

CHILDREN'S SERVICES COMMITTEE AGENDA



Tuesday 2nd September 2014

at 4.00 pm

in the Council Chamber, Civic Centre, Hartlepool

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Fleet, Griffin, Hall, Lauderdale, Lilley, Loynes, Simmons

Co-opted Members: Michael Lee

Six Young People's Representatives

Observer: Councillor Richardson, Chair of Adult Services Committee

1. **APOLOGIES FOR ABSENCE**
2. **TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**
3. **MINUTES**
 - 3.1 Minutes of the meeting held on 12th August 2014 (*previously circulated and published*).
4. **BUDGET AND POLICY FRAMEWORK ITEMS**

No items.



5. KEY DECISIONS

- 5.1 School Admission Arrangements for 2016/17 – *Director of Child and Adult Services*

6. OTHER ITEMS REQUIRING DECISION

- 6.1 Commissioning of Mentoring Services for Children and Young People – *Director of Child and Adult Services*
6.2 Review of Provision for Pupils with Behavioural Difficulties – *Director of Child and Adult Services*

7. ITEMS FOR INFORMATION

- 7.1 Strategic Financial Management Report as at 30th June 2014 – *Director of Child and Adult Services and Chief Finance Officer*
7.2 Six Monthly Monitoring of Agreed Scrutiny Recommendations – *Scrutiny Manager*
7.3 OFSTED Inspection Outcomes – September 2013-July 2014 – *Director of Child and Adult Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

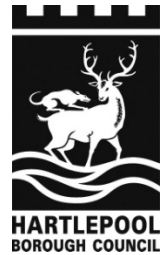
ITEMS FOR INFORMATION

Date of next meeting – Tuesday 30th September 2014 at 4.00pm in the Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

2nd September 2014



Report of: Director of Child and Adult Services

Subject: SCHOOL ADMISSION ARRANGEMENTS FOR 2016/17

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision (test (i)/(ii)) Forward Plan Reference No. C&AS033/14.

2. PURPOSE OF REPORT

To consider and agree the proposed admission arrangements for Community and Voluntary Controlled Schools in Hartlepool for 2016/2017 academic year.

3. BACKGROUND

- 3.1 It is a mandatory requirement of the national School Admissions Code that all schools must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than places at the school (oversubscription). Admission arrangements are determined by admission authorities. The Local Authority (LA) is the admission authority for Community and Voluntary Controlled Schools, while the Governing Body is the admission authority for Voluntary Aided and Foundation Schools and the relevant Trust for an Academy or Free School.
- 3.2 All admission authorities must agree admission arrangements annually. Where changes are proposed to admission arrangements, the admission authority must first consult on those arrangements. If there are no changes, proposed they only need to be consulted on at least every 7 years. Consultation must be for a minimum of 8 weeks and must take place between 1 November and 1 March of the year before those arrangements are to apply. The consultation period allows parents, other schools, religious authorities and the local community to raise any concerns about proposed admission arrangements.

3.3 Stakeholders are consulted on:

- i) the application and administrative procedures for admissions, including LA co-ordination with other admission authorities;
- ii) the criteria to be used in the event of over-subscription.

4. **CONSULTATION FOR ADMISSIONS FOR SEPTEMBER 2016/2017 ACADEMIC YEAR**

- 4.1 There are no changes proposed to the current admission arrangements for Community and Voluntary Controlled schools that require public consultation.
- 4.2 The proposed admission number for each Community and Voluntary Controlled School is detailed in Appendix 2 to this report which Committee are asked to approve. The admission numbers for Voluntary Aided, Foundation Schools, Academies and free schools are included for information.
- 4.3 The admissions arrangements including oversubscription criteria in respect of Community and Voluntary Controlled schools, for which no changes were proposed, are included in **Appendix 1**.

The Coordinated Admission Schemes for Primary Schools and Secondary Schools for 2016/2017 will be formulated and published on the Authority's website by January 2015, in accordance with the School Admissions Code.

5. **STATUTORY REQUIREMENTS AND FUTURE IMPLICATIONS**

- 5.1 It is the statutory requirement of all admission authorities that admission arrangements for 2016/2017 are determined by 15 April 2015 and these must be published on their website not later than 1 May 2015. The LA must receive a copy of the admission arrangements of other admission authorities, including Academies, before 1 May and provide details on its website of where these can be viewed. Information on how to refer objections to the Schools' Adjudicator (which must be made by 30 June 2015) will also be available on the website.
- 5.2 The LA must publish online, with hard copies available for those who do not have access to the internet, a composite prospectus for parents by 12 September 2015, which contains the admission arrangements for each of the state-funded schools in the LA area to which parents can apply.

6. **RISK ASSESSMENT**

A risk assessment has been undertaken on the proposed admission arrangements for 2016/2017. There will be a breach of statutory duty

imposed on the LA if admission arrangements are not determined by 15 April 2015 and published on the Council's website by 1 May 2015.

7. RECOMMENDATIONS

Committee are asked to agree the following recommendations in respect of Community and Voluntary Controlled schools, when determining the admission arrangements for 2016/2017:

- That the admission numbers as recommended in **Appendix 2** be approved.
- That the current admission arrangements, at **Appendix 1**, be approved.

8. CONTACT OFFICER

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Note: A DfE consultation is underway, proposing changes to the Code of Practice for School Admissions. Details contained within these arrangements are therefore subject to any subsequent changes made to the Code.

APPENDIX 1

**CURRENT ADMISSION ARRANGEMENTS FOR
COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS
APPROVED ADMISSIONS POLICY FOR 2015/16**

The admissions policy for entry to community and voluntary controlled primary schools, effective from 2015/16 admissions round, 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 looked after children and previously looked after children (*previously looked after children are children who were looked after, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order*);
 - 2) those children who have brothers or sisters who will be attending the school in September 2015;
 - 3) those children who live in the school's admission zone;
 - 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 a 'straight line' distance measurement from the (ordnance survey) address point for the child's home to the (ordnance survey) address point of the school.

Tiebreaker:

If more children qualify under a particular criterion than there are places available, priority will be given to those children who live closest to the school (as described under criteria 5).

Definitions:

Looked After Child - A 'looked after child' is a child who is in the care of the local authority or provided with accommodation by that authority – as required by the Education (Admission of Looked After Children) (England) Regulations 2006.

Sibling - Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address. In all

cases the responsible parent will hold the child benefit for those children permanently living at that address. A brother or sister living at the same address must be attending the preferred school at the same time as the child who is applying. Please note - this criteria only applies to siblings who are of compulsory school age, not younger siblings who attend a nursery setting attached to a school

Twins or multiple birth children - If you have more than one child who are twins or part of a multiple birth going through the application process this year, you must make a separate application for each child and indicate on each online or paper form that your child has a sibling also going through the process. For community and voluntary controlled schools, we will offer a place to the other child(ren) if one of your twins/multiple birth children is offered the last place available and you have applied to the same school for the other child(ren).

