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NOTICE OF MEETING

LIFELONG LEARNING AND CHILDREN'S SERVICES OVERVIEW AND SCRUTINY PANEL

20 SEPTEMBER 2006

**TO: ALL MEMBERS OF THE LIFELONG LEARNING AND CHILDREN'S SERVICES
OVERVIEW AND SCRUTINY PANEL**

You are requested to attend a meeting of the above Panel on **20 September 2006 at 7.30 pm** in the Council Chamber, Fourth Floor, Easthampstead House, Bracknell, to transact the business set out in the attached agenda.

Alison Sanders
Director of Corporate Services

Members of the Lifelong Learning and Children's Services Overview and Scrutiny Panel

Councillor Mrs Birch (Chairman)
Councillor Thompson (Vice-Chairman)

Councillors Mrs Barnard, Beadsley, Mrs Beadsley, Miss Haydon, Osborne, Mrs Ryder and Vacancy

Substitute Members of the Committee

Councillors Adams, Dudley, Jones, McLean, Mrs Shillcock and Turrell

Church Representative Member*
Mr G Anderson and Mr M G Gibbons

Parent Governor Representative Members*
Mrs D Whitbread and Mr O Dempsey

Teachers Associations Representative Members (Non-Voting)
Miss V Richardson and Vacancies (2)

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- 3 Use the stairs not the lifts**
- 4 Do not re-enter the building until told to do so**

Alison Sanders, Director of Corporate Services
Easthampstead House, Town Square, Bracknell, Berkshire RG12 1AQ

* with voting rights in respect of education matters only.

**THE LIFELONG LEARNING AND CHILDREN'S SERVICES OVERVIEW AND SCRUTINY
PANEL
20 September 2006 (7.30 pm)
Council Chamber, Fourth Floor, Easthampstead House, Bracknell.**

AGENDA

Page No

1. **APOLOGIES FOR ABSENCE/SUBSTITUTE MEMBERS**
To receive apologies for absence and to note the attendance of any substitute members.

2. **MINUTES AND MATTERS ARISING** 1 - 6
To approve as a correct record the minutes of the meeting of the Panel held on 21 June 2006.

3. **DECLARATIONS OF INTEREST AND PARTY WHIP**
Members are required to declare any personal or prejudicial interests and the nature of that interest, including the existence and nature of the party whip, in respect of any matter to be considered at this meeting.

4. **URGENT ITEMS OF BUSINESS**
Any other items which, pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

PERFORMANCE MONITORING

5. **QUARTERLY OPERATIONS REPORT (QOR)**
The Director of Education, Children's Services and Libraries to outline the latest trends, priorities and pressures in terms of departmental performance as reported in the first QOR for the Education, Children's Services and Libraries Department for 200/07.

Please bring to the meeting the previously circulated QOR.

OVERVIEW AND POLICY DEVELOPMENT

6. **PANEL WORKING GROUPS**
To receive oral updates in respect of the reviews being undertaken by the Libraries and Youth Provision Working Groups.

7. **MONITORING**

7 - 14

To consider the response of the Executive Member for Education and Libraries to the reports of the Panel's previous reviews relating to school transfers and performance and to school exclusions.

HOLDING THE EXECUTIVE TO ACCOUNT

8. **EXECUTIVE FORWARD PLAN**

15 - 16

Forthcoming items on the Executive Forward Plan relating to Education, Children's Services and Libraries are attached for consideration.

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Agenda Item 2

LIFELONG LEARNING AND CHILDREN'S SERVICES OVERVIEW AND SCRUTINY PANEL

21 JUNE 2006
(7.30 - 8.50 pm)

Present: Councillors Mrs Birch (Chairman), Thompson (Vice-Chairman),
Beadsley, Mrs Beadsley, Miss Haydon and Osborne

