

Individual Decision

The attached report(s) will be taken as
Individual Portfolio Member Decision(s) on:

Thursday, 13th January, 2011

Ref:	Title	Portfolio Member(s)	Page No.
ID2198	Adult and Community Learning Strategic Plan 2009/10- 2010/11	Councillor Barbara Alexander	1 - 48
ID2202	School Place Plan 2010	Councillor Barbara Alexander	49 - 104
ID2074	West Berkshire Council Forward Plan - February 2011 to May 2011	Councillor Graham Jones	105 - 122



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Individual Executive Member Decision

Title of Report:	Adult and Community Learning Strategic Plan 2009/10- 2010/11
Report to be considered by:	Individual Executive Member Decision
Date on which Decision is to be taken:	13 January 2011
Forward Plan Ref:	ID2198

Purpose of Report:	Refresh of Adult and Community Learning Plan for 2010-11
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Recommended Action:	To approve the 2010 -11 refresh
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Reason for decision to be taken:	As part of our preparation for Ofsted Inspection, to refresh our plan by the updating of information and revision of targets.
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Statutory:

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Non-Statutory:

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Other options considered:

Key background documentation:	Refreshed Adult and Community Learning Plan 2010-11 EIA Stage 2.
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Portfolio Member Details	
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Contact Officer Details	
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Implications

Policy:	There are no implications for the Fee Concessions Policy as this policy was agreed last year and another plan will be put forward for 1 st August 2011 onwards after the new funding regime for further education has been communicated by the Government Department for Business Innovation and Skills
Financial:	None, external funding for 2010/11 has been agreed until 31 July 2011.
Personnel:	ACL Team salaries are funded through the external grant from the Skills Funding Agency
Legal/Procurement:	New contracts based on existing templates updated in 2010 will need to be written for new PCDL providers
Environmental:	None
Partnering:	New partnerships with Reading College, West Berkshire Minority Ethnic Forum and other small providers of Personal and Community Development Learning (PCDL). Reduced contract for PCDL with Newbury College.
Property:	None
Risk Management:	None
Community Safety:	None
Equalities:	Yes a Stage 1 EIA shows that a Stage 2 should be completed It is attached.

Consultation Responses

Members:

Leader of Council: No comment

Overview & Scrutiny Management Commission Chairman: No comment

Select Committee Chairman: No comment

Ward Members:

Opposition Spokesperson: Mollie Lock :Should we aim for a higher % of our learners " of low participation" say even just by 5% ? In the current job situation with the proposed cuts to benefits for long tem unemployed and youngsters who have left school and need encouraging to improve their skills.

Local Stakeholders:

Adult and Community Learning Curriculum Manager

Newbury College:

I have met with Anne and Fadia to discuss the WBC Strategic Plan and there is nothing we have to add or disagree on.

Newbury College is in complete agreement with the priorities for adult and community learning in West Berkshire for 10/11, as many of these are also priorities for the college

In addition, we are also in agreement with the key strategic challenges facing the ACL service.

The attendance target for contracted provision seems low at 78%. The college has an 88% target for 10/11.

Officers Consulted:

Janet Scott Service Manager- more emphasis on the use of Children's Centres. - plan has been changed to reflect this

Elaine Walker Principal Policy Officer (Equality and Diversity) Looks like a good EIA please check date for review and ensure it is in the next 3 years -

Trade Union:

no comment

Is this item subject to call-in.	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
If not subject to call-in please put a cross in the appropriate box:		
The item is due to be referred to Council for final approval	<input type="checkbox"/>	
Delays in implementation could have serious financial implications for the Council	<input type="checkbox"/>	
Delays in implementation could compromise the Council's position	<input type="checkbox"/>	
Considered or reviewed by OSC or associated Task Groups within preceding 6 months	<input type="checkbox"/>	
Item is Urgent Key Decision	<input type="checkbox"/>	

Supporting Information

1. Background

1.1 The Adult and Community Development Plan 2010 /11 sets out the priorities and targets for the provision of adult and family learning opportunities for people living and working in West Berkshire.

The Plan is supported by external funding from the Skills funding Agency (previously the Learning and Skills Council) and other organisations like the Berkshire Neighbourhood Learning Centre Partnership and NIACE who are also funded by the Skills Funding Agency. Other opportunities to acquire funding are regularly considered.

This Adult and Community Learning Plan builds on the success of:

- the 3 year Strategic Adult and Community Learning Development Plan 2005/06-2007/08
- the 2006 update for to the Development Plan 2006/07 - 2008/09.
- the 2007 update to the Development Plan 2007/08
- the 2008/09 – 2010/211 Development plan

They were the basis for receiving grant funding from the Learning and Skills Council now the Skills funding Agency until the end of the funding safeguard for Adult Safeguarded Learning in 2010/11.

Aims of Personal and Community Development Learning are

- The overarching principle is to provide general access to Adult and Community Learning provision
- To concentrate some of the budget on those that need help most; lost out at school or would not otherwise be able to afford a course

Aims of Family Literacy Language and Numeracy and Family Learning Impact programmes are

Designed for those with Skills for Life needs and aim to improve:

- The literacy, language and numeracy skills of parents
- Parents' ability to help their children
- Children's acquisition of literacy, language and numeracy skills

Aims of Wider Family Learning programmes are

Designed to enable adults and children to learn together and/or enable parents/carers to learn how to support their children's learning by:

- Developing the skills or knowledge of both the adult and child participants and
- Helping parents/carers to be more active in the support of their children's learning and development and to understand the impact of that support.

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Aims of Formal First Steps programmes are

- To deliver a short free episode of learning to learners designed to build their confidence and support their planned progression into longer (often pre level 2) formal learning.

In 2009 -10 the Council contracted out most all of its adult education provision that attracted fees to Newbury College but new plans to contract out up to 500 learners to

Reading College are currently being researched in order to try to meet Skills Funding Agency targets and to increase provision in the east of the district.. The Council will also be looking for new PCDL providers in order to meet Skills Funding Agency targets.

The refreshed plan updates the mapping of the provision against Council Priorities (pages 2 and 3) , includes the decision to sign up to the Informal Adult Learning pledge and refreshes the priorities for the service. New priorities are:

- Increasing learner numbers and meeting Skills Funding Agency contract targets, in line with government policy
- Preparing for Inspection by Ofsted which is expected late in 2010 or early in 2011.
- Maintaining the percentage from priority target groups at 2009-10 levels to make our targets more challenging.

2. Proposals

- To approve the detail of the Adult and Community Learning Development Plan 2009/10 - 2010 /11.

3. Conclusion

3.1 To ensure the delivery of a high quality adult and family learning service that offers a wide range of learning opportunities that meet the needs of people living and working in West Berkshire prioritising those that need the most help.

Appendices

Appendix A – Adult and Community Learning Strategic Plan 2010- 11

Appendix B – EIA for the Adult and Community Learning Strategic Plan 2010 -11

Draft West Berkshire Council - Adult and Community Learning Strategic Plan 2009/10 -2010/11

1. Introduction

This plan builds on the success of:

- The 2 year Adult and Community Learning Development Plan 2008/09 – 2009/10
- the 3 year Strategic Adult and Community Learning Development Plan 2005/06- 2007/08 approved on 9th June 2005
- the 2006 update to the Development Plan 2006/07 - 2008/09
- the 2007 update to the Development Plan 2007/08
- the 2008-09 -2009-10 Adult and Community Learning Strategic plan

The above plans were the basis for receiving grant funding from the Learning and Skills Council until the end of the funding safeguard for Adult Safeguarded Learning in 2010/11. In April 2010 the Learning and Skills Council was disbanded and its funding function was transferred to the Department of Business Innovation and Skills' Skills Funding Agency. The Skills Funding Agency have not yet asked for a plan so the previous plan (2008/09 – 2009/10) has been refreshed until the new coalition government have made the decisions that are expected in relation to the reform of Adult and Community Learning (10-1086 BIS Draft Structural Reform Plan).

The Head of Education, Children and Young People Directorate, West Berkshire Council is responsible for this plan. The contact for matters relating to this plan is

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2. Context

This Plan is one part of the family of plans which set the priorities for services in West Berkshire.

Key plans and priorities setting the context for Adult and Community Learning are:

Department of Business Innovation and Skills / Skills Funding Agency Priorities

In his letter of 17th June 2010 to the Chief Executive of the Skills Funding Agency, the Secretary of State for Business, Innovation and Skills gave as a key priority:

Encourage an increasing number of people to participate in adult and community learning both to re-engage those disenchanted by previous experience, to act as an entry point for further learning and to offer people opportunities to enrich their lives through learning.

In the BIS draft structural reform plan there is the following action:

8.5 Reform adult and community learning

- i. Involve more voluntary organisations, charities and social enterprises as providers to develop greater community involvement and ownership
- ii. Encourage joint working across local services and with self organised groups

A Breath of Fresh Air - a Sustainable Community Strategy for West Berkshire to 2026. With its vision that embodies 5 key themes which will underpin the strategy going forward. These themes are based around creating a district that in 2026 is:

Prosperous
Accessible
Greener
Safer
Healthy

West Berkshire Council Plan 2007 – 11, which has 12 high level objectives. The three current priorities are: Cleaner and Greener, Safer Stronger Communities, Successful Schools and Learning.

The Plan sets out the Council's values: these are *respect* in all our relationships; *integrity* in everything we do and *ambition* to deliver continuous improvement.

West Berkshire Council Priority	Examples of Adult and Community Learning Alignment
Cleaner and Greener	Reducing our carbon footprint and encouraging others to do so. Developing courses with the West Berkshire Nature Discovery Centre. Opportunities for people to learn locally and online. Training our tutors to incorporate sustainable practices into their courses.
Thriving Town Centres	Supporting Neighbourhood Learning Centres Courses both in towns and rural areas. Supporting

	the Thatcham Vision
Vibrant Villages	Maintaining provision in Children's Centres, village halls and community centres. Making learning central to the activities in Children's Centres. Supporting ideas in Parish Plans to deliver viable adult learning activities in villages.
Healthier Life	Family Learning courses on healthy eating. Keeping Active courses for older people in residential homes and day centres. Traditional courses offer leisure and social opportunities
Safer Stronger Communities	Deliver on the priorities in the ESOL Action Plan. Linking with Parish Planning process. Links with Children's Centres and Schools especially special schools to ensure transition to College courses. Family Learning. Development of courses for members of community organisations.
Successful Schools and Learning	Supporting adult and family learning rooms in schools. Support for extended services managers to develop adult and family learning and attract funding e.g. lottery. Delivery of courses on school sites. Developing ways of recording achievement for parents and children.
High quality planning	Comply with planning process to ensure infrastructure meets community needs
Promoting independence	Neighbourhood Learning Centres developed at residential homes and day centres. Outreach service for information and advice. ESOL. Keeping Active : Discrete courses for people with special needs and Independent Living Skills courses
Excellent performance management	Clear objectives and targets for the team and individual members. Commitment to the Planning and Quality Cycles Monitoring contracted and partnership providers.
Protecting vulnerable people	Targeted PCDL, Formal First Steps, Family Learning and Parenting courses Anger management courses, discrete courses for people with SLDD, substance misuse and mental health issues. Safe recruitment of staff, child and vulnerable people

	protection training
Putting customers first	Identifying need, regular contact and acting on feedback from learners and involving them in decision making.
Value for money	Concessions for over 60s living in West Berkshire (under review) Concessions for those with means tested benefits Fees waived for those without level 2 qualifications and targeted groups Aligning funding with partners to access venues and admin support, attracting new funding for the provision.
Including everyone	Discrete courses for Minority Ethnic groups. Preparation for ESOL courses. Discrete courses for people with substance misuse and mental issues. Courses for those with learning difficulties and / or disabilities. Courses for teenage and young parents Courses for older learners e.g. those with Alzheimer's disease

Other Plans

Appendix 2 **Strategic Links – Relationship to other Strategic plans** shows the clear links between this plan and other regional and local plans and the person responsible for delivering the objectives.

3. Adult and Community Learning Strategy

The continuing **mission** of the ACL service is to assist adult and family learners, particularly those experiencing barriers to learning or who are under-represented in learning, to achieve their potential through adult and community learning (ACL), which should be:

- high quality
- accessible
- safe
- varied and designed to meet the needs and interests of local people
- spread across West Berkshire including rural areas
- planned to provide impartial information about learning
- structured to help learners to progress on to further opportunities

Principles underpinning this strategy

The five key principles underpinning West Berkshire Council's adult and community learning provision are:

- improving quality and effectiveness and ensuring value for money
- increasing participation and responding to local priorities and learners' needs
- extending provision and promoting learning
- working in partnership
- raising employability skills and promoting learning organisations.

Also at the heart of this strategy are the **Every Child Matters Outcomes:**

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well being.

The Council believes that these outcomes are important for adults (citizens) as well as children and addresses them within this strategy.

