



meeting	COUNTY COUNCIL		
date	31 July 2003	agenda item number	
	addendum to Cabinet Member for Education's report		

REPORT OF THE DIRECTOR OF EDUCATION

Building Learning Communities in schools with the help of Neighbourhood Renewal Funding and Children's Fund

Information and Advice

Background

1. Priority 6 of the current Education Development Plan is entitled Building Learning Communities, promotes lifelong learning, and encourages schools to develop their relationship with the local community. Building Learning Communities (BLC schools strand) Teams assist schools in the most challenging circumstances to develop extended provision as part of their overall strategy for raising expectations and achievement.
2. Using the Index of Multiple Deprivation to identify schools within the top 10% most deprived wards, targeted schools have received Neighbourhood Renewal Funding. The following funds have been allocated:

Ashfield Neighbourhood Renewal Funding distributed between 14 schools, (3 secondaries, and 11 primaries) over the last two financial years:

2002/3	£ 91,000
2003/4	£136,500
Total	£227,500

Mansfield Neighbourhood Renewal Funding (BLC) distributed between 16 schools, (4 secondaries, 3 special, and 9 primaries) as follows:

2002/3	£ 85,000
2003/4	£132,000
Total	£217,000

Mansfield NRF has also supported individual schools with specific projects other than through BLC.

3. Subsequently, through the Nottinghamshire Children's Fund, the Education Department successfully bid to roll out similar BLC activities in the 3 wards of Newark Devon, Eastwood South and Worksop South East. Children's Fund benefits children aged 5-13 and funding has been received by a total of 17 schools, (3 secondaries and 14 primaries):

The total funding available for October 2002 to June 2004 is £315,555

4. All schools included within the Building Learning Communities programmes identify the additional services that are most suitable for their community, submit a plan of action and work with partners to deliver the programme. Activities take place both within and out of school hours. Examples of activities range from breakfast clubs, homework clubs, family ICT learning, improving opportunities available at lunch-time to mentoring children, working with parents and developing school councils. Some schools are appointing a community development worker and many schools are developing sport and arts provision. The prime aims of these activities are to
 - raise the level of educational achievement of children;
 - develop greater self confidence among parents and the local community for supporting learning in its widest sense;
 - address the causes and symptoms of social exclusion.
5. Regular monitoring and evaluation of the individual projects informs the future planning and further development of local activities. Local teams work with partner organisations and school communities to consider the effectiveness of activities undertaken, and to disseminate good practice.

Next Steps

6. The Education Department is continuing to develop Building Learning Communities strategies and activities with schools and partners in a variety of ways. Recent announcements have been made with regard to further Government funding to Neighbourhood Renewal Areas. Allocations for 2004/5 and 2005/6 total £963,610 for Ashfield, and for Mansfield is £2,298,642 per annum. Nottinghamshire Children's Fund will receive further moneys to 2006 to a total of £6.6 million over the lifespan of the project. Where appropriate, the Education Department is seeking to ensure that an appropriate proportion of the funding is made available to schools to further develop these successful and innovative projects.

7. LEA leadership and support in drawing down funding brings specific benefits for schools and the department, enabling a strategic overview and co-ordinated approach. The impact of the activities and provisions for children in schools on raising achievement and improving attendance is monitored regularly. Support is provided to schools by facilitators who help to plan the activities as part of the school improvement plan, and evaluate their success. The input made by the facilitators is valued greatly by schools, which often do not have the internal capacity to take forward this type of work because staff time is already fully committed to addressing the day to day challenges of operating a school serving a severely disadvantaged community.
8. Future proposals to Neighbourhood Renewal Funding and Children's Fund will be shaped and informed by the results of the evaluation process currently being undertaken.
9. The Building Learning Communities (school strand) Team provides a link with the government initiative for Extended Schools. Nottinghamshire is currently one of 25 LEAs involved in the DfES Extended Schools Pathfinder Project, with additional funding coming on stream in 2005. Valuable experience gained through BLC work will support the planning for extended schools in the county.

Statutory and Policy Implications

10. This report has been compiled after consideration of implications in respect of finance, equal opportunities, personnel, Crime and Disorder and those using the service. Where such implications are material, they have been described in the text of the report. Members' attention is however drawn to the following:-

Personnel Implications

11. Facilitators have been appointed on a sessional basis in all five areas using Neighbourhood Renewal funding and Children's Fund allocations to support Building Learning Communities. The Education Department provides 'in kind' contribution of personnel through the local officer groups to steer activities and the LEA core group for strategic development of the Building Learning Communities (school strand) activities.

