile.
NI 101	Looked after children achieving 5+ A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)	9% was achieved against a target of 18%. This was a very small cohort which reduced from 12 when the target was set to 11 young people, one of whom was disapplied due to a statement for special needs and a further 2 young people had special needs but were entered for examinations.
NI 102b	Achievement gap between pupils eligible for free school meals and their peers	The achievement gap between young people entitled to free school meals and their peers was 29.2% compared to a

	achieving the expected level at Key Stage 4	target of 18%. The gap nationally was 27.6%.
NI 110	Young people's participation in positive activities	Tellus 4 indicates 56% based on a voluntary survey compared to a target of 73.1%. Local service figures for the full year indicate a reach of 76.32% based on robust data. Further clarification of Tellus is required to ensure suitable targets are set.
CSD P031a	Increase the proportion of NRA pupils achieving two level gains from KS1 – KS2 in English at a rate which exceeds the increase for non NRA	The gap between NRA and Non NRA pupils increased to 6.1% against a target of 4.9%. This was primarily due to a change in the DCSF methodology which affected the number of pupils included in the calculation.

#### 4. RISK MONITORING

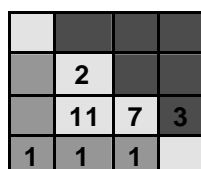
- 4.1 It is the policy of Hartlepool Council to take an active and pragmatic approach to the management of risks that could prevent the achievement of corporate and departmental objectives. Risks are not necessarily related to each specific activity but reflect an area of work. Risks are assessed on a quarterly basis using a green/amber/red matrix depending on the likelihood that they might happen and the impact, were they to do so.
- 4.2 Twenty six risks are identified in relation to children's services activities (there is a separate detailed risk register for Building Schools for the Future Project Management). Of these, three are identified as red and are shown in the table below.

Risk	Action to reduce risk/comment
Failure to secure government funding for BSF	Hartlepool's BSF project is currently on track but there is a risk of adverse impact of current national economic climate and outcome of the next comprehensive spending review. ICT promissory note has been received and Design & Build financial close is scheduled for July 2010.
Failure to plan future needs and be able to respond to	New sufficiency duty on local authorities to have sufficient

market pressures on placements in social care and SEN	accommodation locally to provide accommodation for children in care. CLA strategy outlines strategic priorities to manage this risk.
Failure to secure government funding for Primary Capital Programme	A re-evaluation of risk has taken place and this is still considered to be a risk. Risk of adverse impact of current economic climate and the outcome of the next comprehensive spending review . The first two schemes are underway with further schemes identified.

- 4.3 The diagram below shows the distribution of risks according to their risk rating. Detail of the rating system is in **Appendix A**.

*Diagram 1 – Children's Services Departmental Risk Register Heat Map*



See Appendix A for key to diagram above

## 5. RECOMMENDATIONS

- 5.1 The Portfolio Holder is requested to note the progress made towards completing actions and performance indicator targets during the fourth quarter of 2009/10. The Portfolio Holder is also requested to note actions taken in relation to areas of delivery which are seen to be high risk at present. Further reports on annual progress will be given quarterly in line with corporate requirements.

## 6. CONTACT OFFICER

- 6.1 Kay Forgie, Performance & Information Manager (Children)  
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## HARTLEPOOL BC RISK ASSESSMENT MATRIX AND VALUE GUIDES

		IMPACT			
LIKELIHOOD		1	2	3	4
		Low	Medium	High	Extreme
Almost certain	4	AMBER 0	RED 0	RED 0	RED 0
Likely	3	GREEN 0	AMBER 2	RED 0	RED 0
Possible	2	GREEN 0	AMBER 11	AMBER 7	RED 3
Unlikely	1	GREEN 1	GREEN 1	GREEN 1	AMBER 0

Use the following suggested value guides to help rate the level of the **controlled risk**.

### IMPACT

Extreme	Total service disruption / very significant financial impact / Government intervention / sustained adverse national media coverage / multiple fatalities.
High	Significant service disruption/ significant financial impact / significant adverse Government, Audit Commission etc report / adverse national media coverage / fatalities or serious disabling injuries.
Medium	Service disruption / noticeable financial impact / service user complaints or adverse local media coverage / major injuries
Low	Minor service disruption / low level financial loss / isolated complaints / minor injuries

### LIKELIHOOD

Expectation of occurrence ***within the next 12 months*** -

- **Almost certain**
- **Likely**
- **Possible**
- **Unlikely**