The Council has also signed up to the **Informal Adult Learning Pledge**

Organisations signing up to the pledge agree to seven overarching commitments :

- support the core principles of informal learning and encourage others to sign up
- advocate wider participation, especially for those who have benefited least from learning
- find flexible ways of using our existing spaces, or opening up new spaces, for learning
- encourage and support learning organised by people for themselves
- embrace new ways of learning, including the use of technology and broadcasting
- find and work with new partners to increase learning opportunities
- celebrate successes

The role of West Berkshire Council's Adult Learning Team in the strategy

- Acting as an enabling / facilitating body to help broker a wide range of partners, including partners from community and voluntary sectors, to align resources to engage learners and deliver learning opportunities through the co-ordination of local groups e.g. the West Berkshire Adult and Family Learning Partnership (PCDL Partnership) and membership of

- regional groups, such as the Berkshire Neighbourhood Learning Centre Partnership. This can include securing funding for partner organisations, monitoring that there is no duplication or overlap, arranging the sharing of accommodation and resources to cut costs for small providers, providing trained tutors, putting different streams of funding together to enable a programme to be delivered, producing a crèche or transport to be provided for partners, or promoting courses to their communities. Many courses for the hardest to reach and most vulnerable in our affluent area would not happen without the local authority's co-ordination, support or facilitation.
- Making sure that informal adult learning can link into extended schools, children's centres, family, health, adult community care, public protection, community cohesion, vibrant communities, economic regeneration, provision of skills, healthy lifestyles and other national, regional and local agendas; as well as ensuring that community learning makes a contribution to local the economic and skills strand of the Local Strategic Partnership targets and Local Area Agreements
 - Supporting the value of learning for its own sake as a leisure activity, to maintain skills and to help develop confidence and allow people to have a social activity, particularly important in a rural area, where people have fewer opportunities and, in some cases, limited contact with other people.
 - Providing signposting, information, advice and guidance to learning opportunities in partnership with Job Centre Plus, Business Link, Next Step and other community organisations.
 - Working with colleges, schools, private, community and voluntary organisations to provide professional development, training, support for quality assurance and capacity building, as well as establishing protocols for good practice, e.g. qualifications of staff, observation and moderation of teaching and learning, fee-setting, equalities targets and district-wide planning to avoid duplication and reduce gaps.
 - Planning with and supporting FE Colleges, Extended Services Partnership Managers, Children Centre Managers, Health Visitors, Libraries and Outdoor Centres, Residential Homes and Day Centres, Neighbourhood Learning Centres and others to provide a wide range of learning experiences and to offer help with resources like childcare, training, transport, e-learning and learner support.
 - Planning with others to identify and promote progression routes.
 - Initiating or pump-priming developments such as family learning projects in schools, children's centre, Learning at Work day events, Adult Learning Showcases, community-managed Neighbourhood Learning Centres to enable such self-managed initiatives to get off the ground.
 - Providing opportunities to network and exchange good practice.
 - Providing a wide range of local intelligence / social and demographic data to help all providers in their planning.
 - Being democratically accountable and being subject to scrutiny, audit and inspection to ensure quality and good value for money.
 - Supporting the development of e-learning.

- Supporting learners by waiving fees or by fee concession policies for priority groups and those least able to pay.

4. Priorities for Adult and Community Learning in West Berkshire

- Increasing learner numbers and meeting Skills Funding Agency contract targets
- Preparing for Inspection by Ofsted.
- Maintaining the percentage from priority target groups at 2009 -10 levels
- Developing the skills or knowledge of families, help parents / carers to be more active in the support of their children's learning and development and to understand the impact of that support
- Improving the literacy, language and numeracy skills of parents , improve parents' ability to help their children learn and improve children's acquisition of literacy language and numeracy
- Widening participation and promoting inclusion and community cohesion
- Contributing to the development of skills and employability
- Promoting learning and the ACL Service to the local community and providers in the private, public and voluntary sectors
- Raising achievement and retention
- Continuing to raise the quality of adult and family learning in West Berkshire
- Realising the potential of e-learning.
- Value for money
- Committing to developing our understanding of sustainable development by raising awareness and by taking a sustainable view of our use of resources, our management of waste and our impact on the environment.

Service Developments in Adult and Community Learning in West Berkshire

The Council's Adult and Community Learning Service was inspected by the Adult Learning Inspectorate (now merged with OfSTED) in January 2007 and was

judged overall to be grade 2 – good. The Council is due to be inspected again either in the old four year cycle or the new six year cycle of inspections during 2011 – 2013.

The Council will continue to secure Adult Safeguarded Learning (ASL) and Formal First Steps Funding for its Adult and Community Learning Service from the Skills Funding Agency (formerly the Learning and Skills Council). Additional funding will also be sought from other organisations for quality improvement e.g. for providing information and advice, peer review, staff training and developing the e-learning strategy.

In 2010-11 the Council will continue to commission through a contract based on set of targets with Newbury College to deliver a programme of adult and community learning courses, PCDL in the College and community venues, wider family learning, family literacy, language and numeracy and discrete courses for learners with learning difficulties and / or disabilities. It will also continue its contracts with the WEA, Community Council for Berkshire, New Directions and Victoria Park Nursery to deliver targeted courses in the community. A number of community and voluntary groups will also continue to be supported to deliver Community Education Fund projects. Direct provision of courses through the Keeping Active programme in residential homes and day centres and the Community Laptop Project will continue and, hopefully, expand following the updating of software and employment of additional sessional qualified tutors. In order to meet the targets for Personal and Community Development Learning the Council will be looking for additional providers and will be offering a proportion of the provision up for tender.

For 2010-11, the Council will be preparing itself and its contracted providers and partners for inspection and will be monitoring the Ofsted publications to ensure that it keeps up to date with the expected changes to inspection during 2010-11.

It will be responding through membership of LEAFEA to the Department for Business Innovation and Skills consultations on “A simplified Further Education and Skills Funding System and Methodology” and “Future Direction of Skills Policy”.

Provision of Adult and Community Learning will be funded by :

1) The four strands to Adult Safeguarded Funding (ASL):

- Personal and Community Development Learning (PCDL)

Formerly known as adult and community learning (ACL) PCDL provision is now defined as learning for personal development, cultural enrichment, intellectual or creative stimulation and enjoyment without the requirement to progress onto other learning or achievement. The Council will continue to work with its providers to offer a wide programme of courses throughout

the district. The focus for this activity is learner engagement to widen participation and while progression is not a funding requirement learners are signposted to further learning, in particular, if relevant to Skills for Life provision. Courses will take place at Newbury College and up to 40 community venues. In 2010-11 the majority will take part in 8 /10 week part time courses with 2 hour sessions, however learners will also enjoy one day taster sessions and shorter courses. The majority of courses are fee paying, though fees are waived for learners with learning difficulties and disabilities and for target groups on discrete courses. The Council will be supporting the new PCDL providers in the district to develop their programmes. The Community Council for Berkshire is building a programme of webinars to support community organisations to access funding and to market themselves and a programme of courses to give community organisations the skills they need to develop their communities along the idea of The Big Society. The WEA is working in partnership with the Nature Discovery Centre to provide programmes, particularly in photography, linked with activities at the Centre and is building a programme of Art and History courses along the lines of those that used to be delivered by the Reading University School of Continuing Education before it closed. A new West Berkshire branch of the WEA is opening in the area centred on the Thatcham area.

The Council will be supporting two of the Learning Revolution Transformation Projects to continue to offer free courses to hard to reach groups who are unable to pay which will be delivered by the West Berkshire Minority Ethnic Forum and the Newbury Community Resource.

The Council co-ordinates the work of the West Berkshire Adult and Family Learning Partnership (PCDL) partnership which strives to identify gaps in provision, progression routes and aims to prevent overlap and duplication of provision.

- Wider Family Learning (WFL)

Wider Family Learning is targeted at parents and carers, including fathers and grandparents. It is targeted at parents with low self esteem, few qualifications and little confidence in helping their children succeed in order to widen participation and go some way towards breaking the cycle of poor school achievement by enabling parents to support their children's learning. The provision supports schools seeking to improve children's attainment by working in active partnership with parents in a 'whole organisation approach'.

Priority venues for this provision are those that are able to provide access to a range of other family services to increase the range of possible

outcomes and longer term impact for participating families such as Children's Centres and Extended Schools.

- Family Literacy Language and Numeracy (FLLN)

Family Literacy Language and Numeracy is delivered in partnership with Newbury College, targeted schools and Children's Centres in areas where educational achievement is low and adults are known to have low attainment in basic skills for parents i.e. without level 2 qualifications. Learners have access to initial and diagnostic literacy and numeracy assessments and negotiate an individual learning plan to try to address those needs. FLLN courses provide opportunities for learners to achieve accreditation in national literacy / numeracy tests

- Neighbourhood Learning in Deprived Communities (NLDC)

The Council works with the five other Berkshire unitary authorities through the Berkshire Neighbourhood Learning Centre Partnership (BNLCP) to secure funding from the NLDC funding stream and inform and advise on other related funding opportunities. This investment has created and developed eight Neighbourhood Learning Centres throughout West Berkshire which provide a range of IT facilities and training to specific groups of people who have difficulty in accessing IT services due to age, disability or location. The fund supports a range of information and advice sessions for individuals and an outreach service for groups in the community.

The Council are also works in partnership with BNLCP to use the funding to develop a pan Berkshire Virtual Learning Environment (VLE) for ACL provision which is being adapted to suit local requirements. The West Berkshire section will initially support tutors to deliver their provision to West Berkshire Council Quality Standards and to network with each other and share information. There are plans to eventually extend the facility to learners so they can access materials online.

2) Formal First Steps

The Council will commission Newbury College and the West Berkshire Training Consortium to deliver first step courses to targeted groups and will offer funding to community and voluntary groups through the Community Education Fund

A Formal First Steps course is a short episode of learning, designed to build a learner's confidence and support their planned progression into longer (often pre-Level 2) formal learning. Typically it will consist of a short Qualifications and

Credit Framework (QCF) unit or, where none is yet available on the QCF, a non-accredited or National Qualifications Framework (NQF) unit of around 10 hours, This will depend on the learner's needs. The important aspect of FFS is that it leads onto formal learning. Progression from FFS to formal learning will be monitored.

Formal First Steps provision is not part of Adult Safeguarded Learning (ASL). It is learning that is offered as a planned, initial entry point. Learner progression to further, formal learning is an intended outcome. It is anticipated that FFS will, over time, be fully assimilated into the Foundation Learning Curriculum

3) Family Learning Impact Funding (FLIF)

FLIF was received by the Council for the first time in 2009-10 to deliver ICT courses and Early Years Foundation Stage courses. The funding is additional to other family learning funding and is aimed at vulnerable families who have multiple disadvantages and are at risk.

E-learning Strategy

There is a clear vision and strategy for e-learning across the ACL service. In January 2008 an additional team member was recruited with responsibility for the development of e-learning. Funding for over £20,000 worth of equipment was secured, through the NIACE capital fund and the E-Guide investment fund, to develop e-learning across the provision with particular emphasis on targeted socially deprived groups and venues. NLDC funding has also developed access to e-learning through Neighbourhood Learning Centres and targeted course programmes.

One additional member of staff has been trained as an e-guide and has developed the use of e-learning across the service through team training sessions. Over 90% of staff and learners have access to e-learning tools and most tutors have access to an e-learning champion, e-mail, websites, equipment and a virtual learning environment.

E-learning is now embedded throughout the RARPA (Recognising and Recording Progress and Achievement) process to support course selection, teaching, learning and progression.

Information Advice and Guidance (IAG) Strategy

The provision of high quality information and advice is central to our mission. We believe that IAG should be available at all stages of the learner's journey and is the core of learner's progression. We ensure that our contracted providers and project partners either have matrix accreditation themselves or they invite matrix

accredited organisations or qualified advisors into their provision to deliver timely information and advice to their learners. The Council delivers an information and advice service to people living or working in West Berkshire from its Newbury town centre offices by telephone, email or one to one during a personal visit.

Delivering high standard IAG to a diverse group of learners is a challenge in a large rural area so our resources are increasingly channelled into our outreach services. We have built up internal and external partnerships to support this and in 2010-11 we will work in partnership with internal and external training and IAG providers e.g. Next Step providers, Job Centre Plus and its sub contractors, Business Link and Sovereign Housing to deliver advice to people wishing to take up learning opportunities for their own interests or to support them to get the skills and qualifications to get them into work. The Council provides an outreach service to learners unable to travel to the town centre, to learners on its community projects and to parents/carers attending Children's Centres. The Workforce Development Officer for Early Years and Childcare makes regular visits to all childcare providers and tutors in adult and community learning are regularly made aware of training opportunities through individual emails, observation of teaching and learning and the publication "Making it Happen".

The team specialises in promoting careers in childcare and adult learning, it has a responsibility for up-skilling current practitioners and teachers and is committed to creating a more skilled workforce.

West Berkshire Council Fee Policy on Adult & Community Learning Provision 2009-10

1) Fees and Fee Concessions

West Berkshire Council delegates responsibility for the setting of adult education fees to contracted providers, who retain fee income to support the provision made, however contracted providers are required to negotiate any fee increase with the Council. Since 1999/2000, however, we have introduced an approach to the reimbursement of lost fee income which means that providers are no longer financially penalised for recruiting from certain disadvantaged groups. Under current Council policy (as reflected in the adult education contract) all providers are expected to offer a reduction on the hourly fees charged to students if this is fair to other learners in their provision:

30% Reduction

- resident in West Berkshire and aged 60 or over;

50% Reduction

- in receipt of a Jobseekers Allowance;

- in receipt of means tested benefit, including Pensions Credit Guarantee
- who receive a Disability Allowance, or who care for those with a Disability Allowance and are attending the same course.

Councillors will be reviewing this policy early in 2011

No fees are charged to learners on targeted provision such as the “Twilight” courses for learners with learning difficulties and / or disabilities, First Steps, Wider Family Learning and FLLN.

3) Learner Support - Discretionary Support Arrangements

As the Council contracts out its adult and community learning, it is at provider discretion whether a learner is eligible for funding to support their childcare, travel and /or other costs. The Council takes no policy-line on this; however it would prove administratively impractical to offer hardship grants at a distance from the actual provision. Newbury College has a Hardship and Access Fund that all learners can apply to for assistance with fees, transport, additional costs for their course e.g. equipment and materials and for registered childcare. The Council also puts aside an agreed sum each year for learner support at Newbury College for learners on ASL funded courses and managers apply for support for learners from this fund using the attached form

The Council offers support to community projects requesting funds for childcare provision for adults engaged on initiatives secured via the Community Education Fund.

Additionally, it is Council policy that no fee shall be charged to adults with learning difficulties and/or disabilities attending a discrete adult education class supported by Council funding.

Learners on a number of our courses supported by our Community Education Fund do not pay fees so long as this was agreed by the Panel. Crèche facilities are often provided to Community Education Fund Projects.