Distance - Distance will be measured by a straight line distance measurement 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 the higher priority.

Medical Grounds/Exceptional Circumstances – A panel of specialist officers will determine whether the evidence provided is sufficiently compelling to meet the requirements for this criterion. If you think your child has a particular medical or social need to go to a certain school, you must provide supporting evidence from a doctor, psychologist or other professional involved with your child. The supporting evidence must relate specifically to the school you are claiming medical grounds/exceptional circumstances for, and clearly demonstrate why it is only that school that can meet your child's needs in a way that no other school can. If you are applying on-line for a place under this criterion, please send your supporting evidence to the Admissions Team by the closing date, which should include your child's name and date of birth.

NB: Exceptional social reasons do not, in the view of the Authority, include domestic inconvenience arising from parents' work patterns, child-minding problems, separation from particular nursery/primary school friends. Problems of this kind are widespread and cannot be classed as exceptional. Medical reasons do not include temporary conditions. They are permanent medical conditions which require special treatment available at the preferred school only. Medical evidence must be provided and the Authority's officers must be satisfied that the child would suffer to a significant degree if he/she went to any other school.

APPENDIX 2

PROPOSED ADMISSION NUMBERS 2016/2017

Community and Voluntary Controlled School	2016/17
Barnard Grove Primary School	45
Brougham Primary School	45
Clavering Primary School	55
Fens Primary School	60
Golden Flatts Primary School	30
Grange Primary School	50
Greatham C of E Primary School	15
Hart Primary School	15
Jesmond Gardens Primary School	45
Kingsley Primary School	60
Lynnfield Primary School	55
Rift House Primary School	30
Rossmere Primary School	50
St. Helen's Primary School	45
Throston Primary School	60
West Park Primary School	45
West View Primary School	55

Voluntary Aided, Foundation, Academy or Free School*	2016/17
Eldon Grove Primary School	60
Holy Trinity C of E Primary School	30
Owton Manor Primary School	30
Sacred Heart RC Primary School	60
St. Aidan's C of E Memorial Primary School	50
St. Bega's RC Primary School	25
St. Cuthbert's RC Primary School	40
St. John Vianney RC Primary School	30
St. Joseph's RC Primary School	24
St Peter's Elwick C of E Primary School	15
St. Teresa's RC Primary School	45
Stranton Primary School	50
Ward Jackson C of E VA Primary School	25
Dyke House Sports & Technology College	210
English Martyrs RC School & Sixth Form College	240
High Tunstall College of Science	220
Manor College of Technology	250
St. Hild's C of E VA Secondary School	180

* Please note the proposed admission numbers for these schools are for guidance only.

CHILDREN'S SERVICES COMMITTEE

2nd September 2014



Report of: Director of Child and Adult Services

Subject: COMMISSIONING OF MENTORING SERVICES FOR CHILDREN AND YOUNG PEOPLE

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key decision

2. PURPOSE OF REPORT

- 2.1 To request approval from Children's Services Committee to implement a procurement exercise through tender submissions for the provision of mentoring services for children and young people.

3. BACKGROUND

- 3.1 In December 2011 Cabinet approved the Early Intervention Strategy and the commissioning of services to underpin the delivery of the strategy. A number of services were commissioned with one of them being mentoring services for children and young people.
- 3.2 Changing Futures North East currently delivers this service and this contract is due to come to an end on March 2015. This contract has already been extended and there is no provision within the existing contract to extend further.

4. PROPOSAL

- 4.1 Early Intervention continues to be priority for the council and mentoring services contribute to this priority. The current service has been regularly monitored with a full service review recently being completed. It shows that the service and it is valued by professionals and children, young people and their families. It is also beginning to show positive outcomes for children and young people accessing the service.

4.2 It is intended to procure a service that:

Offers a mentoring service for any child/ young person who is identified with a need that cannot be met by universal and targeted out of school services;

Recruits high quality mentors that can support children and young people with additional needs;

Identifies any further needs of the family, child or young person through the use of the common assessment that cannot be met through the mentoring service to ensure an integrated package of care can be implemented.

4.3 It is proposed that the service is commissioned in line with the council's contract procedure rules. The service will be advertised for two years with an extension for a further two twelve months, based on demand, satisfactory performance and funding being available. The total value of the initial 2 year contract is proposed to be £62,000 per annum (£124,000 for the initial two years contract period). The total value of the contract (four years) is proposed to be £248,000.

5. FINANCIAL CONSIDERATIONS

5.1 The funding for this contract has been identified within the Early Intervention Grant. This has been budgeted within the current budget. There is a risk that in future years further savings will need to be realised from the Early Intervention Grant. If this is the case the contract would need to be reviewed within a whole budget review and varied accordingly.

6. LEGAL CONSIDERATIONS

6.1 Discussions have taken place with the existing service provider and they are aware that notice will be served on the current contract in line with Council Procedures.

7. RECOMMENDATIONS

7.1 For Children's Services Committee to approve the procurement of a mentoring service for children and young people.

8. REASONS FOR RECOMMENDATIONS

8.1 The current contract comes to an end in March 2015 a decision needs to be made to prevent a gap in services for children and young people.

9. CONTACT OFFICERS

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CHILDREN'S SERVICES COMMITTEE

2 September 2014



Report of: Director of Child and Adult Services

Subject: REVIEW OF PROVISION FOR PUPILS WITH BEHAVIOURAL DIFFICULTIES

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non-key

2. PURPOSE OF REPORT

2.1 The purpose of this report is to seek the approval of the Children's Services Committee to:

- Carry out a feasibility study to determine the most appropriate model of educational provision that meets the needs of children and young people with behavioural difficulties in Hartlepool.

3. BACKGROUND

3.1 Supporting and championing the needs of vulnerable children and young people underpins the ambitions of the Hartlepool Education Strategy. Ensuring that all children and young people have access to high quality provision includes providing for where pupils are engaged in alternative timetabled educational activities away from their host school, for example, through attending the Pupil Referral Unit or participating in commissioned courses or activities.

3.2 Young people who access education through alternative provision include children and young people with a range of additional needs, such as behavioural, emotional and mental health issues. To meet each young person's individual needs, a high quality and responsive alternative provision that offers the full spectrum of support needs to be in place in Hartlepool.

3.3 Consultation with headteachers from all sectors and with members of the Hartlepool Behaviour and Attendance Partnership has established that:

- There is an increasing number of Key Stage 1 and Key Stage 2 pupils in Hartlepool exhibiting more complex behavioural needs and that there are gaps in the current provision for these children;
- The current overall provision for Key Stage 3 and Key Stage 4 pupils and, in particular, the Pupil Referral Unit, is seen to be in need of strengthening in order to meet the needs of the young people with behavioural difficulties;
- A number of secondary schools are developing their own alternative provision. Alternative education is expensive and schools would like to develop more cost-effective, home-grown provision in the future.
- Early intervention is seen to be effective and, as a consequence, permanent exclusions are very low in Hartlepool. Headteachers have, however, suggested that a better-aligned system of incentives exist to forestall the need to exclude pupils.
- The transfer of pupil information between schools and alternative education providers is inconsistent.