Financial Implications

12. Neighbourhood Renewal Funding is administered by the District Councils. Children's Fund is administered by a Partnership Board and its own staff. Financial implications for the LEA are scoped within the Education Development Plan and include officer time spent on BLC activities, training and support, and dissemination of good practice for schools across the county.

Equal Opportunities Implications

13. The funds are targeted at schools serving the most disadvantaged communities and are a positive step towards redressing the difficulties that these communities suffer. Principles underpinning the targeting of Neighbourhood Renewal and Children's Fund relate closely to a levelling up of opportunity for children and families. Activities are designed to include those children in the most vulnerable, and "at risk" groups.

Implications for Service Users

14. The activities funded provide for extended use of the targeted schools for the benefit of children and families. Consultation with the local community, both adults and children, is an integral part of the process. The range of activities and opportunities are provided in such a way as to be accessible, local and responsive to the needs of service users, with many projects at "family friendly" times of the day, before and after school, and in school holidays. Some encourage adult learning and volunteering, creating pathways to future training and employment.

Crime and Disorder Implications

15. A proportion of the funding is spent on activities that contribute to a reduction in crime by promoting school attendance, improving behaviour and extending the school day. Activities include mentoring schemes, creative play and counselling for youngsters. In the schools receiving Children's Fund, 25% is targeted at initiatives to reduce street crime. There is evidence to show that well managed and creative holiday activity programmes have a direct impact in reducing youth crime and building the self esteem of young people. Projects involving school councils and active citizenship are also believed to enhance community safety, and reduce the fear of crime in communities.

M19C908a

report



meeting	COUNTY COUNCIL	
date	31 July 2003	agenda item number
	addendum to Cabinet Member for Education's report	

School leavers destination survey 2002

Information and Advice

Background

1. The report is based on data provided by the Department for Education and Skills (DfES) and Connexions Nottinghamshire. This is the first year that Connexions Nottinghamshire has collated this local information. The survey is conducted with the support of the local education authority, schools, colleges and employers, though much of the data is provided by the young people themselves. The survey is completed in the autumn of each year and the method of collection allows comparison with national data, although this is not usually available until the following summer. Previously the Careers Service (GuideLine Career Services Ltd) carried out the collection and it is now part of the Nottinghamshire Connexions Partnership offering a range of support services to young people.
2. The LEA strategy for 14-19 education supports the development of a range of learning pathways to promote increased student participation in education post-16 years, in work related learning and the development of key skills. Working with the local Learning and Skills Council (LSC) the LEA has successfully secured funding to enhance the government's Increased Flexibility Programme enabling Further

Education and training providers to place more emphasis on vocational pathways.

3. The 2002 school leavers destination data is categorised on a county, district and individual school basis. The chair of governors and head teacher of each secondary school receive a report which shows the destination of each named pupil and an analysis which allows them to relate their own school to district and county analyses. This data, alongside other information from the LEA, can also support curriculum planning and evaluation. The Learning and Skills Council (LSC) has responsibility for funding all post-16 learning and will use the data for planning provision and monitoring national targets for education and training.

Trends in staying-on rates in Nottinghamshire

4. The staying-on rate for sixteen-year-olds in Nottinghamshire has improved since 1998. National data is not yet available for 2002 but in 2001 the proportion of sixteen-year-olds remaining in full-time education in Nottinghamshire was broadly in line with the national rate. The table below shows the local and national data from 1998 onwards:

The percentage of sixteen-year-olds remaining in full-time education

	1998	1999	2000	2001	2002
The % of sixteen-year-olds in full-time education in Nottinghamshire	66.0%	70.5%	69.7%	71.1%	71.7%
The % of sixteen-year-olds in full-time education nationally	69.8%	71.3%	71.4%	71.2%	N/A

First destination of school leavers in 2002

5. There is a continuing trend for young people in Nottinghamshire to continue into some form of education or training. In 2002, of those who continued most sixteen-year-olds went into school sixth-forms (37.2% of students) although the proportion was slightly lower than in 2001 (by 1%). Just over a third (34.5%) of students continue full-time education in a further education college or sixth-form college. This is a small increase on last year (by 1.6%). The number of young people known to be unemployed or for whom there was no information about their destination at sixteen-years-old is small (4.7%) and has remained constant from last year.