Equal Opportunities – inclusion statement

As a member and co-ordinator of the West Berkshire Adult and Family Learning Partnership the Council will work to eliminate unlawful discrimination, promote equality and good relations within all sectors of the community.

Organisations working across the partnership will deliver services for adults and families that do not discriminate on the grounds of gender, age, ethnic origin, race, disability, immigration status, social, cultural or economic status, nationality, faith, religious beliefs, responsibility for dependents or sexual

orientation. It is also recognised that inequality and disadvantage can occur as a result of a variety of circumstances including where people live.

Promoting equal opportunities is everyone's responsibility from learners in the classroom through to tutors and managers

Key Strategic Challenges

The key strategic challenges for the Adult and Community Learning Service are:

- The emerging policy of the Skills Funding Agency to have minimum contract levels of £500,000 rising to £2 million
- The cuts in public services and their effects
- Higher costs of delivering provision
- The effects of the recession
- The new policy of the new coalition government to reform adult and community learning
- The emerging vision of learning in the community following the consultation on informal learning
- The changing model of Personal and Community Development Learning
- New funding mechanisms
- The move towards self regulation in further education
- A changing market for skills
- A changing workforce
- A new qualifications framework
- A new curriculum offer in the Foundation Learning curriculum, Progression Pathways and replacement of First Steps
- Professionalisation of the workforce
- The introduction of Framework for Excellence and other external performance measures coupled with the Skills Funding Agency's increased powers of intervention
- The changing focus of inspection and anticipated future revisions to the Common Inspection Framework
- The changes in the government's national indicator set for local authorities and local authority partnerships which will provide information on performance against national priorities

Key Performance Indicators

Overall Planned Learner Numbers 2010-11

Funding Stream	PCDL	FLLN	WFL	FFS	FLIF	Total KPI	BNLCP (NLDC)
£	£300,326	£20,100	£53,370	£99,427	£8,400		£10,000
Target number of Learners	2500	48	200	270	36	3054	300

	Targets 2010 -11
Prime targets	
Overall number of learners	100%
Proportion of learners who are male	34%
Proportion of learners with LDD	16%
Proportion of learners aged 75+	7%
Proportion of learners from minority ethnic groups	14%
Proportion of learners from areas of deprivation	26%
Proportion of learners from areas of low participation	30%

Secondary Targets	
Proportion of courses that run in rural areas	25-45%
Proportion of fee paying learners claiming concessionary	2-5%

fees as they are in receipt of benefits	
Proportion of learners aged 60+	26-32%

Attendance	2010-11
% Attendance (contracted provision)	78%
% Attendance Community Projects , WFL and FLLN)	87%

Retention	2010-11
% Retention (contracted provision)	90%
% Retention(Community Projects , WFL and FLLN)	94%

References



10-1086-bis-draft-structural-reform-plan[1].pdf

Appendix 1 Action Plan:

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
1. To Increase learner numbers and meet Learning and Skills Council contract targets				
Support existing providers to develop new programmes and to attract learners	<p>Work with existing providers to develop promotional activities and to develop new provision.</p> <p>Identify ways to reduce numbers of courses cancelled especially in rural and priority areas.</p>	<p>Existing providers develop new programmes to attract learners</p> <p>Some marginally viable courses able to run</p>	<p>March 2011</p> <p>March 2011</p>	<p>Contract providers and partners</p> <p>PACLO, FLO</p>
Continue to develop direct provision (Keeping Active Programme, Community Laptops and Wider Family Learning)	Write a new strategic plan for the Keeping Active to	A successful Keeping Active Programme with plans to link learning objectives to Care plans		
Identify new providers of Adult and Community Learning	Promote the availability of funding for PCDL Provision Encourage new providers to bid for funding.	There are a wider number of providers of Adult and Community Learning in West Berkshire who will continue to develop provision so that the service becomes more	March 2011	FLO / ACLO Community Education Fund Panel

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
		sustainable and targets are met.		
2. To prepare for Inspection by Ofsted				
To be ready for Inspection	Write and deliver on a preparing for inspection action plan	West Berkshire Council, its ACL team, its internal and external partners and contracted providers are ready for inspection.	September 2010	PACLO
3. To maintain the percentage from priority target groups at 2009 -10 levels				
Deliver targeted provision and ensure that universal provision is accessible	<p>Additional equality and diversity training for tutors.</p> <p>Continue to contract with and support other council departments, Newbury College, schools, community and voluntary organisations who have developed successful provision.</p> <p>Identify additional</p>	Provision is available for "hard to reach" learners who will be engaged and achieve in learning.	July 2011	<p>Contracted Providers and partners</p> <p>ACL Team</p>

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	<p>providers who can identify and engage excluded groups.</p> <p>Undertake service annual equality impact assessments and policy equality impact assessments</p>			
4. To widen participation and promote inclusion and community cohesion				
Identify and engage additional groups of learners	<p>Attract new targeted learners through tendering process, community education fund, promotional activities, Adult Learners' week, Family Learning month. Thatcham Adult Learning week.</p> <p>Support for new providers to develop provision through the Community Education Fund.</p>	<p>Successful Community Education Fund Round 20</p> <p>New targeted provision established</p>	February 2011	Contracted Providers and Partners ACL Team

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	Deliver courses in community venues through both rural and urban areas, particularly in priority post code areas.			
Increase the opportunities for potential learners to investigate the opportunities available.	<p>Increase the number of opportunities and venues for the delivery of information and advice</p> <p>Deliver tasters and short courses, in particular for young parents and parents of young families.</p>	More learners are motivated to engage in learning in future years	July 2011	ACLO ACLA
5. To promote learning and the ACL Service to the local community and providers in the private, public and voluntary sectors				
Develop media coverage with specific focus on the role and benefits of adult	Regular news releases in local media covering local magazines, newspapers, radio, TV	Monthly editorial coverage of service in local media.	July 2011	

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
learning for the local community and Providers	and internet.			
Develop and promote Website	Website to be developed to support ACL 's wider stakeholder base. More emphasis on website as a promotion and communication tool.	Increased number of website users. Increase in enquiries from website.	Oct 2010	
Develop partnership working and awareness of local opportunities and activities.	Produce two issues of ACL newsletter – Making It Happen Encourage existing and potential Providers to participate in Adult Learning Showcase and Adult Learners Week activities. Develop the WBAFLP. Encourage Providers to participate in the Learner Achievement	People working in Adult and Community Learning are aware of good practice in the area, can access materials and share ideas.	July 2011 May 2011 May 2011 April 2011	ACLOM&C ACLOM&C PACLO/ACLOM&C ACLOM&C

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	<p>Awards.</p> <p>Develop the West Berkshire VLE for tutors and project managers.</p> <p>Develop the website to address information needs of potential Providers.</p>		<p>Nov 2010</p> <p>Oct 2010</p>	<p>ACLOM&C</p> <p>ACLAA</p>
Increase the number of individuals and groups receiving IAG services in West Berkshire	<p>Deliver CV workshops and information and advice sessions at WBC Job Fairs</p> <p>Contribute to WBC's Learning at Work Day</p> <p>Increase numbers of group advice sessions delivered.</p> <p>Develop marketing of Information and Advice service</p>	People living and working in West Berkshire are aware of the provision available	<p>July 2011</p> <p>May 2011</p> <p>June 2011</p> <p>June 2011</p>	<p>Nextstep</p> <p>ACLOM&C, ACLAA</p> <p>ACLOM&C, ACLAA</p> <p>ACLAA</p> <p>ACLOM&C, ACLAA</p>
Develop Laptop Service Sales Leads	Promote service at community level	100 laptop service learners	March 2011	ACLOM&C ACLAA

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	through parish planning groups and targeted media coverage. Produce new flyers to promote service.		Oct 2010	ACLM&C, ACLAA
Events	Learner Achievement Awards Adult Learning Showcase Thatcham Lifelong Learning Fair Community Events Adult Learners Week	The advantages of learning are promoted in the local area. The range of learning opportunities are highlighted.	May 2011 June 2011 Oct 2010 June 2011 14-20 May 2010	ACLOM&C
6. To raise achievement and retention				
Develop the Learner Involvement Strategy	Form a Learner Involvement Strategy Group Review and evaluate	Learners are able to participate in decisions that affect their learning experience and play an active role	March 2011	PACLO / QCO Contracted providers and partners

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	<p>existing learner involvement arrangements and policies</p> <p>Agree steps to improve existing learner involvement mechanisms and develop new ones</p> <p>Consider how the effectiveness of the strategy will be evaluated and reported to learners</p>	in quality improvement processes		
Continue to develop RARPA , in particular, mechanisms for recording achievement	<p>Use observation of teaching and learning action plans to support tutors to develop and negotiate appropriate learning goals for their learners</p> <p>Introduce mechanisms for verifying the records of achievement.</p>	<p>RARPA is embedded in quality assurance procedures.</p> <p>Learners' achievement can be measured.</p>	July 2011	PACLO Contracted providers and partners

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	Provide baseline data for achievement on the ILR upload to the LSC.			
Continue to improve course information	<p>Development of programme information on websites</p> <p>Development of programme information in WFL and FLLN.</p> <p>Support to new providers to develop course information.</p>	Learners are aware of the course outlines and learning outcomes before starting the course.	On going	PACLO / CQO Contracted providers and partners
7. Continuing to raise the quality of adult and family learning in West Berkshire				
Work in partnership with Berkshire Adult and Community Learning Officers Peer Review and Development Group to raise the quality of Providers in Berkshire	Action plan to be developed to include a case study of the group's activities, embedding peer review and moderation between unitary authorities, extending peer review to other	<p>Funding is successfully obtained.</p> <p>Berkshire wide training takes place to reduce costs of training</p> <p>Good practice is shared.</p>	July 2011	PACLO/ ACLO

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	groups e.g. tutors to make it an all organisation approach.	Peer review opportunities are available for managers, observers and tutors. Developments take place as a result of the peer reviews		
Produce a Quality Improvement Plan following the 2009-10 Self Assessment review	Quality Improvement Plan Developed in partnership with providers with specific, measurable, achievable, realistic, time bound objectives that are assigned to individuals to achieve.	Plan delivered to LSC portal by 20 th December 2008. Actions completed in agreed timescale.	October 2010	PACLO
Revive the West Berkshire Council ACL Providers Quality Group .	Group in place to consult on the self assessment report and quality improvement plan, to agree new and revised policies and procedures	Two meetings held and regular communication introduced.	July 2011	PACLO / FLO
To develop the skills of the West Berkshire	Linking the Strengths and weaknesses	Improved action planning for tutors.	July 2009	PACLO OTL Team

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
Observation of Teaching and Learning Team	observed and consequent action plans to the Professional Standards for teachers in the Lifelong Learning Sector	Development of a Continuous Professional Development policy and staff training plan		
8. Realise the potential of e-learning.				
To continue to develop opportunities for learners to learn anywhere, anytime.	<p>Further development of the e-learning strategy</p> <p>Additional training for tutors to develop their skills and confidence to use technology for the benefit of learners, including using the mobile learning unit, MOODLE and Sharepoint.</p>	Tutors are confident in the use of technology in the classroom.	July 2011	QCO ACLO
To continue to support Adult Learning Providers to purchase and maintain e-	Identification of funding opportunities and partnerships	Sufficient equipment is available for learners	July 2011	ACLO

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
learning technology				
To continue to deliver computer courses in the community	Deliver 16 -20 Community Laptop courses	100 new learners are introduced to computer technology.		QCO ACLO
9. Value for money				
Ensure the service gives value for money without compromising quality or learner numbers	Review fee policy and age related concessions	Clear policy on fees and fee concessions	January 2011	PACLO Portfolio Member
Benchmark West Berkshire Council Provision against other Councils.				SFO ACL Team
10. Committing to developing our understanding of sustainable development by raising awareness and by taking a sustainable view of our use of resources, our management of waste and our impact on the environment.				
Develop a Sustainable Development Policy and Action Plan	Act on consultation with tutors and managers at July 2010 Tutor Forum to produce a draft policy and action plan	Clear understanding of how adult and family learning can contribute to sustainable development.	July 2011	PACLO /FLO

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
11. Contribute to the development of skills and employability				
Engage new learners and develop their confidence so that they are motivated to continue learning and aspire to achieve national qualifications	<p>Ensure there are progression opportunities planned when developing new courses.</p> <p>Ensure that all parents on FLLN courses have the opportunity to take national tests.</p> <p>All learners are made aware of information advice and guidance opportunities</p> <p>Raise the profile of community learning in local and regional forums</p>	Learners are able to develop skills for enjoyment and employment.	July 2011	SM, PACLO

11. Develop the skills or knowledge of families, help parents / carers to be more active in the support of their children's learning and development and to understand the impact of that support

Continue to develop family learning courses through Extended Schools, Children's Centres and community organisations, Newbury College, CCB and WEA.	Promote family learning through the Newbury College brochure, CEF fliers	Target of 200 learners is achieved for 08/09 Family learning is delivered in new schools/ children centres/ organisations	July 2011	MA
Support provision of courses for parents of children with special needs	CEF project to continue to support delivery of Time Out for Special Needs courses in West Berkshire Support provider in delivering Time Out for Special Needs, Time Out for ADHD and Time Out for ASD	Targets are met for Parenting Special Children – 48 learners	July 2011	MA
Develop provision of targeted healthy eating courses in line with ECM objectives.	CEF project with Fir Tree School and Robert Sandilands and Winchcombe through Excel cluster Family Cookery	Projects to be rolled out through Extended Schools clusters.	July 2011	MA

	project at Burghfield extended services			
	Evaluation of projects			
Engage fathers in family learning provision	Kids and Dads CEF project at Burghfield extended services Evaluation of project	Maintain numbers of fathers participating in family learning provision in -09/10	July 2011	MA
12 Improve the literacy, language and numeracy skills of parents , improve parents' ability to help their children learn and improve children's acquisition of literacy language and numeracy				
Continue to offer Family Language Literacy and Numeracy courses through Extended Schools, Children's Centres, organisations, Newbury College and WEA	Newbury College to work in partnership with schools to identify learners. Work in partnership with WEA to offer a Preparing to help in schools course with progression to level 2 Helping in Schools course.	Target of 50 learners is met for FLLN courses	July 2011	MA
Newbury College to deliver Early Years Foundation Stage courses and Family ICT courses to vulnerable groups	Identify children centres and organisations to work with	36 vulnerable at risk learners recruited.	July 2011	MA

Provide opportunities for learners to achieve accreditation in literacy and numeracy	National test offered in literacy and numeracy on FLLN courses Signposting of learners to basic skills courses	Learners achieve accreditation in national literacy/numeracy tests.	July 2011	MA
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Appendix 2.