3.4 The OFSTED report 'Alternative Provision' (July 2014) suggests that in the best alternative educational provision, children and young people, according to their needs, should be able to:

- attend schools and settings with skilled staff able to provide high quality teaching and a personalised curriculum differentiated according to their needs which enables them to progress with their learning
- have access to specialist help, support and guidance from a skilled member of staff in their school or setting or from an external specialist where appropriate
- benefit from integrated family support services and interventions where there are underlying difficulties related to home circumstances impacting on their learning
- have access to health related support and interventions where they have medical needs

3.5 To be effective, any future approach adopted in Hartlepool must promote effective learning environments that meet the full range of moderate to complex and challenging behavioural, social and emotional needs of young people with a focus on preventative approaches and high quality interventions. A suggested model would include:

- Specialist behavioural, emotional and social difficulties (BESD) provision for Key Stage 2 - Key Stage 4 pupils with a statement of Special Educational Needs (SEN) but which also offers Outreach & traded dual registration/alternative provision to children and young people without a statement of SEN.

- Access to a range of appropriate intensive specialist support including Child & Adolescent Mental Health Services (CAMHS), Speech & Language, Art and/or Play Therapy, Clinical Psychology, Family Therapy, Educational Psychology, Psychiatric Nursing, etc.
- Creation of a behavioural issues early intervention 'Task Force' working directly with mainstream schools.
- An extensive CPD programme involving all part or full-time staff

4. PROPOSALS

4.1 It is proposed that the Local Authority:

- Review the current educational provision in Hartlepool for pupils with behavioural difficulties be in consultation with headteachers, the Behaviour and Attendance Partnership and external providers;
- Undertake a feasibility study to decide upon the most appropriate model of alternative educational provision that meets the educational needs of children and young people with behavioural difficulties.
- Prepare a report on the outcomes of the feasibility study for presentation to the Children's Services Committee in December 2014.

5. FINANCIAL CONSIDERATIONS

5.1 Details of the financial implications will be outlined in the paper to the committee following the review and feasibility study. Any future proposals, however, should:

- develop more approaches to commissioning specialist local provision as appropriate and reduce the need for high-cost external provision in order to meet the needs of young people;
- ensure that funding is targeted at those young people with the most complex needs;
- develop integrated approaches across all schools and providers in order to collaborate more effectively and share resources and expertise.

6. RECOMMENDATIONS

6.1 It is recommended that members:

- agree to a feasibility study being carried out to determine the most appropriate model of educational provision that meets the needs of children and young people with behavioural difficulties in Hartlepool;
- accept a report on the outcomes of the feasibility study in December 2014.

7. CONTACT OFFICER

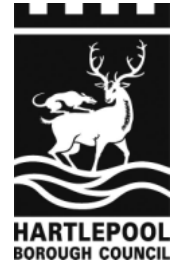
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CHILDREN'S SERVICES COMMITTEE REPORT

2nd September 2014



Report of: Director of Child & Adult Services and Chief Finance Officer

Subject: STRATEGIC FINANCIAL MANAGEMENT REPORT – AS AT 30th JUNE, 2014

1. TYPE OF DECISION/APPLICABLE CATEGORY

For Information.

2. PURPOSE OF REPORT

- 2.1 The purpose of the report is to inform Members of the 2014/15 Forecast General Fund Outturn, 2014/15 Capital Programme Monitoring and provide details for the specific budget areas that this Committee is responsible for.

3. BACKGROUND AND REPORTING ARRANGEMENTS 2014/15

- 3.1 The availability and reporting of accurate and up to date financial information will become increasingly important as future budget cuts are implemented and one-off resources are used up.
- 3.2 The Finance and Policy Committee will continue to receive regular reports which will provide a comprehensive analysis of departmental and corporate forecast outturns, including an explanation of the significant budget variances. This will enable the Finance and Policy Committee to approve a strategy for addressing the financial issues and challenges facing the Council.
- 3.3 To enable a wider number of Members to understand the financial position of the Council and their service specific areas each Policy Committee will receive a separate report providing:
- A brief summary of the overall financial position of the Council as reported to the Finance and Policy Committee;
 - The specific budget areas for their Committee; and
 - The total departmental budget where this is split across more than one Committee. This information will ensure Members can see the whole position for the departmental budget.

3.4 Summary of Overall Financial Position

- 3.5 The latest report submitted to the Finance and Policy Committee on 18th August 2014 advised Members that there will be an overall underspend in the current year. This position reflects action taken by the Corporate Management Team to achieve underspends to help address the significant financial challenges facing the Council over the next few years and to fund one-off commitments not provided for in the approved 2014/15 budget as these items were not known at the time.
- 3.6 The Corporate Management Team will seek to achieve budget underspends through a combination of robust management actions, including;
- holding posts vacant, which will help reduce the number of compulsory redundancies required to balance the 2015/16 budget;
 - achieving planned 2015/16 savings earlier;
 - careful management of budgets to avoid expenditure where this does not have an adverse impact on services; and
 - taking advantage of current interest rates structures.
- 3.7 The report on the position at 30th June 2014 will advise Members that there is currently a net forecast uncommitted budget under spend at the year-end of between £0.547m and £0.662m. These forecasts will be reviewed as the year progresses, particularly in relation to demand led and seasonal budgets.
- 3.8 The June 2014 Medium Term Financial Strategy (MTFS) report emphasised the continued importance of having a multi-year financial strategy owing to the impact of continuing grant cuts and financial risks. On this basis the Finance and Policy Committee approved the Corporate Management Team recommendation that any uncommitted resources achieved from the 2014/15 outturn and / or review of reserves should be allocated to address the following priorities to protect the Council's medium term financial position:
- To fund potential one-off protection costs arising from achieving permanent savings from the Terms and Conditions review, which would enable the full saving to be taken within the 2015/16 budget;
 - To continue the use of one-off resources to support the budget and protect services beyond 2016/17 when the existing one-off funding of £1.648m will run out.
- 3.9 The report to the Finance and Policy Committee recommends that the position on the forecast outturn and the above financial commitments is reviewed as part of the 2015/16 MTFS update in October.

4. 2014/15 FORECAST GENERAL FUND OUTTURN – Adult Services Committee

- 4.1 The following table sets out the overall budget position for the Child and Adult Services Department broken down by Committee, together with a brief comment on the reasons for the forecast outturn.