First destination of school leavers in 2002

Destination	Male		Female		All	
	Number	%	Number	%	Number	%
School 6th Form	1749	36.3	1700	38.2	3449	37.2
FT education in college	1424	29.5	1769	39.8	3193	34.5
WBL, excl. employed	200	4.2	190	4.3	390	4.2

status						
Job (with training)	834	17.3	382	8.6	1216	13.1
Job (without training)	184	3.8	70	1.6	254	2.7
Unemployed	252	5.2	141	3.2	393	4.2
Unknown	21	0.4	22	0.5	43	0.5
Other	155	3.3	172	3.8	327	3.6
Total	4819	100	4446	100	9265	100

Note: WBL: work based learning FT: full time

6. Comparison of first destination of school leavers in 2001 and 2002

Destination	2001	2002	Yearly change
School 6th Form	38.2	37.2	-1.0
FT education in college	32.9	34.5	+1.6
WBL, excl. employed status	3.8	4.2	+0.4
Job (with training)	13.4	13.3	-0.3
Job (without training)	4.4	2.7	-1.7
Unemployed	4.0	4.2	+0.2
Unknown	0.7	0.5	-0.2
Other	2.7	3.5	+0.8

7. There are some noticeable differences in the destinations of sixteen-year-olds across the districts in the County. The table below shows that sixteen-year-olds in Ashfield and Bassetlaw are more likely to enter employment or work-based learning whilst in Rushcliffe students tend to remain in full-time education with more students in sixth form provision than the county average.

Destinations of sixteen-year-olds across Nottinghamshire districts - 2002

District	Sixth Form	FT college	WBL	Job (with training)	Job (without training)	Other	No of pupils in cohort
Ashfield	32.9%	32.7%	4.7%	15.3%	4.9%	9.5%	1331
Bassetlaw	37.1%	29.7%	6.2%	13.3%	3.8%	9.9%	1274
Broxtowe	28.8%	44.1%	3.5%	14.0%	2.3%	7.3%	1267
Gedling	36.5%	37.1%	4.5%	13.5%	0.8%	7.6%	1372
Mansfield	40.8%	30.1%	4.4%	12.8%	3.3%	8.6%	1487
Newark	37.9%	32.7%	4.7%	12.1%	3.8%	8.8%	1120
Rushcliffe	45.3%	35.2%	1.7%	10.9%	0.6%	6.3%	1414
County	37.2%	34.5%	4.2%	13.3%	2.7%	8.2%	9265

8. In Nottinghamshire in 2002, more girls continued into education than boys and this was particularly noticeable in colleges.

Comparison of sixteen-year-old destinations (education and employment only) by gender

	Sixth Form	College	Work-related learning or employment
Girls	38.2%	39.8%	14.5%
Boys	36.3%	29.5%	25.3%

9. Information relating to the destination of students identified by ethnic origin shows that remaining in education is the favoured option for sixteen-year-olds of all ethnic backgrounds. As the numbers in groups are very low, significant caution must be exercised in interpreting this data.

Destination of sixteen-year-olds by ethnicity

Destination	Ethnic origin											
	0	1	2	3	4	5	6	7	8	9	Total	%
School 6th Form	3012	5	10	8	27	19	3	12	242	111	3449	37.2
FT education in college	2800	1	41	24	37	29	5	7	178	71	3193	34.5
WBL	357	0	6	0	0	0	0	1	20	6	390	4.2
Job (with training)	1139	1	6	5	2	0	0	0	44	19	1216	13.1
Job (without training)	226	0	0	0	1	0	0	0	22	4	253	2.7
Unemployed	349	1	6	3	2	0	0	0	19	13	393	4.2
Unknown	40	0	0	1	0	0	0	0	1	1	43	0.5
Other	284	0	3	1	0	1	0	0	24	17	330	3.6
Total	8207	8	72	42	69	49	8	20	550	242	9265	100
%	88.6	0.1	0.8	0.4	0.7	0.5	0.1	0.2	5.9	2.6	100	

Key	0	White	5	Pakistani
	1	Black African	6	Bangladeshi
	2	Black Caribbean	7	Chinese
	3	Black other	8	Other
	4	Indian	9	Prefer not to say

10. Analysis of the destination of sixteen-year-olds from special schools shows that 52% of the cohort of 100 remained in education in school sixth forms in 2002. There is a 10% increase in the number of students with special educational needs from special schools entering school sixth forms compared with 2001 and an increase of 3.6% in the number of students going to college. The percentage of special school students who became unemployed after leaving school has fallen significantly from 2001. Full-time education at college is the preferred option of pupils with special educational needs in mainstream schools (30.7%) although 21% of students with special educational needs enter employment with additional training.