Strategic Links – Relationship to other Strategic plans

Strategy / Plan	Description of Link	Lead Person
Berkshire Economic Strategic Board Strategy for Economic Prosperity	Supporting the development of Work / Skills Plans	SH
West Berkshire Skills and Enterprise Partnership	ASL learners and First Step Learner targets are included in the plan as indications of initial engagement of learners. Targets for qualifications are also included	SH
West Berkshire Stronger Communities Partnership	This group forms the governance and consultations for the ESOL plan. It was signed off by the chair.	SH
West Berkshire Council Plan	Including Everyone – Publish a plan to raise demand for English language courses providing learners who want to maximise their employment potential and who want to support their children through school. Successful Schools and Learning – Ensure at least 30% of learners on the ASL Programme come from areas of low participation in education.	SH
Berkshire Neighbourhood Learning Centre Partnership Plan	Steering Group membership. Business and budget planning, delivering of target number of beneficiaries. Purchase, installation, updating and maintenance of equipment taking advantage of economies of scale.	SH / AP
Berkshire ACL Officers Peer Review and Development Group	Share in leading the group, share joint funding to undertake peer review and development activities. Regular meetings, joint training, joint purchasing, benchmarking.	SH
Berkshire Health and Well Being Partnership	The Older People's Service Plan, the 7 outcomes for the commission for social care in independence and well being	PM
West Berkshire Children and Young People's Trust Children's Workforce development strategy	Through the Children's Centres and Extended Services Strategy and the recruitment of the Family Learning workforce	MA AT
West Berkshire Children and Young People's Trust Parenting Strategy 2008-11	Raising children's achievement and raising the skills of parents, especially those with low levels of skill or barriers to learning, mapping of parenting support provision.	MA AT

	Supporting the delivery of family learning in schools	
West Berkshire Children and Young People's plan 2008-11 A fair chance for all children and young people.	Family Learning - Introduce a new model of direct delivery of to address gaps, continue to deliver at targeted schools, support community and voluntary groups to deliver to vulnerable and hard to reach groups, develop new provision.	MA
WB Teenage Pregnancy Strategy	Lead on the provision of courses for young parents in multi agency partnership	MA
West Berkshire Museum Education and Learning Plan	Part funding the research needed to write the plan. Working in partnership to deliver the plan.	SH
WBC Children's Centres and Extended Services Joint Strategy	Facilitating the provision of flexible and targeted services for families and children and young people Providing families with single points of access for information and advice Supporting all schools to provide access to a varied menu of activities and community access to school facilities by 2010	JS
WBC Special Educational Needs strategy	Courses for parents of children with special educational needs	MA
National Year of Reading Follow Up	Membership of the WBC National Year of Reading Steering Group to increase the numbers of people reading. Developing the Council's Literacy Policy.	MA / SH
WBC Education Service Plan	To achieve the best possible outcome for all children and Young people and adult learners. To strategically plan adult and community learning and develop the adult learning workforce, to manage the contracts with Newbury College and other providers and provide an information and advice service for people living and working in West Berkshire. <ul style="list-style-type: none"> Continue to develop the West Berkshire Adult and Family Learning Partnership Increase learner numbers and meet Learning and Skills Council targets Maintain the percentage from priority target groups at 2006/07 levels 	ACL Team

	<ul style="list-style-type: none"> ▪ Develop flexible direct delivery provision of adult and community learning to reduce dependence on sub contraction provision ▪ Identify new providers of Adult and Community Learning ▪ Increase the number of individuals and groups receiving IAG services in West Berkshire ▪ Prepare to make necessary adjustments to respond to changes resulting from the changes to Adult Safeguarding Funding ▪ Develop more systems and practices for peer review and development ▪ Help parents to support their children's learning 	
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Equality Impact Assessment Template – Stage Two

Name of item being assessed:	West Berkshire Council Adult & Community Learning Strategic Plan 2010- 11
Version and release date of item:	Version 1
Owner of the item being assessed:	Sara Hanson
Name of assessor:	Sara Hanson
Date of assessment:	November 2010

1 What are the main aims of the item?

Strategic plan for council funded adult and community learning provision for learners over 19 years old and families. It includes the Fees and Fee Concessions policy and key performance indicators.

2 What research will you undertake to inform this assessment?

Personal Community and Development Learning case study 2010.

October Learning Revolution Festival evaluation 12,000 learners.

Transformation fund projects reports and presentations to Adult and Family Learning Partnership.

ACL Team Self assessment Report.

Community Education Fund bids to identify need.

3 What are the results of your research?

Note which groups may be affected by the item, consider how they may be affected and what sources of information have been used to determine this.

(Please demonstrate consideration of all strands – Age, Disability, Gender, Race, Religion or Belief and Sexual Orientation.)

Group Affected	What might be the effect?	Information to support this.
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Age.	<p>Children may only attend family learning with a related adult or a carer. They are rarely consulted over their needs and may not be able to travel far.</p> <p>19 -25 year olds are more likely to be NEET or on a low income, may have young children, may not have transport to get to classes or access to a computer to find out what is going on.</p> <p>People over 60 are less likely to have access to their own transport to get to classes or to a computer to find out what is going on. They are more likely to have a physical disability and may need support, they are more likely to live alone and need a social activity, they are more likely to have a low or fixed income so increases in fees will affect them disproportionately.</p> <p>People over 60 are more likely to access adult education.</p>	<p>Family Learning Courses take place in schools during school time.</p> <p>NEET = young people under the age of 25 not in education, employment or training</p> <p>The number of older learners has fallen each year since 2004, percentage of over 60s has fallen by 3%.</p> <p>Number of learners age over 75 has also fallen but the percentage has remained fairly stable</p> <p>17.8% of West Berkshire's population in over 60 years old , 25% of learners are over 65</p>
Physical Disability	<p>None.</p> <p>More likely to have a low income and not to have access to transport.</p>	<p>Requests have honoured for support for transport, amanuensis and signing. Often taught in smaller discrete classes.</p>
Learning Disability	<p>Tutors may not have the skills to understand the disability.</p> <p>Learners with a learning disability are more likely to have a physical disability or health problem</p>	<p>Extra support put into the classroom, most tutors have had training in differentiation e.g. for dyslexia. Often taught in smaller discrete classes.</p>
Gender	<p>Both sexes may work part time as they may have caring responsibilities or they both may work long hours combined with childcare leaving them with little free time.</p> <p>Some women are unwaged, have little or no income and do not have access to funds to support learning.</p> <p>Thai wives of English and Bangladeshi women who wish to learn English prefer to learn in</p>	<p>Fewer males access the provision than females.</p> <p>Discussions with WBMEF.</p>

	<p>groups of friends.</p> <p>The curriculum or timing of courses may not attract males</p>	28% of learners were male in 2004 rising to 34% in 2009 – this is above the national average.
Ethnic or national origin, race or colour	<p>More people from ethnic minorities are likely be under 30 years old in West Berkshire. Lower paid ethnic minority restaurant workers often also work unsocial hours. Ethnic minority workers in the horse industry also work unsocial hours in isolated rural areas.</p> <p>Some people from ethnic minorities have a preference for qualification courses to help them gain employment</p>	<p>Census data</p> <p>Discussions with WBMEF</p>
Sexual Orientation	None	<p>Clear policies that show that harassment is unacceptable. Incidents must be reported.</p>
People with low or fixed incomes	They will be disproportionately more affected by increases in charges and are less likely to have their own transport. Low or fixed income is often caused by another disadvantage e.g . age, disability, caring responsibilities.	<p>Numbers of learners on free courses reached the targets set based on the funding available</p> <p>Numbers of learners on fee paying courses have declined steadily over the last 7 years as fees have gone up.</p> <p>Large numbers of people aged over 60 joining the U3A for free courses, large numbers taking up free provision during Transformation Fund activities and Family Fun days.</p>
People living in rural areas	May have low income I working in rural industries, may have no access to transport.	<p>West Berkshire has one of the most dispersed populations in the SE of England.</p> <p>204 people per square mile</p> <p>However 20% of the population live on the edge of Reading</p>
Responsibility as	More likely to have a low income, may have	Responsibility as a

a carer for children and other relatives.	difficulty getting out of the house and need to access on line services. Can be subject to stress.	carer for children and other relatives.
Further Comments relating to the item:		
The major barriers to accessing the provision are lack of time, low income, poor transport and preference for type of provision which may affect any group.		

4 What actions will be taken to address any negative effects?			
Action	Owner	By When?	Outcome
Contract with new providers to ensure a wider choice of venues so learners do not have so far to travel	SH	July 2011	More classes take place in rural venues
Increase number of courses for groups with special requirements.	SH	July 2011	Classes are organised for discrete groups e.g. Thai wives, Bangladeshi chefs, racing industry workers, older learners, carers.
Reduce cost of provision if possible	SH	July 2011	Shorter courses over 4 terms, Free tasters, free short IT courses to follow on from Transformation Fund.
Continue to develop opportunities for online courses and getting information online.	SH	July	Continue to offer webinars, improve the information on the website, begin to develop access to resources online by training tutors so eventually they will make resources available to learners.

5 What was the final outcome and why was this agreed? (Was the item adjusted, rewritten or unchanged?)
--

6 What arrangements have you put in place to monitor the impact of this decision?

Annual Self Assessment of Adult Learning Provision

7 What date is the Equality Impact Assessment due for Review?

When next Adult Learning Plan is written – possibly March 2011

Signed:

Date:

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Individual Executive Member Decision

Title of Report:	School Place Plan 2010
Report to be considered by:	Individual Executive Member Decision
Date on which Decision is to be taken:	13 January 2011
Forward Plan Ref:	ID2202

Purpose of Report: To report on the LA's duty to provide enough places for pupils resident in its area

Recommended Action: To approve the School Place Plan

Reason for decision to be taken: The Plan outlines how the LA will meet its statutory duty with regard to school places for pupils resident in its area

Statutory: ☐ **Non-Statutory:** ☒

Other options considered:

Key background documentation:

Portfolio Member Details	
Name & Telephone No.:	Councillor Barbara Alexander - Tel (01635) 201320
E-mail Address:	balexander@westberks.gov.uk

Contact Officer Details	
Name:	Caroline Corcoran
Job Title:	Service Manager (Advice, Information, Training and Access)
Tel. No.:	01635 519030
E-mail Address:	ccorcoran@westberks.gov.uk

Implications

Policy:	The School Place Plan includes the key principles which underpin strategic school place planning decision-making.
Financial:	None
Personnel:	None
Legal/Procurement:	None
Environmental:	None
Partnering:	None
Property:	School Place Planning and Asset Management are inter-related and the teams work closely together to ensure that any proposals for change can be accommodated and are cost effective.
Risk Management:	None
Community Safety:	None
Equalities:	The Plan outlines how school place planning takes account of the diverse nature of schools, pupils and communities.

Consultation Responses

Members:

Leader of Council: Graham Jones

Overview & Scrutiny Management Commission Chairman: Brian Bedwell

Select Committee Chairman: Irene Neill

Ward Members: N/A

Opposition Spokesperson: Alan Macro

Local Stakeholders: Consultation with schools will take place through a programme of refresh meetings on an Area by Area basis.