Mr O Dempsey, Parent Governor
Miss V Richardson, Teachers' Associations

In attendance: Tony Eccleston, Director, Education, Children's Services & Libraries
Allison Fletcher, Assistant Director, Learning, Achievement & Libraries
Alex Walters, Assistant Director, Children's Social Care
Victor Nichols, Assistant Chief Executive
Sandra McGinley, Head of Service, Health & Wellbeing, Children's Social
Care
Nora Dudley, Assistant Team Manager, Over 11s, Children's Social Care

Apologies for absence were received from:
Councillors Mrs Ryder and Mr G Anderson

3. Minutes and Matters Arising

RESOLVED that

- (i) subject to minute 26 being amended from Councillor Beadsley to Councillor Mrs Beadsley, the minutes of the meeting of the Lifelong Learning and Children's Services Overview and Scrutiny Panel held on 28 March 2006 be agreed as a correct record and signed by the Chairman;
- (ii) the minutes of the meeting of the Lifelong Learning and Children's Services Overview and Scrutiny Panel held on 10 May 2006 be agreed as a correct record and signed by the Chairman.

4. Declarations of Interest and Party Whip

There were no declarations of interest or indications that members would be participating whilst under the party whip.

5. Quarterly Operations Report (Qor)

The Director of Education, Children's Services and Libraries introduced the QOR for the fourth quarter of 2005-06 and emphasised that it had been a time for making decisions and establishing the foundations for actions in 2006-07. He particularly drew attention to the establishment of the Local Safeguarding Children Board, the approval of a two year schools budget, the publication of the Children and Young People's Plan and the progress made in the establishment of extended services and development of children's centres.

Highlights from the QOR included:

- i. Contractual arrangements to fund for one year an Action Research Project to develop the skills of local people to meet the needs of the regeneration of the town centre. The 'Grow Our Own' project was a new way of bringing back into the workforce people whose skills, circumstances or disability discouraged them from going back to work;
- ii. A successful Bracknell Award For Teen-Agers (BAFTA) presentation evening had been held when 86 young people received awards for involvement in a range of formally accredited activities achieved through open clubs and projects;
- iii. The election of Simon Carmichael from Easthampstead Park School as a Member of the Youth Parliament;
- iv. The challenge to continue the Young People in Sport scheme when the funding finished in March 2008;
- v. The opening of the new Crowthorne Library and the good reviews of the home library service;
- vi. The success of the Teenage Pregnancy Board in reducing the levels of teenage pregnancy in the borough;
- vii. Ranelagh School was the first school in the borough to be judged as 'outstanding' by OFSTED;
- viii. The successful introduction of the pilot phase 1 of the teaching of modern foreign languages in nine primary schools; a further nine primary schools would introduce French in phase 2 in September 2006;
- ix. As part of the 'Our World, A Song for Bracknell' initiative, next year the Bracknell Voice Choir would perform a choral work specifically written for Bracknell Forest;
- x. The publication of many new policies under the Children's Social Care Policy Framework;
- xi. The impact of the 'Jamie Oliver' effect on the negotiation of new school meals contracts which had made it difficult to find potential new suppliers;
- xii. The success of the co-ordinated admission schemes for primary and secondary schools. Admissions in September 2006 had the lowest ever number of dissatisfied parents. Applications for admission to Brakenhale had risen and had in fact doubled in recent years.

The Director or his colleagues responded to members' questions, which included the following subjects:

- i. The withdrawal of the silver bus from Crowthorne following poor levels of attendance over several months and the possibility of the bus visiting Easthampstead.
- ii. The successful recruitment of specialist staff from overseas and the support programme for them.

- iii. Information on the schools participating in the 'Cliff Richard Tennis Trials' would be sent to Councillor Beadsley. (ACTION – Allison Fletcher)
- iv. The problems with groups of youths gathering in and around Great Hollands library had abated only slightly after late Friday evening opening had been stopped. It was hoped that an alternative evening for late opening could be established.
- v. The recruitment to the Young People's Substance Misuse post.
- vi. Services for young carers were funded from government grant.
- vii. The Director stressed that it was too early to comment on the impact of the reduction by 9.3% of the adult and community learning funding for the academic year 2006-07. The National Learning and Skills Council were switching the emphasis to basic skills. Funding for lifelong learning counsellors had been cut and there were few other funding opportunities. The Director referred to the possibility of putting on an additional programme through the extended school programme. The Panel noted the new facility of a mobile computer classroom, the priority of which was to reach those who would not normally go to an adult learning site or college.
- viii. The Council had decided to fund after-school sport for two years and then to seek external sponsorship.
- ix. The restructured education welfare service was not able to undertake as much work as before, but Bracknell Forest's attendance levels were higher than the national average.