Budget	Description of Expenditure	June Projected Outturn Adverse/ (Favourable) Worst Case	June Projected Outturn Adverse/ (Favourable) Best Case	Comments
£'000		£'000	£'000	
30,405	Adult Committee - Core Services	(148)	(222)	The favourable variance mainly relates to underspends within various supplies and services budgets, increased grant income and incremental drift within pay budgets.
-	Adult Committee - Projected Deprivation of Liberty Safeguard (DoLS) Pressure	400	330	These are the unbudgeted costs of implementing the DoLS implications following the recent Supreme Court judgement.
-	Adult Committee - Use of Reserves to Partly Offset DoLS Pressure	(252)	(108)	The unbudgeted DoLS costs are forecast between £330k and £400k this financial year with Members approving a combination of departmental reserves and departmental outturn to fund these costs in 2014/15. This reflects the balance of the costs which are to be funded from departmental reserves.
30,405	Sub-Total Adult Committee	0	0	
19,772	Children's Committee	(375)	(375)	The favourable outturn variance relates to the underspend against the Local Welfare Support Grant. Council agreed as part of the MTFS approved on 4th February 2014 to transfer this to reserves to maintain the scheme until at least 2017/18.
50,177	Total Child & Adult	(375)	(375)	
Creation of Reserves				
-	Children's - Local Welfare Support Scheme (Reserve already approved - Ring-Fenced Grants)	375	375	
-	Creation of Reserves Total	375	375	
50,177	Total Child & Adult - Net of Reserves	0	0	

- 4.2 Further details of the specific budget areas this Committee is responsible for are provided in **Appendix A**.

5. CAPITAL MONITORING 2014/15

- 5.1 The 2014/15 MTFS set out planned capital expenditure for the period 2014/15 to 2016/17.
- 5.2 Expenditure against budget to the 30th June, 2014 for this Committee can be summarised in the following table and further details are provided in **Appendix B**.

Department	2014/15	2014/15	2014/15	2014/15	2014/15
	Budget	Actual to 30/06/14	Remaining Expenditure	Re-phased Expenditure	Variance from Budget Adverse/ (Favourable)
	£'000	£'000	£'000	£'000	£'000
Children's Services	7,679	1,340	6,339	0	0
Total	7,679	1,340	6,339	0	0

6. RECOMMENDATIONS

6.1 It is recommended that Members:-

- (i) note the report.

7. REASONS FOR RECOMMENDATIONS

7.1 To update the Members on the Committees forecast 2014/15 General Fund Revenue budget outturn and provide an update on the Capital Programme for 2014/15.

8. BACKGROUND PAPERS

Medium Term Financial Strategy Report referred to Finance and Policy Committee 4th February, 2014.

Quarter 1 Strategic Financial Management Report 18th August, 2014

9. CONTACT OFFICERS

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REVENUE FINANCIAL MONITORING REPORT FOR FINANCIAL YEAR 2014/15 as at 30th June, 2014

Overview:

Approved 2014/2015 Budget £'000	Description of Service Area	June		Director's Explanation of Variance
		Projected Outturn Variance - Adverse/ (Favourable) Worst Case £'000	Projected Outturn Variance - Adverse/ (Favourable) Best Case £'000	
Children's Services Committee				
12,114	Children & Families	375	252	Increasing demand and expenditure on means-tested allowances, direct payments and fostering allowances offset only partly by expected savings within Care Proceedings court costs, Agency Residential and Adoption services arising from the use of the Adoption Reform Grant.
4,848	Early Intervention Services	(413)	(538)	The projected outturn variance reflects the Local Welfare Support Scheme as well as underspends arising from vacant posts and underspends against various supplies and services budgets offset by some delayed 2014/15 staffing savings within youth provision.
10	Information, Sharing & Assessment	(10)	(10)	Early Achievement of 2015/16 savings.
(3)	Play & Care	28	28	
355	Youth Offending Service	(25)	(48)	The range reflects uncertainty at this stage of the year about the level of remand placement costs.
407	Youth Service	10	0	
122	Access to Education	9	9	Projected shortfall in income relating to Schools De-delegated Services
761	Central Support Services	0	0	
533	Other School Related Expenditure	(9)	(9)	Pension related savings are expected to be achieved in 14/15
350	Raising Educational Achievement	0	0	
221	Special Educational Needs	0	0	
54	Strategic Management	0	0	
19,772	Sub Total	(35)	(316)	
0	Release of Looked After Children Reserve for Looked After Children pressure	(340)	(59)	The Looked After Children reserve will be used as the 'balancing' figure to fund the net overspend within Children's Services. This strategy should assist in retaining the Looked After Children reserve for a longer period to manage Looked After Children pressures in future years.
19,772	Children's Services Total (before Creation of Reserves)	(375)	(375)	This relates to the Local Welfare Support Scheme for which a reserve has been approved.
Creation of Reserves				
0	Children's - Local Welfare Support Grants	375	375	A reserve for this value will be created as agreed by F&P to use the balance of grant funding and the existing reserve to continue provision through to 2017/18.
19,772	Children's Services Total - Net of Reserves	0	0	

PLANNED USE OF RESERVES

The above figures include the 2014/2015 approved budget along with the planned use of Departmental Reserves created in previous years.

The details below provide a breakdown of these reserves

Approved 2014/2015 Budget £'000	Description of Service Area	Planned Usage 2014/2015 £'000	Variance Over/ (Under) £'000	Director's Explanation of Variance
Children's Committee				
173	Schools Transformation Team	173	0	
10	Academy Risk Reserve	10	0	
18	Raising the Participation Age	18	0	
287	School Improvement	167	(120)	The Improvement Strategy was approved by Committee 8th July, £0.287m has been allocated over the next two financial years.
149	Adoption Reform Grant	149	0	
175	Children's Social Care & Early Intervention	167	(8)	
420	Looked After Children Reserve	340	(80)	This reflects latest (Worst Case) outturn projection for use of the LAC reserve to fund the net pressure within Children & Families.
1,232	Children's Committee Sub Total	1,024	(208)	

MEMO:-	Dedicated Schools Grant			
4,903	Early Years	4,903	0	
8,232	High Needs	8,232	0	
54,655	Schools	54,655	0	