Officers Consulted: Margaret Goldie, Ian Pearson

Trade Union: N/A

Is this item subject to call-in.	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
If not subject to call-in please put a cross in the appropriate box:		
The item is due to be referred to Council for final approval	<input type="checkbox"/>	
Delays in implementation could have serious financial implications for the Council	<input type="checkbox"/>	
Delays in implementation could compromise the Council's position	<input type="checkbox"/>	
Considered or reviewed by OSC or associated Task Groups within preceding 6 months	<input type="checkbox"/>	
Item is Urgent Key Decision	<input type="checkbox"/>	

Supporting Information

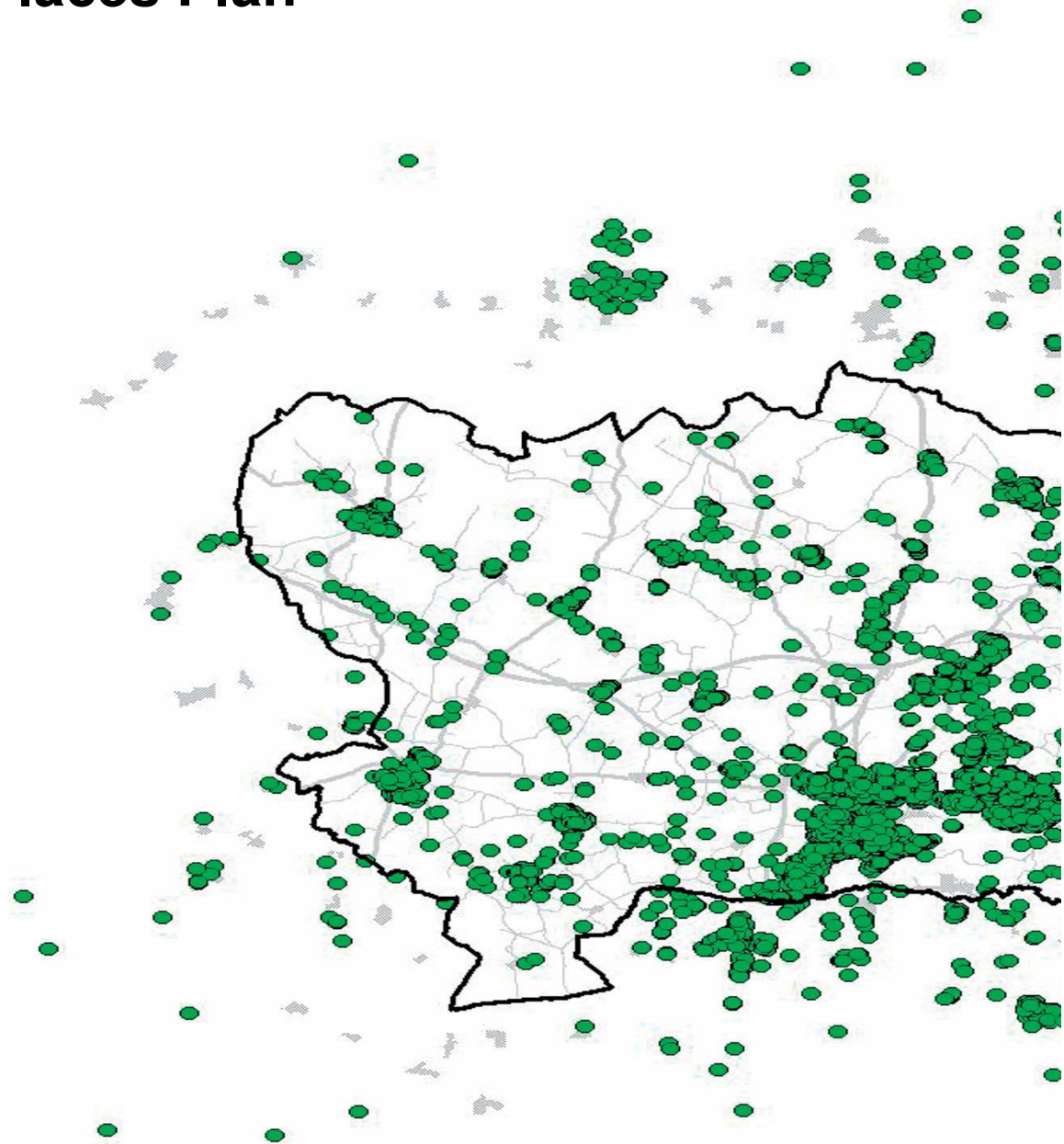
1. Background

- 1.1 West Berkshire Council's aim is "to enable all children and young people to maximise their potential while intervening positively to ensure that the most vulnerable have an equal opportunity to succeed". To achieve this the Council provides high quality education through a diverse provision of school types giving a wide selection of school places in order to maximise meeting parental preferences as much as possible.
- 1.2 The Local Authority (LA) has a duty to provide enough places for pupils resident in its area. The duty extends to managing those school places by controlling both over and under supply of places, as well as ensuring diversity in the type of places provided. In addition, the LA has a strategic planning role for the provision of sufficient places over time. The planning of school places therefore aims to achieve a workable balance between the number of places available in the LA and the number of pupils for whom the LA will need places. To meet this duty, the LA monitors the number of places and pupils through forward planning. Whilst it is no longer a statutory requirement to produce a School Organisation Plan, the School Place Plan summarises the position with regard to school place planning.
- 1.3 The Plan sets out the basis on which school places are provided and managed within the LA and the context for the future organisation of required places. The Plan will be reviewed (at least) annually, being updated in line with changes in the factors that influence the demand for places the area, e.g. new housing or changing demographic profile. The Plan assesses the need to remove or add places within schools and describes the policies and strategies employed when managing the number of places and where they are geographically located. It also sets out the strategic framework for the provision of school places and the setting for the future organisation of school places in West Berkshire.
- 1.4 The Plan is not a static document, but a constantly evolving picture of school places within West Berkshire. It is the subject of regular review and is part of the Council's rolling refresh of school place planning information on an Area by Area basis, which includes consultation with schools.

Appendices

Appendix A – School Place Plan 2010

School Places Plan 2010



Contents

INTRODUCTION.....	5
PRINCIPLES REGARDING THE PROVISION OF SCHOOL PLACES	2
Corporate Aims	2
Principles of School Place Planning	2
School Performance	3
Access and Diversity	3
Categories of Schools.....	3
Encouraging Diversity.....	4
Appropriate School Size	5
Primary Schools	5
Secondary Schools.....	6
Special Schools	6
Small Schools.....	6
New Housing Developments.....	7
Capital Investment.....	8
Accessibility of Schools	8
Schools in the Wider Community	8
Meeting Special Educational Needs	8
Reintegration Service and Pupil Referral Units	9
The expansion of successful and popular schools	10
Admissions Issues.....	11
Response to Parental preference	11
Early Years and Childcare	11
Collaboration for provision to pupils aged 14-19	12
MANAGING THE SUPPLY OF SCHOOL PLACES.....	13
School Capacity	13
Decreasing Capacity and Removal of Surplus Places	14
Increasing Capacity	15
Pupil Forecasts.....	16
Population Overview.....	16
Pupil Migration and Mobility	18
Birth Data	19
Primary School Forecasts.....	19
Secondary School Forecasts	20
DEVELOPMENTS IN SCHOOL ORGANISATION SINCE THE LAST SCHOOL	
ORGANISATION PLAN.....	21
Changes to Primary Schools	21
Changes to Secondary Schools	21
Changes in Special Schools	21
Changes in Early Years provision.....	21
PRIMARY SCHOOLS – ANALYSIS BY SECONDARY SCHOOL CATCHMENT.....	22
Overview	22
AREA 1: BURGHFIELD / MORTIMER	23
Area Characteristics	23
Demand and Forecasts	23
Secondary School - The Willink School	24
Demand for The Willink School.....	24
Pupils attending the Willink School	24
AREA 1 - ANALYSIS.....	25

AREA 2: EAST – CALCOT /TILEHURST	26
Area Characteristics	26
Demand and Forecasts	26
Secondary Schools - Denefield School, Little Heath School & Theale Green School	27
Demand for Denefield School	27
Pupils attending Denefield School	27
Demand for Little Heath School	28
Pupils attending Little Heath School	28
Demand for Theale Green School	28
Pupils attending Theale Green School	28
AREA 2 - ANALYSIS	29
AREA 3: NEWBURY	30
Area Characteristics	30
Demand and Forecast	30
Secondary Schools - Park House School & St Bartholomew's School	31
Demand for St Bartholomew's School	31
Pupils attending St Bartholomew's School	31
Demand for Park House School	32
Pupils attending Park House School	32
AREA 3 – ANALYSIS	32
AREA 4: THATCHAM/ CENTRAL	33
Area Characteristics	33
Demand and Forecasts	33
Secondary schools - Kennet School & Trinity School	34
Demand for Kennet School	34
Pupils attending Kennet School	34
Demand for Trinity School	35
Pupils attending Trinity School	35
AREA 4 – ANALYSIS	36
AREA 5: WEST	37
Area Characteristics	37
Demand and Forecasts	37
Secondary Schools - John O Gaunt	38
Demand for John O'Gaunt School	38
Pupils attending John O'Gaunt School	38
AREA 5 - ANALYSIS	39
AREA 6: THE DOWNS	40
Area Characteristics	40
Demand and Forecasts	40
Secondary schools- The Downs School	41
Demand for The Downs School	41
Pupils attending The Downs School	41
AREA 6 - ANALYSIS	42
APPENDICES	44
APPENDIX 1 – Primary schools (as at January 2010)	44
APPENDIX 2 – Secondary schools (as at January 2010)	46

INTRODUCTION

1. West Berkshire Council's aim is "to enable all children and young people to maximise their potential while intervening positively to ensure that the most vulnerable have an equal opportunity to succeed". To achieve this the Council provides high quality education through a diverse provision of school types giving a wide selection of school places in order to maximise meeting parental preferences as much as possible.
2. The Local Authority (LA) has a duty to provide enough places for pupils resident in its area. The duty extends to managing those school places by controlling both over and under supply of places, as well as ensuring diversity in the type of places provided. In addition, the LA has a strategic planning role for the provision of sufficient places over time. The planning of school places therefore aims to achieve a workable balance between the number of places available in the LA and the number of pupils for whom the LA will need places. To meet this duty, the LA monitors the number of places and pupils through forward planning. Whilst it is no longer a statutory requirement to produce a School Organisation Plan, this Plan summarises the position with regard to school place planning.
3. The Plan sets out the basis on which school places are provided and managed within the LA and the context for the future organisation of required places. The Plan will be reviewed (at least) annually, being updated in line with changes in the factors that influence the demand for places the area, e.g. new housing or changing demographic profile. The Plan assesses the need to remove or add places within schools and describes the policies and strategies employed when managing the number of places and where they are geographically located. It also sets out the strategic framework for the provision of school places and the setting for the future organisation of school places in West Berkshire.

PRINCIPLES REGARDING THE PROVISION OF SCHOOL PLACES

Corporate Aims

- 1.1 The West Berkshire Council Plan describes how the Council intends to achieve its aim that children and young people will be educated in excellent, inclusive, high performing schools with high quality school buildings. This aim will be achieved by managing the provision and diversity of school places and balancing that against demand.

Principles of School Place Planning

- 1.2 As a Local Authority, West Berkshire Council is responsible for planning and providing sufficient school places in appropriate locations. In order to do so the LA must monitor the supply of school places against forecasts of future demand. School place planning and management of school places ensures that schools are of the right size all the time.
- 1.3 As the number of pupils at a school is the largest determinant of a school's budget, it means that surplus places above 10% translate into less money for the school, which may in some circumstances affect the ability to maintain standards or recruit and retain teachers. Removing surplus places and taking positive steps to rationalise schools, as well as putting surplus places to other uses in areas of less demand, ensures that the LA can generate funds that can be invested in areas of more demand. For example, in the Extended Schools programme, extra spaces at schools have been turned into community libraries, youth centres, children's centres and used for Adult and Community Learning.
- 1.4 The LA will consider reorganisation of provision under a range of circumstances. Where any major reorganisation of provision is proposed, the LA consults with the headteacher and staff, governors, the relevant Diocesan Authority (where appropriate) and relevant stakeholder groups/local community. Factors taken into account in the decision-making process include school performance, surplus places, the quality and suitability of the school buildings as well as any parental or community concerns.
- 1.5 The Council has developed a series of School Organisation protocols which detail the processes, consultations, and statutory proposal process that will be followed. These cover circumstances such as proposals for a new school, amalgamations, reorganisations and school federations. There may be adjustments to Net Capacity, for example, following a review of school numbers and teaching spaces.
- 1.6 School place planning uses the knowledge from school admissions to inform pupil forecasts, pre-empting the demand for places and aligning places to demand. It also takes account of recommendations from the Admissions Forum on matters relating to admissions and Fair Access; advice from whom is a statutory requirement for all admission authorities when considering and determining their admission arrangements.

School Performance

- 1.7 The LA supports the raising of achievement through prompt and appropriate intervention. This is done mainly through the School Improvement Team who support all schools and give targeted support to individual schools based on assessed level of performance, graded A - D. For example, an A grade is a high performing schools where support is targeted at maintaining the high standards, whilst a D grade would refer to a school in the Ofsted category of Special Measures. This method allows support to be targeted appropriately according to need and there will be prompt intervention in schools providing poor quality education.
- 1.8 School organisation and reorganisation planning takes account of performance data (OFSTED and exam results as well as other appropriate quality indicators). School place planning is supported and informed by the work of the School Improvement Service, which works with head teachers and other school staff to improve the quality of school management and the quality of teaching and learning to ensure higher levels of pupil attainment.
- 1.9 Raising achievement for all learners is a key aim of the West Berkshire Council Plan. School planning decisions should promote the improvement of educational standards. This means the performance of a school or group of schools is an important factor to be considered when changes are being formulated.
- 1.10 Statutory guidance in education links all school organisational, building and governance planning to the promotion of improvement of educational standards. Thus any decisions would be assessed for their potential to increase educational standards. Similarly any school reorganisations will be assessed for their potential to raise standards.

Access and Diversity

Categories of Schools

- 1.11 West Berkshire has a diverse co-educational mainstream provision comprising 66 Primary schools and 10 Secondary schools.

In the Primary phase, the 66 schools comprise:

- 8 Infant schools (4 - 7)
- 7 Junior schools (8 - 11)
- 51 Combined Primary schools (4 - 11)
- (Within these schools are 14 Nursery Classes (3 - 4))

Of these:

- 20 Voluntary Controlled schools (Church of England),
- 14 Voluntary Aided schools (11 x Church of England and 3 x Roman Catholic)
- 32 Community schools.