The Chairman thanked the Director and his team for their input and the clear, comprehensive report.

6. **Looked After Children**

To supplement her presentation given at the last meeting, the Assistant Director, Children's Social Care introduced a report giving more detailed information outlining the local authority's responsibilities and the current position in relation to looked after children who were leaving care. Sandra McGinley, Head of Service, Health and Wellbeing, and Nora Dudley, Over 11s' Assistant Team Manager, who were responsible for the after care of looked after young people, attended the meeting to present the report and answer any questions.

The After Care Team, based at Portman Close and consisting of the Assistant Team Leader and 2.6 social workers, was responsible for young people in or having left care and aged from 15 to 21, or 24 if in further education. Most of the work undertaken by the team involved the transition for young people into the world of independence, with the emphasis on further education, employment or training, housing, self care and other life skills.

The local authority acted as a 'good parent' and had financial and housing responsibility for those young people. The Panel noted that there were 48 young people, those aged 16 to 18 or in further education being fully supported and those over 18 either working or on state benefits.

In response to questions posed by members:

- i. The Panel was advised that those leaving care had priority for supported accommodation at Rainforest Walk and that a supported and sheltered lodging scheme was being rolled out to all vulnerable 16 and 17 year olds. REAP, who provided support to care leavers preparing to leave supported accommodation, worked closely with Housing under a joint SLA which resulted in economies.
- ii. The team worked closely with CAMHS to provide a holistic service through to adulthood.

The Chairman thanked the officers for an interesting report.

7. **FUTURE WORK PROGRAMME WITH REGARD TO CHILDREN & YOUNG PEOPLE'S PLAN**

The Panel was asked to consider the future work programme and priorities with particular regard to the Children and Young People's Plan, with a view to commencing an investigation in September. It was acknowledged that some subjects may be too delicate for non-professionals to probe. The four priorities identified in the Plan were:

- i. Children and young people engage in positive community and voluntary activities.
- ii. Children and young people have a range of choices of things to do and places to go.
- iii. Children and young people participate in decision making and in supporting the community
- iv. Enable all children and young people to access wider community activities before and after school hours and in school holidays.

It was suggested that consideration be given to undertaking a piece of work on the subject of young people making a positive contribution to the community and to society and not engaging in anti-social or offending behaviour, for example through voluntary or community activities. It was also suggested that members look at the current arrangements for youth provision in Bracknell Forest and what might be provided or promoted in the future.

It was thought that such an investigation could positively raise the profile of young people in the community. **The Panel AGREED to establish a working group on youth provision consisting of Councillors Beadsley, Miss Haydon and Osborne and Mr Dempsey.**

8. **LIBRARIES WORKING GROUP**

The Chairman introduced an interim report of the Libraries Working Group on the review of libraries, looking at library stock, facilities and locations to ensure that they were fit for purpose and met users' current and future needs with a view to increasing library usage and book reading. The report gave members background on the scope

which was included as annex A and included input into the library facility to form part of the civic hub.

Future activity included:

- i. Visits to libraries which had not already been visited and surveyed, including the new Crowthorne and Bracknell central libraries.
- ii. Possible visits to libraries outside the borough.
- iii. Visits to residential homes to ascertain satisfaction with the mobile library service.
- iv. The impact of usage of PCs in libraries.
- v. The type of volunteers utilised by the library and information service.

The working group hoped to report in September, with findings and recommendations seeking to inform future library provision associated with the proposed civic hub and encourage the development of the library and information service to meet the needs of the 21st century whilst encouraging a reversal of any downward trend in reading.