CHILDREN'S SERVICES

7.1 APPENDIX B

CAPITAL MONITORING REPORT PERIOD ENDING 30th JUNE 2014

Project Code	A Scheme Title	EXPENDITURE IN CURRENT YEAR							2014/15 COMMENTS
		B	C	D	E	F	G	H	
		2014/15 Budget £'000	2014/15 Actual as at 30/06/14 £'000	2014/15 Expenditure Remaining £'000	Expenditure Rephased 2015/16 £'000	C+D+E 2014/15 Total Expenditure £'000	F-B 2014/15 Variance from budget £'000	Type of financing	
Children's Committee									
7042	Primary Capital Programme	20	20	0	0	20	0	RCCO	£1k Funding to be transferred to Miers Avenue roofing scheme.
7469	Children's Centre's Capital	41	0	40	0	40	(1)	MIX	
7521	2 year old Free Nursery Entitlement Capacity Building	104	0	104	0	104	0	GRANT	
8072	Integrated Children's Services Case Management Improvement	37	0	37	0	37	0	MIX	
8139	BSF ICT Infrastructure Costs	132	0	132	0	132	0	GRANT	
8176	Barnard Grove School - Replace Bungalow Floor	1	1	0	0	1	0	RCCO	
8202	Replace Classroom Annex	470	470	0	0	470	0	RCCO	
8218	Youth Service Portable Multi-Use Games Area (Youth Capital Fund)	7	0	7	0	7	0	GRANT	
8282	Exmoor Grove Redevelopment / Change of Use	46	29	17	0	46	0	MIX	
8455	West Park School - Fire Detection System	92	28	64	0	92	0	GRANT	
8459	Kingsley School - Replace & Upgrade Playground Surface	40	37	3	0	40	0	MIX	
8523	High Tunstall School - Heating Distribution / Boiler	68	19	49	0	68	0	GRANT	
8526	West Park School - Heating / Hot & Cold Water Distribution	26	0	26	0	26	0	GRANT	
8528	West View School - Roofing (Phase 1)	142	3	139	0	142	0	MIX	
8561	Barnard Grove School - Replace Windows/Doors&Cladding	20	20	0	0	20	0	RCCO	
8562	Manor College - Roof Renewal Block A	75	75	0	0	75	0	RCCO	
8593	13/14 Window Replacement	12	12	0	0	12	0	RCCO	
8595	Miers Avenue Roofing Works	0	1	0	0	1	1	RCCO	Scheme complete, slight overspend funded from Children's Centre Capital 7469.
8599	High Tunstall School - 13/14 Changing Rooms Refurb	1	1	0	0	1	0	RCCO	
8653	Early Years Fund Stage Improvements	1	1	0	0	1	0	RCCO	
8695	Barnard Grove School - New School	95	0	95	0	95	0	RCCO	
8713	Rift House School - Special Education Needs Adaptations	20	0	20	0	20	0	MIX	
8714	Rift House Primary Roof	1	1	0	0	1	0	RCCO	
8715	Roofing Block A and L	1	1	0	0	1	0	RCCO	
8716	Window Replacement Block A	2	2	0	0	2	0	RCCO	
8717	High Tunstall School - Electrical - Distribution Boards	34	10	24	0	34	0	MIX	
8718	High Tunstall School - Roofing - Area of Block A Phased	65	1	64	0	65	0	RCCO	
8719	High Tunstall School - Roofing - Block L	118	2	116	0	118	0	MIX	
8720	C Centre Roofing Block A	1	1	0	0	1	0	RCCO	
8723	West Park Window Replace	59	59	0	0	59	0	RCCO	
8724	West View Boiler Replacement A	58	58	0	0	58	0	RCCO	
8726	Throston Primary Window	51	51	0	0	51	0	RCCO	
8727	Electrical Rewire	235	1	234	0	235	0	MIX	
8728	Lynnfield Primary Window	0	0	0	0	0	0	RCCO	
8730	Greatham Roofing	1	1	0	0	1	0	RCCO	
8732	Clavering Roofing Block	1	1	0	0	1	0	RCCO	
8734	Golden Flatts Roofing B	1	1	0	0	1	0	RCCO	
8735	Cloak/Wash Hand Basin Replacement	42	35	7	0	42	0	MIX	
7136	Early Years Foundation Stage Improvements	185	0	185	0	185	0	MIX	

CHILDREN'S SERVICES

7.1 APPENDIX B

CAPITAL MONITORING REPORT PERIOD ENDING 30th JUNE 2014

Project Code	A Scheme Title	EXPENDITURE IN CURRENT YEAR							2014/15 COMMENTS
		B	C	D	E	F	G	H	
		2014/15 Budget £'000	2014/15 Actual as at 30/06/14 £'000	2014/15 Expenditure Remaining £'000	Expenditure Rephased 2015/16 £'000	C+D+E 2014/15 Total Expenditure £'000	F-B 2014/15 Variance from budget £'000	Type of financing	
7384	Devolved Schools Capital	480	0	480	0	480	0	MIX	
7421	Local Transport Plan - School Travel Plans	23	0	23	0	23	0	MIX	
7586	City Learning Centre Standards Fund	4	0	4	0	4	0	GRANT	
8138	Building Schools for the Future - ICT	2,414	255	2,159	0	2,414	0	MIX	
8593	West Park - Window Replacement	95	42	53	0	95	0	MIX	
8593	Lynnfield School - Window Replacement - Block A	54	0	54	0	54	0	MIX	
8593	Throston School - Window Replacement - Block A	64	0	64	0	64	0	MIX	
8593	High Tunstall School - Window Replacement - Block A	156	0	156	0	156	0	RCCO	
8594	Golden Flatts School - Boiler Replacement	25	0	25	0	25	0	MIX	
8594	West View School - Boiler Replacement - Block A	64	0	64	0	64	0	RCCO	
8595	High Tunstall School - Roofing - Block A	80	0	80	0	80	0	MIX	
8595	Clavering School - Roofing - Block A	84	0	84	0	84	0	MIX	
8595	Greatham School - Roofing	94	0	94	0	94	0	MIX	
8595	Hart School - Roofing - Block A	8	0	8	0	8	0	MIX	
8595	Rift House School - Roofing - Block A	213	0	213	0	213	0	MIX	
8595	Rift House Children's Centre - Roofing	51	0	51	0	51	0	MIX	
8596	Throston School - Electrical Works	73	0	73	0	73	0	MIX	
8597	Golden Flatts School - Roofing Replacement	65	0	65	0	65	0	MIX	
8598	High Tunstall School - Heating Distribution - Block G	85	65	20	0	85	0	GRANT	
8601	Rossmere School - Toilet Replacement	30	8	22	0	30	0	RCCO	
8602	Clavering School - Fire Detection System	25	28	(3)	0	25	0	GRANT	
9004	Modernisation, Access, RCCO unallocated	157	0	157	0	157	0	GRANT	
9004	RCCO Earmarked for Asbestos Surveys	60	0	60	0	60	0	RCCO	
NEW	Forest School	345	0	345	0	345	0	RCCO	
NEW	Holy Trinity - Contribution to New School	60	0	60	0	60	0	RCCO	
NEW	Universal Free School Meals	160	0	160	0	160	0	GRANT	
NEW	Contingency	200	0	200	0	200	0	MIX	
NEW	Condensation mitigation works	15	0	15	0	15	0	MIX	
TBC	Primary Schools Programme	190	0	190	0	190	0	RCCO	
Children's Committee Sub Total		7,679	1,340	6,339	0	7,679	0		