There are also:

- 2 Special Schools (2 - 19)
- 2 Community Nursery Schools (3 - 4)
- 2 Pupil Referral Units

In the Secondary phase, the 10 comprehensive schools (age 11-18 years) comprise:

- 6 Community schools
- 1 Voluntary Aided school (without a religious character)
- 3 Foundation schools

Encouraging Diversity

- 1.12 The LA recognises that local communities are diverse and supports the local management of schools. This means that schools need to serve their local community and where the needs of the community are best served by some specialism or federated/trust type governance, the LA will support it.
- 1.13 The current pattern of school provision includes Faith schools and Foundation schools. The governors of these schools as well as the Catholic and the Church of England dioceses work closely with the Council. New categories of school introduced in recent years include Trust schools, which are Foundation schools with Trust governance, and Academies which were subject to new legislation from July 2010.
- 1.14 There is currently good diversity in school provision in West Berkshire and the Council is committed to maintaining such provision in the future. All the secondary and special schools have at least one specialism. All secondary schools have Sixth Forms. A list of schools and their specialisms are shown in the table below:

School Name	Specialism(s)
Denefield School (F)	Technology
The Downs School (F)	Language
John O Gaunt Community Technology College	Technology
Kennet School	Technology; Modern Foreign Languages; Theatre Arts
Little Heath School (VA)	Science and Maths
Park House School and Sports College	Sports
St Bartholomew's School (F)	Business & Enterprise
Theale Green Community School	Arts; Science
Trinity School and Performing Arts College	Performing Arts
The Willink School	Language
Brookfields School (Special)	Cognition and Learning
The Castle School (Special)	Communication and Interaction

F = Foundation school

VA = Voluntary Aided school

Appropriate School Size

1.15 School size is becoming an increasingly important factor in discussions concerning school effectiveness, particularly those concerning cost-effectiveness. School sizes are often referred to in terms of a number of Forms of Entry (FE). Each Form of Entry is regarded as referring to a group of 30 pupils admitted as a single year group; therefore a 1FE school would admit and contain a maximum of 30 pupils at the normal point of entry and in each year group. Schools, depending on their capacity, may be able to admit multiples of this figure each year, including half forms of entry where appropriate (i.e. 1.5 FE = 45 pupils). A study on 'Better Schools' (1985) concluded that:

- 5-11 schools where possible should be at least 1FE (form of entry);
- 7-11 schools where possible should be at least 2FE;
- 11-16 schools with 5FE or fewer would be unlikely to offer a good curriculum without disproportionately generous staffing; and,
- Sixth forms should have at least 150 students.

More recently, the Council's Primary Strategy for Change document reiterates the desire for schools to be multiples of 1FE. The Audit Commission have suggested a minimum sixth form size threshold of 160.

1.16 West Berkshire Council plans school places in appropriate school sizes that will support:

- Adequate curriculum coverage and curriculum choice
- Viable and sustainable schools which do not require disproportionate financial support
- Viable class organisation structures
- Adequate non-contact time for staff
- Sustainable sixth form provision where appropriate

Primary Schools

1.17 The rural / urban split across the LA area means that there is not a standard pattern of provision in terms of size of school. This is considered to be a strength because it allows for variability and flexibility to match number of school places to local conditions, rather than adhering to formulaic fixed and often inflexible sizes of school that could result in inefficiencies.

1.18 In West Berkshire, the size of a school is aligned to the Pupil Admission Number based on the net capacity of the school. The emphasis in existing schools is on the provision of schools of sufficient size, good quality and standards to deliver the high quality education in a cost-effective manner.

1.19 The optimum size for new Primary Schools is within the range of 210 places to 420 places (1FE to 2FE) ¹ and the Council will seek to open new "all-through" primary schools of 1, 1.5 or 2 forms of entry. However, the final determination will be made on a case by case basis.

¹ This number excludes nursery, e.g. F1 stage

Table 1.19 Primary School Sizes

Admission number	Below 1/2 Form Entry	1/2 Form Entry	1 Form Entry	1 1/2 Form Entry	2 Form Entry	2 1/2 Form Entry	Above 2 1/2 Form Entry
No. of schools	6	16	18	6	15	1	4

Secondary Schools

- 1.20 At the secondary school level, school size varies across the LA, with admission numbers ranging from 120 to 280 pupils. The Audit Commission has suggested that a secondary school as one with 600 or less pupils could be regarded as a small school. Furthermore, it has indicated the optimum size for an 11-16 age secondary school as between 900 to 1200 pupils. The size of secondary schools in the authority is based on individual circumstances, resulting in a wider range of admission numbers. Table 1.T2 below shows the range of secondary school sizes by the number of forms of entry.

Table 1.20 Secondary School Sizes

Admission number	4 Form Entry	5 Form Entry	6 Form Entry	7 Form Entry	8 Form Entry	9 Form Entry	10 Form Entry
Number of schools	1	0	4	1	2	1	1

Special Schools

- 1.21 Special schools need to be of a sufficient size to provide the necessary opportunities for the needs of the range of pupils they admit, and to be able to act as resource/outreach centres for other schools and pupils. Their optimum size will depend on the age range of pupils and the types of special educational needs that they cater for. The LA has two special schools which take children with severe/profound/multiple learning difficulties across the age range of 2-19 years. In cases where the type of special educational needs cannot be met within the LA, the appropriate special school or special setting is sourced in other Local Authorities.

Small Schools

- 1.22 There is no agreed definition of what constitutes a small school and the term is used in different ways with parameters set differently for different reasons. The Audit Commission have referred to primary schools with 90 pupils and secondary schools with 600 or less pupils as small schools. The predominately rural nature of the LA area means that there are a large number of small rural schools. On the basis of the Audit Commission's definition, 20 out of the 66 primary schools (30%) in West Berkshire would be considered as small schools.

1.23 West Berkshire has undertaken a Small Schools Review using the parameter of schools with less than 100 registered pupils. The Council is committed to supporting small schools and the Review focused on strengthening the viability of small schools to deliver high quality education, with a focus on pupil entitlement and outcomes and community contribution. The outcomes of the review were:

- Review of the DSG formula and small schools' funding by the Heads' Funding Group/Schools' Forum
- Encourage schools to explore the benefits of affiliations, creative partnerships and federations (structural and non-structural) where appropriate.
- Encourage the sharing of capacity and resources e.g. business managers and curriculum expertise
- Establish a set of broad criteria that could trigger a support and viability review to consider the best way forward for a school. These criteria would include pupil numbers and trends, standards, finance and Headteacher/staff recruitment issues.
- Develop an accommodation entitlement schedule, and assess schools against this. Deficiency to be added to capital programme criteria
- Develop a means by which innovative building solutions can be shared and school based projects can be offered project management support
- Review the feasibility of cooking meals on all sites
- Work with schools to promote and share community links

New Housing Developments

1.24 New housing developments usually increase demand in the system. Where developments are proposed in areas where pupil numbers are already at or over capacity, the effect of the all planned and actual developments are included in our assessment of impact. The process is further explained in the Council's Primary Strategy for Change and supplementary Topic Paper 3 for Education. The Capital Investment Strategy and School Organisation Planning take account of the sustainability and pupil forecasts of existing schools and explore how to plan for the required number of school places. The Council has a policy and process for seeking Section 106 contributions from developers and for using these for schools in the area affected by a development. These principles apply to new schools resulting from new housing developments as well as school relocations to new sites and on-site expansion works. In respect of major new housing developments and where the indicated pupil numbers warrant, the Council's policy is that:

- a new primary school should be provided with the development (in line with the approach on school size in paragraph 1.19)
- where developments are large enough to yield viable secondary school, a six form entry secondary school will be considered as a minimum requirement, where this will not create surplus places
- new schools should be within walking distance with safe walking routes for catchment area pupils, and with safe cycling routes for cyclists.

Capital Investment

- 1.25 Funding for additional capacity can be sourced in a number of ways including Basic Need bids to the DfE and private funding taking into account any borrowing approval requirements from the DfE. The Council also raises money from Section 106 contributions from housing developments as set out in the various Town and Country Planning legislation and regulations. The LA has developed a process for obtaining funding from housing developments (supplementary Topic Paper 3 for Education refers). This is an important source of funding school places. The Council should review the guidelines on use of funds to take into account the effects of parental preference on where the impact of new pupils is actually felt.

Accessibility of Schools

- 1.26 A key focus for the Council is to ensure that all pupils have access to high quality educational provision, irrespective of where they live and their social and personal circumstances. The LA provides for inclusion into mainstream education for the majority of pupils with a disability. However, there are a number of mainstream schools which host special needs resources bases for specific disabilities. The Council also maintains two special schools for pupils with specific needs which cannot be fulfilled in a mainstream setting. The Topic Paper 3 for Education also covers the position on S106 contributions for SEN.
- 1.27 In terms of general accessibility of buildings, in line with statutory requirement, work has been undertaken to modify entrances to and access within many schools, improving toilet facilities and providing wheelchair accessibility. Accessibility work remains ongoing.

Schools in the Wider Community

- 1.28 All West Berkshire schools offer extended services either through direct delivery of signposting. The range of services include:
- A safe place for children to be from 8 am - 6 pm
 - Parenting support
 - Study Support for school age children and young people through a varied menu of activities
 - Swift and easy access to support services
 - Community access to school sites outside school hours
 - Provision of adult and family learning

Meeting Special Educational Needs

- 1.29 Special Education provision is provided through:
- Two Special schools for severe, profound and multiple learning difficulties, and learning difficulties associated with an autistic spectrum disorder. There is not a fixed admission number and admission is dictated by appropriateness of placing. These schools take Nursery, Primary and Secondary aged children 2 – 19 years.
 - Specialist SEN Resources attached to schools. There are 7 SEN Units attached to Primary schools and 4 SEN Units attached to Secondary Schools.
 - Inclusion in mainstream education at mainstream schools where possible.

- 1.30 Within the primary phase there is a suitable and sufficient range of resourced provision to meet current and expected needs, as follows:

Type of Provision	Location of Provision
Autistic Spectrum Disorder (ASD)	Theale Primary School
Language and Literacy (LAL)	Theale Primary School
Hearing Impaired (HI)	Westwood Farm Infant and Junior Schools
Physical Disability (PD)	Speenhamland Primary School
Speech and Language (SAL)	The Winchcombe School
Language and Literacy (LAL)	The Winchcombe School

There is one centrally located primary Reintegration Pupil Referral Unit which is attended on a part-time basis. There are currently sufficient places to meet service needs.

- 1.31 The Council's has made a commitment relating to the inclusion of pupils with SEN into mainstream schools. For example:
- Nursery pupils from the Castle special school are co-located with Victoria Park Nursery.
 - Primary schools are part of a rolling programme to increase accessibility to their premises.
 - Opportunities to expand the Resource Base (ASD) at Theale Primary school are being explored
 - Co-location of Castle post-16 on College site
 - Provision of resources supporting inclusion in mainstream schools and the co-location of the special schools will be considered within the Primary Strategy for Change programme.

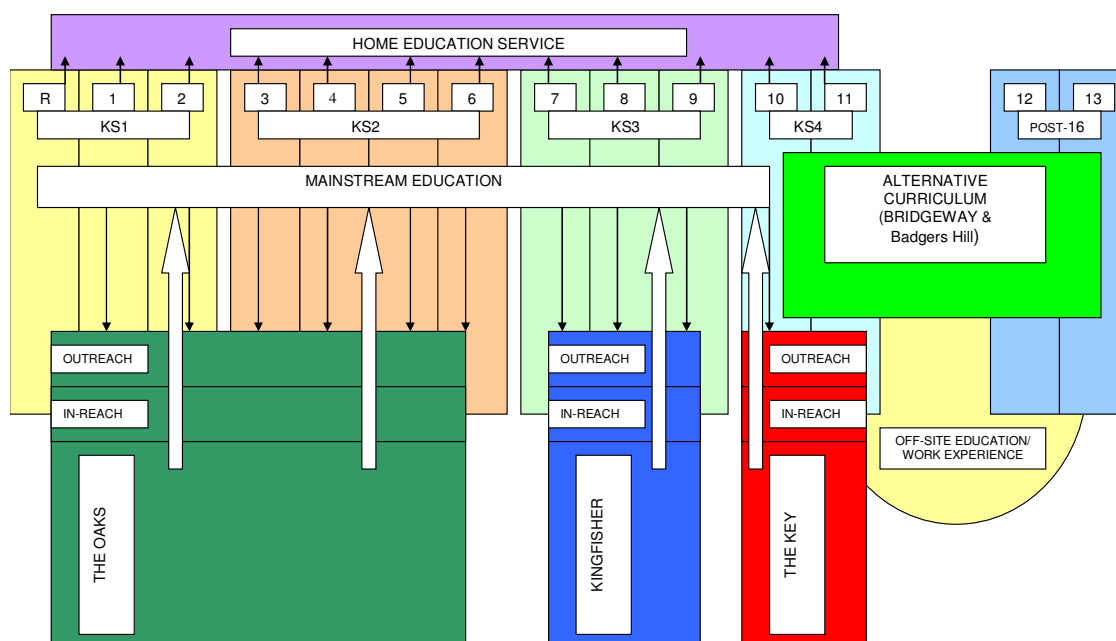
- 1.32 Within the secondary phase there is a suitable and sufficient range of resourced provision to meet current and expected needs, as follows:

Type of Provision	Location of Provision
Autistic Spectrum Disorder (ASD)	Theale Green Community School
Hearing Impaired (HI)	Kenet School
Physical Disability (PD)	Kenet School
Specific Literacy Difficulty	Trinity School

- 1.33 Within the West Berkshire area, there are also non-maintained providers, such as Mary Hare School for Hearing Impaired. The Council will place children with very specialist requirements outside the LA if they require very specialised facilities, but the number of pupils in this category is small.

Reintegration Service and Pupil Referral Units

- 1.34 West Berkshire operates two Pupil Referral Units: Alternative Curriculum (14-19 Key Stage 4 – that includes Badgers Hill, Bridgeway and The Porch) and the Reintegration Service (that includes The Oaks, Kingfisher, The Key and the Home Education Service as well as various assistance with In-reach and Out-reach support). The Reintegration Service provides short stay facilities as the focus is on re-integration into mainstream education as quickly as possible. The detail of how this provision links with mainstream education is shown in the diagram below:



The expansion of successful and popular schools

- 1.35 Some schools are more popular with parents than others and parents can be disappointed if they do not secure a place for their child in their preferred school. In an effort to satisfy parental preference, the DFE has encouraged the expansion of popular schools by giving guidance that the existence of surplus places should not be used to prevent the addition of additional places to popular schools. The LA is committed to examining ways of increasing parental choice in school admissions and ensuring that places are located where parents want them.
- 1.36 In West Berkshire, school place planning policies and procedures are tailored to schools expanding when a number of indicators become apparent, such as:
- Where a school is unable to accommodate catchment area pupils at the first point of entry
 - Where infant class size regulations cannot be maintained and there are no spaces in schools within 2 miles
 - Where there is an observed rise in Reception Year intake that takes a school above its published admission number and a rise is sustained for three years, taking into account the number of catchment area pupils in that year.
 - Where the output of brown-site in-fill housing developments result in increases in catchment area pupils arriving at the school is observed and peaks at a level above the planned admission number
 - Where the site of a school with rising catchment pupils participation allows for proportionate expansion, taking into account the points above.
 - Where the provision of an additional classroom will not lead to surplus places or the filling of those places by children who have to travel a long distance to the school.