The officers would explore the feasibility of holding the next meeting of the Panel in one of the libraries.

9. REVIEW OF COMMUNITY AND VOLUNTARY SECTOR GRANTS

The Assistant Chief Executive gave an oral update on the administration of grants to the community and voluntary sector following the review undertaken by the former Lifelong Learning Partnership in 2004. Despite constraints in this year's budget, approximately £370k of community grant aid was distributed this year. However the impact of budgetary cuts and the teething troubles from the new system resulted in a small number of errors in grant administration.

The Panel noted the problem areas associated with the Council's budget cuts and, to prevent it happening in future years, procedures had been introduced to the grant guidelines stating that departmental funding officers were responsible for letting applicants know the status of their application.

The Panel asked for a similar update next year and for this to be given a little earlier in the municipal year.

10. EXECUTIVE FORWARD PLAN

The Panel noted the forthcoming items on the Executive Forward Plan relating to Education, Children's Services and Libraries.

The Director gave details of the re-tendering of the school meals service.

CHAIRMAN

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**LIFELONG LEARNING AND CHILDREN'S SERVICES
OVERVIEW AND SCRUTINY PANEL
20 September 2006**

**SCHOOL TRANSFERS AND PERFORMANCE
(Director of Education, Children's Services and Libraries)**

1 INTRODUCTION

- 1.1 This report is written to provide information on the actions taken at the request of the Executive Member by the Education, Children's Services and Libraries Department in response to the report produced by a Working Group of the Lifelong Learning Scrutiny Panel related to the transfer of pupils from primary to secondary schools.

2. SUPPORTING INFORMATION

- 2.1 The work promoted by the authority was outlined in papers presented to the Working Group. Since that time, activities have been extended and enhanced, with an increased emphasis on the evaluation of the impact of what has been put in place. We continue to raise the profile of this issue with schools and provide encouragement to assist in the smooth and effective transfer of pupils from primary to secondary schools. Where pupils transfer to a Bracknell Forest school from outside of the Borough, issues remain related to the availability of detailed pupil level data.
- 2.2 The additional information below describes the activities initiated or supported directly by the department in response to each of the recommendations:

Recommendation 9 (i): a more consistent approach to use of teaching materials

- 2.3 Cross-phase co-ordinators' and subject leaders' meetings continue to provide a forum for the sharing of teaching and learning. For example, secondary school Science subject leaders and primary school Science Coordinators have both had the opportunity to make use of analysis of pupil performance at KS2 to inform future developments in teaching and learning. As an outcome of the analysis both forums have been trained on strategies to improve the teaching of scientific enquiry and have been provided with 'investigation framework' posters that can be used in lessons. Another teaching strategy that has been shared across both forums has been the use of 'concept cartoons'.
- 2.4 New approaches to the management of classroom behaviour have been developed, involving teachers from both phases. The authority is coordinating the approach taken by schools to the Social and Emotional Aspects to Learning (SEAL) and the Social, Emotional and Behavioural Skills (SEBS) national projects.
- 2.5 The transition project that the authority initiated with Garth Hill College and most of its feeder schools took place again in July 2006. This cross-phase, cross-curricular project was devised and facilitated by the primary and secondary consultants working alongside teachers in our schools and provided a good opportunity for liaison activities. The longer term impact of this project is being evaluated this term, through discussions with pupils and

staff. Pupils welcomed the opportunity to work with the secondary school on 'The Stolen Guitar' project, based on the scenario of a missing guitar and leading up to a concert put on by secondary students. Other secondary schools have expressed interest in the project.