Statutory and Policy Implications

11. This report has been compiled after consideration of implications in respect of finance, equal opportunities, personnel, Crime and Disorder and those using the service. Where such implications are material, they have been described in the text of the report. Members' attention is however drawn to the following:-

Equal Opportunities Implications

12. The report identifies differences in the staying-on rate of girls and boys.

Crime and Disorder Implications

13. There is a wealth of evidence to demonstrate that there is a considerably higher risk of young people becoming involved in criminal activity if they fail to engage actively in education, training or work in the years immediately following the end of statutory schooling. The rising trend for young people in Nottinghamshire to continue in some form of education or training noted in this report helps to reduce the likelihood of criminal or other antisocial behaviour.

M19C908b

report



meeting	COUNTY COUNCIL	
date	31 July 2003	agenda item number
	addendum to Cabinet Member for Education's report	

Special Educational Needs and Inclusion Strategy

Information and Advice

Background

1. The Best Value review (BVR) of SEN services to mainstream schools took place between May 2001 and July 2002. In October 2002 Cabinet approved the review's improvement plan. Within the plan was an action to develop and agree a framework of priorities which would form the structure for the Council's SEN and Inclusion Strategy. The Council is required to have such a strategy and to make it available to the public.
2. The priority areas already set out within the BVR improvement plan needed to be expanded to incorporate the full range of SEN provision, including special schools. In addition a number of key themes arose

within the course of the review which could be usefully stressed through additional priorities. The new post-review priorities are:

- Listening to children.
 - Developing the role of special schools.
 - Ensuring effective links between supporting pupils and providing school improvement support.
3. The strategy, **attached (for Members only)** to this report, also includes reference to the behaviour support plan, the accessibility strategy and SEN funding arrangements. The LEA has a statutory duty to publish this information.
 4. Each priority within the strategy is explained by giving a short rationale, outlining key actions and describing some milestones by which the reader can see how actions are being implemented. Detailed action plans for each priority area, largely reflecting the BVR improvement plan, are being developed and will be published on the Council's web site.
 5. The SEN and Inclusion Strategy has been distributed to schools and other agencies and services involved in providing for children with special educational needs. It is also available on the Council's web-site.

Monitoring of Progress

6. In addition to regular reports to a multi-stakeholder Strategy Steering Group, half-yearly reports are taken to the Education and Lifelong Learning Standing Select Committee. The first monitoring report was taken to the Select Committee on 8 April 2003 and dealt mainly with progress against the improvement plan timelines. At that stage progress was generally on time, with the only significant difficulties relating to the provision of accommodation to achieve more effective service delivery. A more detailed monitoring report will be taken to Select Committee in October 2003.

Statutory and Policy Implications

7. The Council is required to publish a special educational needs and inclusion strategy. It is also required to publish its accessibility plan, information on SEN funding and its behaviour support plan. The SEN and Inclusion Strategy provides a co-ordinated approach to this, summarising key information for the public.
8. This report has been compiled after consideration of implications in respect of finance, equal opportunities, personnel, crime and disorder and those using the service. Where such implications are material they are either described in the text of this report, or within the text of the attached strategy. Members' attention is however drawn to the following:

Financial Implications

9. The financial implications of implementing the SEN and Inclusion Strategy are either incorporated within the Education Department's budget or have already been noted by Cabinet when it considered and approved the BVR improvement plan.

Equal Opportunities Implications

10. These are significant. The principles included within the strategy have been the subject of extensive consultation with schools and other service users, and reflect the need to provide accessible and high quality education services to children with special educational needs.

Crime and Disorder Implications

11. A number of children with difficult behaviour also have special educational needs. These children may be more likely to offend at an early stage, and it is therefore essential that plans are in place to ensure focused attention to improving the educational attainment and experiences of these pupils thus minimising the potential for them to engage in anti-social activities.