Admissions Issues

- 1.37 The School Admissions and Transport team administers admissions to schools through the West Berkshire Co-ordinated Admissions Scheme, in line with the requirements of the School Admissions Code 2010. Legislation requires that admissions to all types of schools in an area, whether Community, VC, VA or Foundation, are co-ordinated and administered by LAs. The LA also manages the In-Year co-ordination of admissions of school age pupils who arrive in the area during the academic year or wish to transfer schools.
- 1.38 An In-Year Fair Access Protocol exists to manage the appropriate allocation of school places when no school places exist for new arrivals or where transfers are considered in the interest of the pupils, with decisions taken by a Pupil Placement Panel (PPP); this also ensures that no school receives more than their fair share of difficult or challenging pupils. Other legislation which affects admissions includes the:
- requirement to maximise parental preference for school places
 - independent appeals process; decisions from which must be accepted by admissions authorities
 - Infant Class Size Legislation, which limits the class size to 30 children, the majority of which are 4, 5 or 6 years old, being taught by a single qualified teacher. Infant Class size continues to be an issue in some areas, where alternative places are not easily accessible.

Response to Parental preference

- 1.39 It is the Council's policy to meet parental preference wherever this is possible for all school admissions at any time of the year, in accordance with the requirements of the law. The Council had developed robust oversubscription criteria which are applied consistently to achieve fair school places allocation outcomes for Community and VC schools. Admission arrangements are consulted on and agreed annually by Council members for Community and VC schools and by governing bodies for VA and Foundation schools. These include the oversubscription criteria which will determine how places will be allocated for each school.
- 1.40 In West Berkshire, the wide diversity of types of schools in the LA makes it possible for a large percentage of parents to be allocated their first preference school. On average 83% of parents gain their first preference for primary school and 90% their first preference for secondary school. The admissions team works consistently with headteachers and all governing bodies, including those that are their own admission authorities, in order to achieve a system that maximises parent's ability to gain their preferred schools, bearing in mind admission numbers and capacity of schools as well as the need to provide effective and efficient education for all pupils.

Early Years and Childcare

- 1.41 In West Berkshire all three and four year olds have access to the 15 hours Free Entitlement to early education and care through the delivery of EYFS (Early Years Foundation Stage). The Free Entitlement is available in maintained nursery classes and schools, pre-schools, day nurseries, private nursery and independent schools and with accredited childminders. West Berkshire currently has 2 nursery schools, 13 schools with nursery classes and 87 PVI (private, voluntary and independent) settings. West Berkshire operates a single point of entry into school for children once they are 4 years old. This place may be deferred until the child reaches statutory school age.

- 1.42 Sufficiency of early years' provision is assessed every 3 years. This is a statutory duty within the Childcare Act 2006. The 2008 audit found that:
- There is currently sufficient childcare, including early education places, for children under 5 in West Berkshire;
 - Transport is an issue for families where early years provision is not within walking distance; this particularly affects rural areas.
- 1.43 Sure Start Children's Centres exist across West Berkshire offering a range of services to meet the needs of 0-5 year olds and their families. Services operate from the centre and through outreach into other communities. This is particularly important in rural areas. Information regarding early years provision is available from the Family Information Service at www.familyresourceserviceuk.org or 0800 3289148

Collaboration for provision to pupils aged 14-19

- 1.44 West Berkshire Council is committed to working in partnership with schools and colleges regarding the provision of 14-19 opportunities in the county. Strategic planning for post 16 provision reverted to the Local Authority from April 2010. West Berkshire Council works closely with schools, colleges and work-based learning providers to ensure that post-16 provision responds to the changing national agenda and meets local need.
- 1.45 The LA offers 14-19 education in its secondary schools, with each school having 6th form provision. Provision is also made at both special schools in the area and in an Alternative Education PRU. Newbury College offers further education opportunities. There is also access to colleges outside of the West Berkshire area within reasonable travelling distances.
- 1.46 The statutory change to raise of the age of participation to 18 from must also be factored into school place planning. The change is being phased in and will raise the education leaving age to 17 in 2013 and to 18 from 2015. Although many 16+ students may prefer to undertake work based learning, there could be a growth of students staying on at school, or on the role of the sixth form whilst attending other institutions for course elements. As reforms of the 14-19 agenda continue, the Council will develop plans to ensure that adequate, high quality facilities are available to support emerging requirements.

MANAGING THE SUPPLY OF SCHOOL PLACES

School Capacity

- 2.1 There is a statutory requirement for each local authority to provide sufficient school places. Discharging this duty can involve opening new schools or adding places to existing schools where extra capacity is required. It also involves rationalising school sizes, and considering federations, amalgamations and closure, as well as reducing surplus places where required. The challenge for the local authority is to provide the right number of places in the right locations at the right time.
- 2.2 Where a sudden unexpected increase in demand for school places is observed, it will be considered as a temporary increase. Temporary one year increases will be managed by means other than increasing building capacity until a sustained pattern/trend can be established. Trends cannot be discerned from single year occurrences. This approach should avoid costly permanent classroom construction and the potential outcome of excessively increasing surplus places, especially where surplus places may already be high in neighbouring schools.
- 2.3 An increase in the capacity of a school should normally only be justified where it can be shown that there are not enough places within a planning area of a two-mile radius for infant and primary schools, three miles for secondary schools, depending on the availability of safe walking routes. Consideration of increasing capacity should also be based on whole school figures across the year groups, not just reception classes, unless infant class size would be compromised; schools are required to manage their space available and size can be controlled by changes to admission numbers where necessary. Annual monitoring of a school capacity allows for the re-assessment of capacity and admission numbers for consultation during the school admissions annual consultations each autumn.
- 2.4 Variations in school admission numbers within an admission year would normally have to be approved by the Office of the Schools Adjudicator. Therefore in-year changes to admission numbers will not be supported except where there are unforeseen circumstances. In deciding where to add capacity, consideration will be given to the following:
- securing suitable provision for all children, including those with special educational needs
 - pupil place forecasts
 - actual demand and use of available places from census data
 - lack of availability of spaces in the areas defined above in other local schools
 - expanding successful and popular schools on the basis of legislative guidance and responding to parental demand, where justified.
- Such considerations will take into account the suitability of a school's buildings for expansion, including:
- the number of surplus places in adjacent catchment areas or schools within a 3-mile radius
 - the size of school
 - the sufficiency of playing field space
 - the likely impact of an expansion on the local community and on community cohesion
 - sustainability issues, including extra car journeys and other pupil transport issues.

- 2.5 Primary schools in West Berkshire generally serve their local communities and normally children living within a local area will have priority for admissions. Wherever possible provision of school places should be in the area where demand is high and should be accompanied by reduction of places and other measures in the areas of least demand.

Decreasing Capacity and Removal of Surplus Places

- 2.6 There is a requirement on local authorities to reduce surplus places although it is recognised that some surplus places are necessary for the smooth operation of placing pupils in schools during the academic year. In LA inspection work, Ofsted and the Audit Commission set criteria for a 'good' authority, which included achieving a low number of surplus places. This means less than 10% surplus overall for a local authority and no more than 25% surplus for any individual school.
- 2.7 It is not possible to eliminate all surplus capacity. A certain level of surplus places is advantageous because:
- it allows greater opportunity to respond to parental choice
 - there may be unpredicted changes to demographic patterns, with a sudden influx of children to particular areas
 - there may be special circumstances in some areas
 - in some areas, changes in the state of the economy affect the number of children leaving the state sector for the independent sector.
- 2.8 West Berkshire Council should develop a formal policy for the removal of surplus places by exploring strategies that would effectively reduce excess places where this is required, linked to workable cost effective strategies for moving places to where they are needed. In order to achieve this, an annual review is required to identify places that are not needed. Such a review would take into account trends in data, such as analysis of:
- demand for school places in the LA and the source of that demand
 - pupil migration and mobility within and into the local authority
 - forecasts
 - parental preferences
- 2.9 The reduction of surplus places is important to make best use of revenue funding and to open up capital funding opportunities for improvements. Proposals to remove surplus places should take account of the quality of education provided, parental preferences and community use of the premises. To date, some reductions have been made through:
- amalgamating junior and infant schools
 - amalgamating secondary schools
 - using excess space for extended school activities and Children's Centres
 - remodelling space use within schools to provide ICT suites and other learning support activity areas
 - decommissioning of general teaching areas.

Table 2.09 shows the number and percentage of school places as well as surplus places by category of school.

Table 2.09 Number of Places and surplus places by school Category- 2009

Category	Primary Places	Primary surplus (%)	Secondary places	Secondary surplus (%)
Community	8041	10%	7199	9%
Foundation	N/A	N/A	3902	3%
Voluntary Aided	2152	4%	N/A	N/A
Voluntary Controlled	2670	10%	1665	0%

- 2.10 Net capacity calculations produce both a physical capacity number for the school as well as an indicated admission number within a range. Calculations for all schools in the authority were carried out in 2006 as part of the Surplus Places return to the DCSF. The review of net capacity calculations is a major tool in establishing a decrease or increase in required admission numbers, and these are carried out on an individual basis for schools when required to take account of changes of space usage.
- 2.11 One way to decrease capacity would be to consider school reorganisation; this may involve the opening of a new school to replace a failing school or an amalgamation with or expansion of a neighbouring successful one. The particular circumstances would dictate if there would be a need for decrease or an increase in provision and if this possibility would improve the teaching and learning for the affected community.

Increasing Capacity

- 2.12 In addition to considering how to reduce surplus places in some areas of the LA, the Council must also consider actual and potential under supply of school places in other geographical areas, taking account of trends and available data, such as school forecasts, housing data, birth and GP registrations and parental preferences. When reviewing primary school provision, the possibility of a reorganisation to bring school admission numbers to a full form entry will always be considered. Where there is a demonstrable need for additional places, consideration will be given to the possibility of expanding existing successful and popular schools in the area. Where additional accommodation is required for a relatively short time, for example to accommodate an unusually large year group, or to provide temporary capacity whilst a new school or school amalgamation site is being constructed, temporary classrooms may be used. However, permanent accommodation will be used, wherever possible, where growth is likely to be sustained for the foreseeable future and there is a long term need. Wherever there are proposals to increase, reduce or reorganise school places, there will be consultation with the governing bodies, staff, parents, the Admissions Forum and other interested groups in the community.

- 2.13 The main school reorganisations that can increase the number of school places in an area are the building of new schools, expanding existing schools and mergers of schools. Recent legislation has introduced the concept of a competition between possible promoters for the right to open a new school, although some exceptions exist. New schools which are a result of a reorganisation, amalgamation or the replacement of existing schools may not require competitions. Academies are also outside the competition arrangements. Many factors are taken into account when considering the location of new schools and the LA aim to ensure is that schools are located within communities or within new developments. Ideally these will be within walking distance for pupils in that community, with safe walking and or cycling routes as well as being connected to public transport as much as possible.
- 2.14 New housing developments often have the effect of increasing demand in a system. Due to this, any decision on the placement of housing should take into account the effect of the type of developments on school places in the authority. There is an expectation that the impact of new developments on school places should be addressed by the development itself. This means that as far as possible the cost should fall on the landowners and/or developers through contributions within planning obligations. Capital investment strategy and school organisation planning must therefore take account of the sustainability of schools within any strategic planning. It therefore follows that school place planning should have a direct input into such plans, including the Local Development Plan.
- 2.15 The current legislation has placed a presumption for approval of proposals to expand places at successful and popular schools, if there is a strong case for these additional places. This is always considered within the context of local area capacity and effect; however, the LA is then expected to consider parallel action to remove the surplus capacity should they be created elsewhere.