Key

RCCO Revenue Contribution towards Capital
MIX Combination of Funding Types
UCPB Unsupported Corporate Prudential Borrowing
SCE ® Supported Capital Expenditure (Revenue)

GRANT Grant Funded
CAP REC Capital Receipt
UDPB Unsupported Departmental Prudential Borrowing
SPB Supported Prudential Borrowing

CHILDREN'S SERVICES COMMITTEE

2 September 2014



Report of: Scrutiny Manager

Subject: SIX MONTHLY MONITORING OF AGREED
SCRUTINY RECOMMENDATIONS

1. TYPE OF DECISION/APPLICABLE CATEGORY

This is a non Key Decision

2. PURPOSE OF REPORT

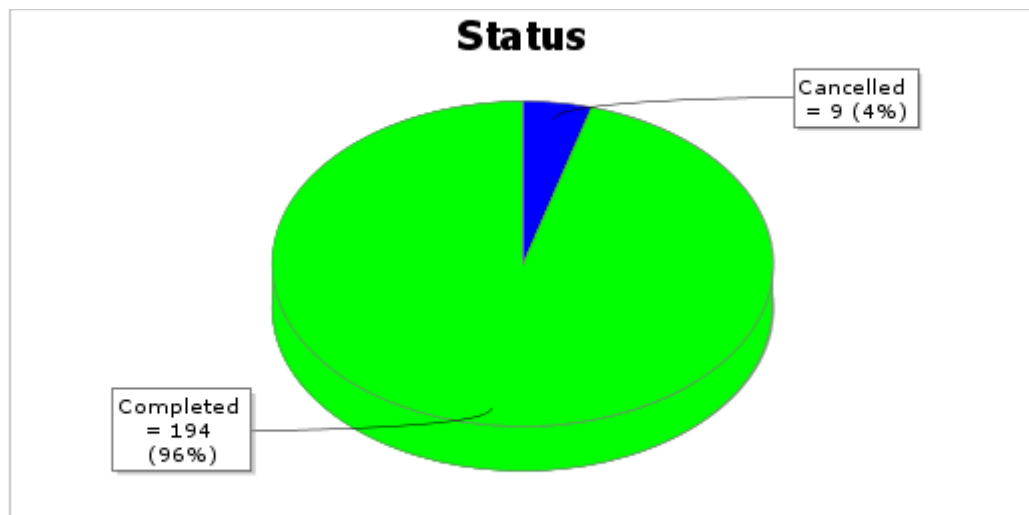
- 2.1 To provide Members with the six monthly progress made on the delivery of scrutiny recommendations that fall within the remit of this Committee.

3. BACKGROUND INFORMATION

- 3.1 This report provides details of progress made against the investigations undertaken by the previous Children's Services Scrutiny Forum. These recommendations now fall within the remit of the Children's Services Committee. **Chart 1** (overleaf) provides a detailed explanation of progress made against each scrutiny recommendation since the last six monthly monitoring report was presented to the Children's Services Committee in March 2014.
- 3.2 All actions have now been complete; therefore this completes the monitoring of scrutiny recommendations which fall within the remit of this Committee.

Children's Services Scrutiny Forum - All




Generated on: 29 July 2014



Year 2012/13

Investigation Closure of Youth Centres and Children's Centres

Recommendation	Action	Assigned To	Original Due Date	Due Date	Note	Progress	
SCR-CS/17b The use of all other buildings such as schools, leisure centres, museums etc. are considered for their ability to offer multi-use community space (as seen in the Seaton	SCR-CS/17b An assessment of alternative community multi use venues for service provision to be explored as proposals are developed	John Robinson; Beth Storey	30-Sep-2013	30-Sep-2013	05-Mar-2014 The Children's Strategic Partnership have set up a review of the local offer for young people that will take into account all aspects of services for young people including venues. It is expected that this piece of work will lead to a new strategy and consequent	100% Completed	

Recommendation	Action	Assigned To	Original Due Date	Due Date	Note	Progress	
Carew example)					commissioning. 13-Jan-2014 This piece of work has been delayed and will remain part of the review of services during 2014/15		
SCR-CS/17d Income generation for existing buildings is considered	SCR-CS/17d Identify and appraise potential income opportunities from service reviews options. A financial appraisal is undertaken for opportunities	John Robinson ; Beth Storey	30-Sep-2013	30-Sep-2013	05-Mar-2014 The Children's Strategic Partnership have set up a review of the local offer for young people that will take into account all aspects of services for young people including venues. It is expected that this piece of work will lead to a new strategy and consequent commissioning. 13-Jan-2014 Rift House Children Centre has been rented out to a nursery provider 5 mornings a week and this is bringing in revenue. This may provide the model for future options.	 100% Completed	
SCR-CS/17e Transport links if buildings are reduced are taken into account	SCR-CS/17e Undertake transport surveys on options for relocating services	John Robinson ; Beth Storey	30-Sep-2013	30-Sep-2013	05-Mar-2014 The Children's Strategic Partnership have set up a review of the local offer for young people that will take into account all aspects of services for young people including venues. It is expected that this piece of work will lead to a new strategy and consequent commissioning. 13-Jan-2014 This piece of work has been delayed and will be part of a service review in 2014/15	 100% Completed	
SCR-CS/17h That a review is undertaken of the way the youth offer' is communicated in Hartlepool, to enable young people to easily identify and attend the clubs activities and	SCR-CS/17h Undertake review of the way the 'Youth Offer' is currently communicated in Hartlepool through Young Inspectors	Mark Smith	30-Sep-2013	30-Sep-2013	31-Mar-2014 Findings from the Young Inspectors Review will be taken forward through the development of a new website. 08-Jan-2014 Findings of the report have being distributed and an action plan has been developed to address	 100% Completed	

Recommendation	Action	Assigned To	Original Due Date	Due Date	Note	Progress	
services that are available					areas for improvement highlighted by the young inspector team.		

Year 2012/13

Investigation JSNA - Emotional and Mental Wellbeing

Recommendation	Action	Assigned To	Original Due Date	Due Date	Note	Progress	
SCR-CS/16f A review is undertaken of the Home and Hospital Service provision including a review of the access to and use of the learning platform to support wider access to the curriculum.	SCR-CS/16f A Review will be undertaken to address: · How the provision is delivered and location of service; · Staffing requirements to meet the demand taking into account the number of teaching hours available, the size of teaching groups and the expertise of the teachers. · The learning platform and how this can be maximised to contribute to the achievement outcomes for pupils who attend the provision?	Zoe Westley	31-Dec-2013	31-Dec-2013	28-Mar-2014 All 11-16 pupils based in Home and Hospital Service have access to their individual schools learning platform and the content on it. Further review is needed of appropriate educational IT applications available to all schools to support learning; this may not necessarily constitute a learning platform solution. 27-Feb-2014 All 11-16 pupils based in Home and Hospital Service have access to their individual schools learning platform and the content on it. Further review is needed of appropriate educational IT applications available to all schools to support learning; this may not necessarily constitute a learning platform solution.	<div><div></div><div>100%</div></div> Completed	

4. RECOMMENDATIONS

- 4.1 That Members note progress against the agreed recommendations and explore further where appropriate.