Recommendation 9 (ii): format and timing of information sent to secondary schools

- 2.6 The authority has continued to provide all secondary schools with data for all pupils known to be transferring, as early in the year as is possible. The initial assessments made by teachers of each child's level in English, mathematics and science are provided, together with some personal details. These are sent to their new secondary schools before the end of May. This electronic form also contains information on each pupil's interests, behaviour and other relevant information. From 2007 this form will also contain SEN and behavioural information. We pre-populate the form with as much data as is possible, in order to reduce the workload for schools.
- 2.7 We also provide the secondary schools with the KS2 test results before the end of the summer term, and have done so for a number of years. Very few other authorities even attempt this because of the additional workload and scale of the task in a large authority. Secondary school ICT teachers also receive data related to the attainment of Y6 pupils in the core subjects as part of a programme to assist in target setting and monitoring progress.
- 2.8 Nearly all primary schools have used the service provided by the authority to analyse each Year 6 pupil's test papers at question level. A profile is produced for each pupil showing which questions they attempted in the National Curriculum assessments and how well they achieved. This information is shared with secondary schools in the autumn term. The use of this data has been a focus for discussions between our consultants and heads of department.
- 2.9 One issue that has continued to be of concern to the authority is that although senior managers in schools are given the data, it does not always find its way to the teachers. Our secondary consultants are armed with this information when they visit schools and we have noted a general improvement in teachers' access to performance data over the past few years. There are also gaps for pupils moving from outside of the authority and from independent schools. The authority has no control over this.
- 2.10 The authority has also supported secondary schools in evaluating their work in the area of transfer and transition. As part of the National Secondary Strategy a self evaluation matrix has been disseminated to all schools. Our team of consultants will be working with schools on an individual basis to assist senior staff to assess the impact of any initiatives in this area and seek further improvement.

Recommendation 9 (iii): opportunities for increasing interaction and liaison between teachers of year 6 and 7 pupils.

- 2.11 The approach to encouraging contacts between Year 6 and Year 7 teachers has been through developing examples of good practice. The major cross borough project in which all Year 6 pupils produce a piece of writing has continued and teachers in both phases have been provided with guidance,

lesson plans and resources. This project includes the setting of specific curricular literacy targets in Year 6 which will be built on in Year 7. Primary Literacy Co-ordinators and Year 7 teachers meet to evaluate the impact of the project on learning, and to consider progression in English from Year 6 to 7. Primary and Secondary school teachers also came together to work with pupils and view the quality of their project work at the Syngenta Young Scientist Award Programme. This programme is supported by members of the Education, Children's Services and Libraries Department. The 'Stolen Guitar' project has also created opportunities for cross phase liaison.

- 2.12 One example of strong cross phase liaison is where one teacher from the mathematics department of a secondary school has been allocated to each primary school to establish links and visit in order to teach a transition lesson during Y6. This is continued in Y7 when Y6 teachers are invited to visit to observe Y7 pupils. This model is being encouraged in other schools in the authority. Lack of specialist staff and capacity however are hindering progress in some schools.

Recommendation 9 (iv): central learning resources in secondary schools.

- 2.13 Schools have developed a range of strategies to provide support for pupils in Year 7, including enhancing central resources. Teaching assistants from KS2 and KS3 were jointly trained in effective methods for supporting lessons in science. The course was successful as it provided hands on practical advice on supporting pupils to develop their science knowledge, skills and understanding; and provided an opportunity for participants on the course to learn from their experiences in both primary and secondary school settings. This course will be repeated this year.
- 2.14 An example of how a school supports new pupils is the use of mentors in vertical, cross year tutor groups.

Recommendation 9 (v): Learning Support Units.

- 2.15 In the Schools Budget for 2005-06 provision was made for the development of two more LSUs, bringing the total to three. Their main function is to tackle behaviour and attitude in pupils who are not motivated to learn.

Recommendation 9 (vi): That the LEA consider sending the report to headteachers and chairs of governing bodies of all primary and secondary schools in Bracknell Forest for their information.

- 2.16 A copy of the report's recommendations was sent to all schools and the full report made available. The Director also discussed the working group's recommendations at a headteachers' meeting.
- 2.17 In addition primary schools received copies of a booklet on transition, previously sent to secondary schools. This provided many ideas for transition activities, many of which are implemented by schools (for example taster sessions).

3. CONCLUSION

- 3.1 As mentioned in the submissions made to the Working Group, when it comes to considering what further action is necessary in the light of the Group's recommendations it is necessary to identify where responsibility for action (e.g. the authority or schools) lies and what the resource implications would be.