5. REASONS FOR RECOMMENDATIONS

- 5.1 In order for Members to monitor the progress of Scrutiny recommendations.

BACKGROUND PAPERS

- (a) Report of the Scrutiny Support Officer entitled 'Six Monthly Monitoring of Agreed Scrutiny Recommendations' presented to the Children's Services Committee on 11 March 2014

6. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

2nd September 2014



Report of: Director of Child and Adult Services

Subject: OFSTED INSPECTION OUTCOMES:
September 2013 – July 2014

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information

2. PURPOSE OF REPORT

- 2.1 To provide a summary of the outcomes of Ofsted inspections of Hartlepool schools in the academic year 2013-14.
- 2.2 To provide a summary of the proportion of good and outstanding schools in Hartlepool at the end of the academic year 2013-14.

3. BACKGROUND

- 3.1 The report follows on from the summary provided in the Report to Committee in October 2013.

4. OUTCOMES SUMMARY

4.1 Fens Primary School, October 2013, judged **GOOD** overall

What the school does well:

- From their starting points in nursery, pupils make good progress and reach standards which are above average in English and mathematics by the end of Year 6.
- Teaching is good overall and outstanding in Years 5 and 6. Teachers explain work clearly, plan interesting activities and have high expectations of their pupils.

- Children get off to a good start in the Early Years Foundation Stage where provision is good. Children are happy and enjoy a range of interesting activities both inside and outside the classroom.
- Pupils' behaviour is good in lessons and in the playground. When moving around school it is exemplary. Pupils are courteous and show respect to adults and to each other. Pupils say that they feel very safe in school.
- The senior leadership team, skilfully led by the headteacher, is highly ambitious for the school and is determined to further improve the quality of teaching and learning, raising all pupils' achievement.
- The school's governors are perceptive in their analysis of the school's performance, holding senior leaders to account based on their detailed knowledge of the school.

Areas for improvement:

- Improve the quality of teaching so that it is outstanding to further raise standards and accelerate the rates of progress made by all pupils by:
 - sharing the outstanding practice that is already in school
 - ensuring teachers plan work that offers consistent and appropriate pace and challenge to all groups of learners
 - providing pupils with even more opportunities in lessons to apply their highly-developed skills in a range of open-ended, investigative, problem-solving activities
 - further improve the skills of leaders so that when they observe lessons and analyse work in pupils' books they form an accurate view of the quality of learning that takes place and the progress pupils make.

4.2 **Hart Primary School, February 2014, judged to REQUIRE IMPROVEMENT**

What the school does well:

- The acting headteacher, supported by the strong governing body, has introduced a range of initiatives which have resulted in noticeable improvements in pupils' achievement. As a result, the school's overall performance is improving steadily.
- Pupils read widely and eagerly. The school promotes the enjoyment of reading well.
- Pupils feel the school is a safe and happy place to which they enjoy coming to learn. This is reflected in their above average attendance.

Areas for improvement:

- Improve the quality of teaching so that it is consistently good or better, to further raise standards and the rate of pupils' progress, especially for the most able, by:
 - ensuring pupils are fully challenged with demanding tasks which enable more of them to make even better than expected progress

- raising teachers' expectations of how much work pupils can produce and the rate at which pupils can learn
- improving marking by pointing out what pupils do well and what they need to do to improve and giving them time to respond to their teachers' comments.
- Raise standards in writing by:
 - improving pupils' handwriting and presentation skills so that pupils are more fluent in their writing and reach a higher standard
 - ensuring that pupils are able to use their understanding of the sounds that letters represent (phonics) to improve their spelling of words and make them more confident when spelling new words
 - making sure pupils have plenty of opportunities to write at length across a range of subjects.
- Further improve the behaviour of those few pupils who find it difficult to concentrate on their work by consistently applying the school's strategies for managing behaviour.
- Improve leadership and management by:
 - ensuring that the new tracking system to check on the progress pupils are making is firmly established by all staff so they can be held accountable for the performance of pupils in their class

4.3 **Clavering Primary School, February 2014, judged GOOD overall**

What the school does well:

- Pupils' achievement is good. From broadly average starting points, pupils in Year 6 reach standards that are above those expected for their age in reading, writing and mathematics.
- Teaching is typically good and there is some that is outstanding.
- Pupils' spiritual, moral, social and cultural development is a strength of the school and is promoted very well through an impressive range of activities.
- Behaviour is good. Pupils behave well in lessons and around the school. They work hard and show enthusiasm for learning.
- This is a very safe school. Pupils say that they feel safe and know how to keep themselves safe.
- The headteacher's leadership is very effective and she is supported very well by leaders at all levels within the school. They have worked hard to raise achievement and improve the quality of teaching in recent years.
- Members of the governing body are effective and make a strong contribution to school improvement. They use their skills and expertise well to help the school to improve.

Areas for improvement:

- Improve the quality of teaching to outstanding in order to raise achievement further by:
 - ensuring that the best practice evident in the school is shared among all staff and that staff have opportunities to learn from the best practice found in other schools
 - providing pupils, especially boys, with subjects to write about which interest them
 - making sure that all teachers show pupils what good writing looks like
 - ensuring that the quality of marking and teachers' expectations of the quality of writing are always of the same high standard in all subjects.

4.4 **Brougham Primary School, February 2014, judged GOOD overall**

What the school does well:

- Most children start school with skills that are well below those typically expected for their age. They make good progress and achieve well in the Early Years Foundation Stage.
- Pupils continue to make good progress across Key Stages 1 and 2 in reading, writing and mathematics to reach average standards overall by the end of Year 6. This represents good achievement from their individual starting points.
- Pupils with special educational needs, those who speak English as an additional language and those supported by extra funding, make good progress owing to high-quality intervention and support.
- Teaching is good. Questioning is used well to extend pupils' understanding and ensure they make good progress.
- The school provides a calm, supportive atmosphere where the talents of all pupils are valued and nurtured.
- Pupils' behaviour is good. They show high levels of respect to adults and each other and say that they feel safe in school.
- The strong and decisive headteacher is well supported by the skilful deputy headteacher and dedicated governing body. Together they have had a fast and positive impact on teaching and achievement for pupils in this improving school.

Areas for improvement:

- Improve the quality of teaching so that more is outstanding by:
 - sharing more widely the outstanding practice that is already evident in the school
 - making sure that pupils' interest is sustained by challenging them and checking that the pace of lessons is just right for pupils of all abilities
 - ensuring that the marking of pupils' books consistently gives clear guidance to pupils about how to improve their work and time to act on advice given, particularly in mathematics.