Contact: Allison Fletcher 01344 354185

**LIFELONG LEARNING AND CHILDRE'S SERVICES
OVERVIEW AND SCRUTINY PANEL
20 September 2006**

**REVIEW OF SCHOOL EXCLUSIONS AND PUPIL BEHAVIOUR POLICY
(Director of Education, Children's Services and Libraries)**

1 INTRODUCTION

- 1.1 This report is written to provide information on the actions taken by at the request of the Executive Member by the Education, Children's Services and Libraries Department in response to the report produced by a Working Group of the Lifelong Learning Scrutiny Panel on schools exclusions and behaviour policy.

2. SUPPORTING INFORMATION

- 2.1 The Working Group's report examined local policy and performance and that of some other authorities.

Recommendation (a): A Key Stage 2 initiative to identify pupils displaying signs of becoming at risk of exclusion in the future and to offer focused support to such pupils be adopted.

- 2.2 This is a key recommendation. Since the working party began its deliberations a significant development has taken place that begins to address this and more. A new Behaviour Support team was established in September 2005, bringing together the work of the former Behaviour Support Service and the BEST (Behaviour and Education Support Team) projects. This team, based in accommodation that was freed up as a result of the South Bracknell Review of Primary Places at The Pines School, focuses on primary aged children and provides a multi-agency response. The team will continue to develop from September 2006 when the work of the former primary PRU at Adastron House is fully incorporated into its range of responses to children presenting behavioural difficulties in school. Its work centres around a sound assessment process and responses that support the child, support the school and teachers in developing strategies and where necessary works with parents. The outcomes from this activity are positive so far and will improve further over time.

Recommendation (b): Separate units for Key Stage 3 and Key Stage 4 pupils be provided in pupil referral units to benefit the educational needs of Key Stage 3 pupils and meet the objective of returning them to mainstream education.

- 2.3 It is desirable to keep Key Stage 3 pupils separate from Key Stage 4 pupils wherever possible. Again, work has developed in this area during the period of the review. The Department is mindful of the issues that are relevant here. The authority has provided a first rate Pupil Referral Unit at College Hall. It was inspected at the end of the school year 2004/5 by Ofsted and received an excellent report and we are proud of its achievements. It has, however, tried to meet the needs of too diverse a group of pupils in the past and for that reason has reshaped its provision to provide more outreach work in schools, particularly with Key Stage 3 pupils, rather than bringing them into College Hall to mix with the pupils who will never return to mainstream schooling. This service is developing

well and is forming effective partnerships with secondary schools. We will keep this provision under review and adjust our plans appropriately.

Recommendation (c) A pupil inclusion programme and/or unit be located in each school to reduce the likelihood of permanent exclusion and to re-integrate excluded pupils into mainstream education.

- 2.4 From September 2006, Learning Support Units (LSUs) will be established in three secondary schools in Bracknell Forest: Garth Hill, Brakenhale and Easthampstead Park. These are the three schools where the level of exclusions is most acute. The remaining three schools are developing alternative programmes. The Department will evaluate the impact of the LSUs and the alternative strategies over the coming year. Secondary School headteachers and the head teacher of the PRU, supported by officers are at the early stages of developing a Behaviour and Attendance Partnership to be in place from September 2007. If appropriate the development of further LSUs will be considered through future budget setting rounds.

Recommendation (d) An effective protocol between schools and the local authority be drawn up to formalise the process of all schools receiving pupils excluded from other schools.

- 2.5 Such a protocol is in place, but is proving problematic to implement at the present time. Not all schools are signed up to it at present, although this will be a requirement from September 2007. The Assistant Director is making some progress through meetings of the Behaviour and Attendance Partnership, outlined above, but there is still some way to go to get an agreement that all will accept. This work will continue in the autumn term.

Recommendation (e): A feasibility study be established to consider a special fixed term exclusions unit to cater for the educational needs of pupils with fixed term exclusions across the Borough to enable pupils to continue to be taught the curriculum in a safe and supportive low pupil : teacher ratio group offering a fresh environment from their school.

- 2.6 The Learning Support Units should meet this need. We would expect to see a drop in the numbers of fixed period exclusions as a result of their development, and this was the case in the 2006-7 academic year. Long fixed period exclusions may not be effective and we should be wary of creating an additional unit, even if the resources for this were available. The responsibility for making such arrangements will rest with the secondary schools through the Behaviour and Attendance Partnership as it develops. The DfES is clear that the responsibility for making such arrangements should rest with secondary schools. Appropriate arrangements are already made for the small number of primary pupils in receipt of fixed period exclusions through the Behaviour Support Team.

Recommendation (f): The concept of mentors be extended to enable appropriately trained pupils to visit their primary schools to provide mentoring for Years 5 and 6.

- 2.7 As the report states, peer mediation schemes have been very successful in Bracknell Forest. This recommendation appears to develop this idea further with secondary school pupils supporting pupils in feeder primary schools. The Department will take this proposal forward with secondary school headteachers to elicit their views and to establish whether there is indeed benefit in extending the peer mentoring schemes in this way.

3 CONCLUSION

- 3.1 It has been useful to have a different perspective on these issues provided by the Working Group.. The report recognises the strong partnership that already exists between officers from the authority and schools. Inevitably there are areas for improvement, but overall the picture is one of a shared approach. There is evidence of a real commitment to resolving these difficult matters and the Working Group's support is welcome.

Contact: Martin Gocke 01344 354009

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EXECUTIVE WORK PROGRAMME

EDUCATION, CHILDREN'S SERVICES & LIBRARIES

26 September 2006

TITLE: Library Review

PURPOSE OF DECISION: To adjust opening hours to make the most effective use of resources.

FINANCIAL IMPACT: Within existing budget

WHO WILL TAKE DECISION: Executive Member for Education & Libraries

PRINCIPAL GROUPS TO BE CONSULTED: Internal consultation with Library staff.

METHOD OF CONSULTATION: In writing to the Head of the Library and Information Service.

TITLE: Parenting Contract and Orders

PURPOSE OF DECISION: To agree a local protocol for use in relation to pupil absence or exclusion from school

FINANCIAL IMPACT: Within existing budget

WHO WILL TAKE DECISION: Executive Member for Education & Libraries

PRINCIPAL GROUPS TO BE CONSULTED: None

METHOD OF CONSULTATION: None

TITLE: Bracknell Forest Borough Council Fostering Service Statement of Purpose

PURPOSE OF DECISION: To meet the requirement of the Commission for Social Care Inspection that the Fostering Service Statement of Purpose is updated annually

FINANCIAL IMPACT: No financial implications

WHO WILL TAKE DECISION: Executive Member for Children's Services

PRINCIPAL GROUPS TO BE CONSULTED: There is no requirement for public consultation

METHOD OF CONSULTATION: N/A

TITLE: Larchwood Short Break Unit Statement of Purpose

PURPOSE OF DECISION: To meet the requirement of the Commission for Social Care Inspection that the Larchwood Short Break Unit Statement of Purpose is updated annually

FINANCIAL IMPACT: no financial implications

WHO WILL TAKE DECISION: Executive Member for Children's Services

PRINCIPAL GROUPS TO BE CONSULTED: There is no requirement for public consultation

METHOD OF CONSULTATION: N/A

Before 30 November 2006

TITLE: Education Asset Management Plan - Local Policy Statement

PURPOSE OF DECISION: To consider the outcome of consultation on the Education Asset Management Plan. To approve the final Asset Management Plan for 2006/07

FINANCIAL IMPACT: The cost of the work will be met from within existing budgets

WHO WILL TAKE DECISION: Executive Member for Education & Libraries

PRINCIPAL GROUPS TO BE CONSULTED: Asset Management Plan Consultative Working Group, Schools - Headteachers, governors and bursars, Trade Unions, Diocesan Authorities.

METHOD OF CONSULTATION: Written report