- Raise standards in mathematics, particularly in Key Stage 1, by:
 - reviewing and adjusting the school's policy on the teaching of calculation and ensuring a good balance between what pupils already know and the new skills they have to learn
 - offering more opportunities for pupils to apply their skills in real-life problem-solving activities
 - providing high quality training to extend the skills and confidence of teachers in the teaching of mathematics.

4.5 St Joseph's RC Primary School, March 2014, judged GOOD overall

What the school does well:

- Pupils' achievement is good. From well below average starting points, pupils in Year 6 reach standards that are above those expected for their age in reading and writing.
- Teaching is typically good and some is outstanding
- Behaviour is good. Pupils behave very well in lessons and around school. They are enthusiastic about their learning and try hard to do their best.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are always polite and courteous and they take on responsibilities willingly and carry out their duties enthusiastically.
- This is a very caring school. Pupils say they feel very secure and know how to keep themselves safe.
- The headteacher's leadership is very effective and she is well supported by senior leaders. All staff have worked together with determination to raise pupils' achievement and to improve the quality of teaching in recent years.
- Members of the governing body are very effective and make a strong contribution to school improvement. They use their skills and expertise to help the school to improve.

Areas for improvement:

- Improve the quality of teaching to outstanding in order to raise achievement further, especially in mathematics and in Key Stage 1 by:
 - sharing the best practice evident in the school more consistently among all staff
 - providing pupils with planned opportunities to make the improvements suggested by their teachers when marking their work
 - ensuring that pupils consolidate their basic mathematical skills at an early stage
 - giving pupils opportunities to use their developing mathematical skills in other subjects.
- Develop the skills of middle leaders in using the data available to them to identify and plan improvements in their subject or area of responsibility.

4.6 Manor College, May 2014, judged as INADEQUATE

The school has the following strengths:

- In some lessons, students make good progress and learn well due to good and outstanding teaching.
- Leaders and managers are bringing about improvements in teaching at Key Stage 3 and in English in all year groups.
- Recent changes to the organisation of the governing body and the appointment of additional governors is improving the way that the work of senior leaders is being checked.
- Students say they feel safe at the college and know how to keep themselves safe.
- Staff morale is good because they recognise that the headteacher and senior leaders are making important and necessary improvements at the college.

Areas for improvement:

- Build on recent improvements to teaching by:
 - eradicating the few remaining instances of inadequate teaching and sharing more effectively the examples of good and outstanding practice across the college
 - reducing the impact of staff absence on the continuity of teaching in mathematics and science.
- Raise attainment, especially in mathematics, science and in English, by
 - raising expectations of students' achievement by consistently setting targets based on all students making at least expected progress between Years 7 and 11
 - ensuring that funding provided through the pupil premium is used effectively in raising the achievement of those students for whom it is intended, including the most able.
- Improve the impact of leadership and management by ensuring that:
 - college development plans are based on a thorough and accurate evaluation of the strengths and weaknesses of the college's performance, and that plans are regularly reviewed and updated in the light of progress made
 - middle leaders are fully involved in evaluating students' achievement and the quality of teaching in their areas of responsibility so that they are held accountable for tackling any identified weaknesses.
- An external review of the college's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

4.7 High Tunstall College of Science, June 2014, judged to REQUIRE IMPROVEMENT

What the school does well:

- The headteacher and his senior team, with effective assistance from middle managers, have improved the climate for learning throughout the college.
- Recent improvements in teaching are lifting rates of progress in Years 7 to 10 towards, and often beyond expected levels.
- The gap between the performance of students supported by pupil premium and other students is closing quickly.
- Students behave well in lessons and when moving around the college. They say they feel safe.
- The college has a very good system for setting challenging targets for students and monitoring their progress towards them.
- Governors have supported the college very effectively through a period of significant change and have helped to secure improvements.

Areas for improvement:

- Improve the achievement of students to consistently good, especially in mathematics, and for the least able by:
 - raising the quality of teaching to consistently good and more frequently to outstanding
 - developing the best strategies for teaching lower ability students and eliminating restlessness in class
 - extending the current work on literacy to enhance students' vocabulary and enable them to further develop and use their skills in speaking, reading and comprehension in all of the subjects that they study.

4.8 Proportions of schools* in each Ofsted category at the end of 2013-14

Ofsted category	Primary		Secondary		Overall	
	12-13	13-14	12-13	13-14	12-13	13-14
Outstanding	16%	13%	17%	17%	16%	13%
Good	66%	72%	33%	33%	61%	63%
Good or better	81%	84%	50%	50%	76%	79%
Requires Improvement	19%	16%	50%	33%	24%	18%
Inadequate	0%	0%	0%	17%	0%	3%

* including special schools, but not PRU

Schools judged to Require Improvement or to be Inadequate under the revised September 2012 framework are supported by a Local Authority officer-led group, as well as by a nominated HMI (Her Majesty's Inspector).

Schools judged Good or better are supported through the School Improvement Partner (SIP) Programme, or equivalent.

All Hartlepool schools currently being supported by the Local Authority and by HMI have received formal and informal reports following HMI monitoring visits and inspections. All of these reports indicate that schools are on track to get to 'good' at their next full Ofsted inspection.

The Local Authority is still on track to achieve its stated goal of having every school in Hartlepool being graded as at least 'good' by December 2015.

In line with national trends, the overall performance of Hartlepool schools is being 'bunched' around Grade 2 (good): we have slightly less Grade 1 (outstanding) schools than a year ago, less Grade 3 (requires improvement) schools and one Grade 4 school.

Grade 4 schools are placed into one of two categories: schools with **serious weaknesses** but where Ofsted are confident that leaders and managers have the capacity to make the required improvements rapidly; schools that require **special measures** because Ofsted are not confident that leaders and managers have the necessary skills and expertise to make the required improvements. Hartlepool's one Grade 4 school, Manor College, had serious weaknesses at the time of its inspection. A recent (July 2014) monitoring inspection by HMI reported that the school's and the local authority's plans were fit for purpose, and that:

"The leadership and governors at the college, with effective support from the local authority, have responded promptly to the judgements of the recent inspection. They are taking appropriate action to address the points for improvement identified in the inspection report"

4.9 Overall Summary

Seven schools were inspected this year: five primary schools and two secondary schools. A summary of any changes to the *Overall Effectiveness* grade for each school is presented in the following table.

School	Change	Primary		Secondary	
		Prev	Now	Prev	Now
Fens	↓	Outstanding	Good		
Hart	↓	Good	Req Impr		
Clavering	→ ←	Good	Good		
Brougham	↑	Req Imp	Good		
St Joseph's	↑	Req Imp	Good		
Manor	↓			Satisfactory	Inadeq
High Tunstall	→ ←			Satisfactory	Req Imp

5. RECOMMENDATIONS

- 5.1 Committee to note the contents of this summary report.

6. CONTACT OFFICER

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