Pupil Forecasts

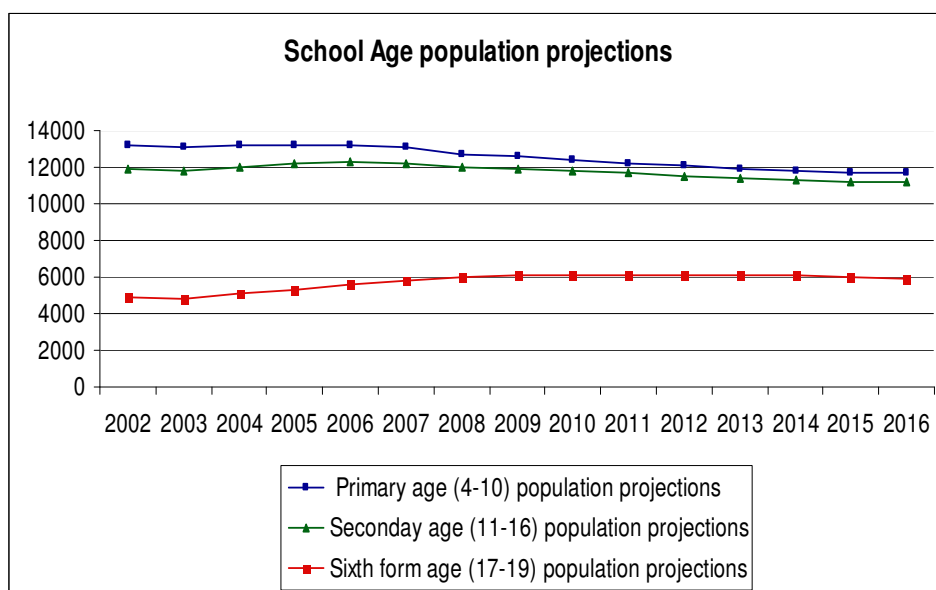
Population Overview

- 2.16 West Berkshire has a total population of just over 144,000 people living within the urban areas of Thatcham, Newbury and Hungerford, Tilehurst and Calcot. The Office for National Statistics (ONS) gives the population projections for West Berkshire as:

Year	Total population
2001	144494
2006	147955
2011	152851
2016	156574

- 2.17 The largest increase in population by 2016 is projected to be in older age groups of 50 and above but the total school age population in West Berkshire is projected to decline. For example, school age population projections from the Office of National Statistics (ONS) compared 2002 pupil numbers against projections for 2016 pupil numbers and indicated that:
- the number of 4-year old pupils would decline from 1895 to 1655 (Reception Year)
 - the number of 5-year olds pupils would decline from 1809 to 1607 (Year 1)
 - the number for 11-year olds pupils would decline from 2011 to 1787. (Year 7)

Graph 2.17 School Age Population projections to 2016 (resident population)



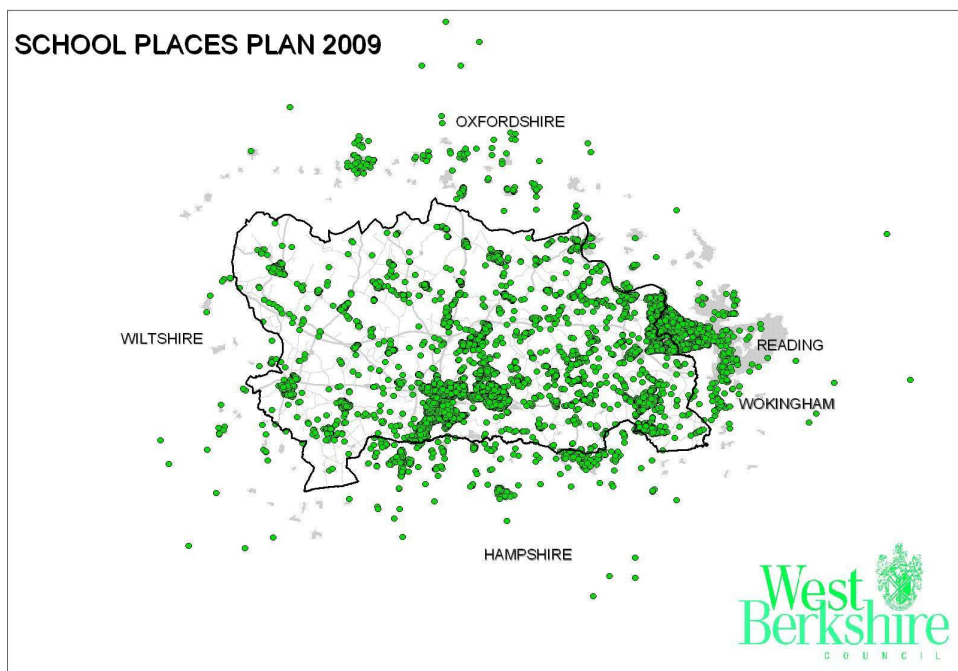
2.18 Graph above shows school age population projections from the Office of National statistics (ONS), showing a declining trend in school age pupils in West Berkshire, in the medium and long term. The Joint Strategic Planning Unit's population in Berkshire review projects the 0-15 year old population for West Berkshire as shown in the table below, and confirm the projected declining trend in numbers. It should be noted that any decline in the resident school population could be ameliorated by cross-border applicants for school places.

Table 2.18 West Berkshire 0-15 year old population projections.

Year	0-4	5 - 15
2001	9,123	21,644
2002	8,830	21,725
2003	8,759	22,279
2004	8,684	22,567
2005	8,619	22,424
2006	8,505	22,143
2007	8,418	21,802
2008	8,337	21,503
2009	8,261	21,235
2010	8,185	20,979
2011	8,119	20,730
2012	8,078	20,510
2013	8,050	20,275
2014	8,070	20,136
2015	8,106	20,049
2016	8,154	20,052

Pupil Migration and Mobility

- 2.19 Pupil mobility refers to the distances and patterns of transportation undertaken by children to attend schools on a daily basis, some of which are of a considerable distance given the rural nature of the area.
- 2.20 One level of pupil mobility that affects school places in West Berkshire is the significant movement of pupils who are resident in neighbouring local authorities who commute daily across the LA borders in order to attend schools in West Berkshire. There is high level of inward migration of pupils into West Berkshire from other LAs at both Primary and Secondary school. This is most pronounced on the Eastern border of the LA at both primary and secondary level, with other appreciable levels of inward migration on the Wiltshire and Oxfordshire borders (Secondary) and the Hampshire border (Primary). The most significant movement of pupils at both primary and secondary levels into West Berkshire is from Reading Borough Council. In some primary schools, places used by non-resident pupils averaged 40% of the provision (source 2008 WBC data). In some secondary schools the demand from neighbouring authorities is very high with over 50% of pupils being from neighbouring LAs.
- 2.21 In some areas of the LA, there is significant internal pupil mobility, often driven by parents seeking places at the more popular schools; affecting mainly the urban areas of Newbury and Thatcham. This type of internal pupil mobility affects the demand for school places in specific schools and the planning for school places to be available in line with parental preferences and where they are needed. It is worth noting that the LA is funded for the pupils they have on roll i.e. there is no inter-authority recouping of funds for mainstream provision, other than for statemented pupils.
- 2.22 Pupil migration refers to the situations where families move into different areas and specific catchment areas in the LA in order to secure a place at particular schools. This different type of movement also has an impact on school places and directly on the ability to meet catchment area demand for places at the local schools.
- 2.23 In terms of outward migration, the number of pupils who are resident in West Berkshire and go to schools in neighbouring LAs, is very small; on average less than 50 each year. Some of these are pupils seeking places at grammar schools in neighbouring authorities. The fact that West Berkshire schools are able to accommodate this level of inward migration demonstrates the level of over-capacity in the West Berkshire schools system. The scatter diagram overleaf shows the level of inward migration into West Berkshire schools. Each green dot represents a location/address where there is at least one child who attends a school in West Berkshire; and it is important to note that if there are 2 or more siblings at that address, the dots are superimposed and therefore there are more pupils than the visible countable dots.



Birth Data

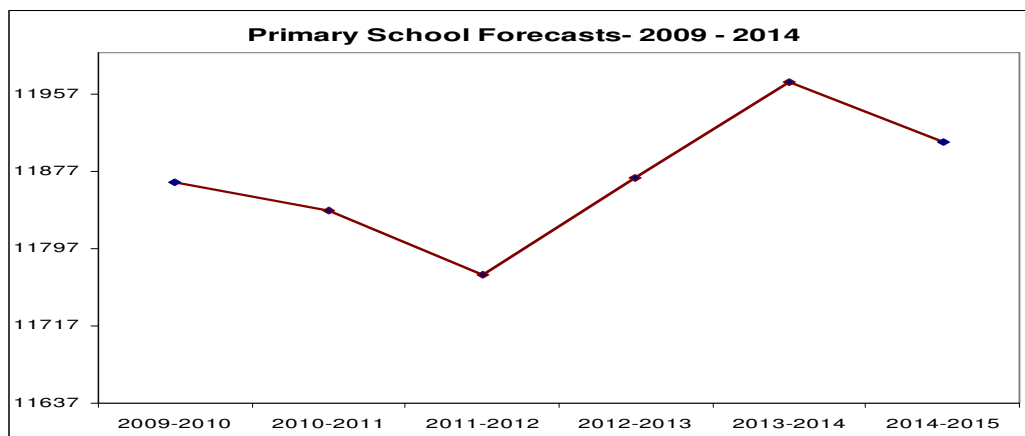
2.24 Birth data is used in forecasting methodologies in a variety of ways. It is usually assumed at a commonsensical level that the relationship between births in an area and the number of children requiring school places in that area is a straight forward one, but this is not the case. Although the assumption is a reasonable one, this pertains only if there is little movement in the population and although this was usual in the past, it is no longer the case. In addition to this, admission legislation has allowed greater flexibility for parents to seek and obtain places for their children in any school, even if it is not in the area where they reside or where the child was born. The ability and willingness of parents to transport their children some distance to schools increases this likelihood. In effect, therefore, an increase in birth in an area may not mean that school places need to be increased. The forecasting carried out takes account of these complex relationships. There are different types of birth data that can be used, including Office of National Statistics births projections, live birth data and strategic Health Authority data on young people registered with doctors (GP data). There is currently no correlation between birth in West Berkshire and the pupils arriving in the schools. If the trajectory of the actual intake continues to rise sharply, there will continue to be no correlation.

Primary School Forecasts

2.25 Currently, and for the last three years, there has been some targeted increase in places. In some parts of the LA, such as south Newbury and parts of Thatcham, there is a need to redistribute places due to both parental preference and the lack of school area space at some schools where it is not possible to expand in order to respond to rising demand. Indications are that there is an increase in families moving into this area but it is not clear whether this is ongoing growth. In the short and medium term a realignment of catchment areas would relieve the situation.

2.26 Forecasts of total pupil numbers have been very accurate. The variation between the forecasts for total primary pupil numbers for January 2008 and the accuracy of pupil projections in the January 2009 census was $\pm 0.2\%$. Graph 2.21 shows primary school forecasts to 2015. Note: these forecasts include all pupils in schools, including those who are from other authorities. The general trend is for numbers to fall in the near term until 2012, rise in the medium term and then fall from 2013.

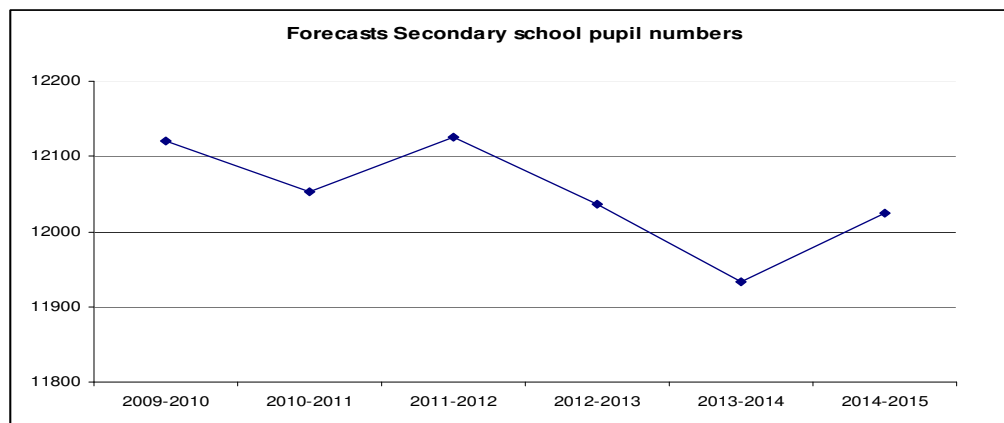
Graph 2.28 Primary schools Forecasts



Secondary School Forecasts

2.27 Forecasts for Year 7, the first year of secondary school, are based on the preceding Year 6 numbers in primary schools modified by admission numbers and net capacity. Differences between these and Year 7 numbers are attributed to out-of-area pupils entering schools in the LA at this phase. Forecasts suggest the total Year 7 numbers will remain within the net capacities as there is already over-provision at this level. The figures also suggest that total secondary pupil numbers have peaked compared to net capacity, therefore the LA will need to carefully decide whether to reduce places (and if so, when and where). All forecasts of pupil numbers are reviewed yearly and the total pupil numbers have been within the accuracy definitions of the Audit Commission ± 1.0 . Graph 2.23 shows secondary school forecasts. The general trend is for numbers to fall after 2014 but then to remain lower than for pre-2009.

Graph 2.28 Secondary Schools Forecasts



DEVELOPMENTS IN SCHOOL ORGANISATION SINCE THE LAST SCHOOL ORGANISATION PLAN

Changes to Primary Schools

- 3.1 Two schools, Dunstan Park Infant (Community) and Thatcham St Mary's Junior (Voluntary Controlled) schools were amalgamated to form Thatcham Park Church of England Primary (Voluntary Controlled) school.
- 3.2 Two schools, Winchcombe Infants and Winchcombe Junior were similarly amalgamated to create The Winchcombe Primary school.

Changes to Secondary Schools

- 3.3 School organisation changes that have taken place are listed below:
- Under the pilot programme of the Building Schools for the future, West Berkshire was able to secure funding for the rebuilding of St Bartholomew's secondary school. This project is now completed.
 - Little Heath School changed category from Foundation to VA without a religious character.
 - Denefield school consulted on and adopted a catchment area for the school. This change means that all schools in West Berkshire now operate on a catchment area ethos.
 - There was a consolidation of the Hearing Impaired provision in the authority by the closure of the resources at Denefield school and at Park House school and the opening of a new Hearing Impaired resource at Kennet School.

Changes in Special Schools

- 3.4 There have been no school organisational changes to the organisation of special schools.

Changes in Early Years provision

- 3.5 Nursery Class provision at primary schools has reduced. There are now 14 nursery classes.

PRIMARY SCHOOLS – ANALYSIS BY SECONDARY SCHOOL CATCHMENT

Overview

4. 1 In this section the total capacity for each area is compared to the forecast pupil numbers and conclusions are drawn about the sufficiency of places. The LA comprises a number of communities with differences between rural and urban localities; Newbury, Thatcham (urban), the East of the LA including Calcot (urban / peri-urban), West, North and South. School place planning in these localities is characterised by clusters of schools within the catchment areas of secondary schools. Area reviews allow a more targeted analysis of school places and give a better picture of the sufficiency/deficiency of places for an area. The total capacity for each area is compared to the forecast pupil numbers below in order to illustrate sufficiency of places and the relationship between provision and demand in smaller localities.

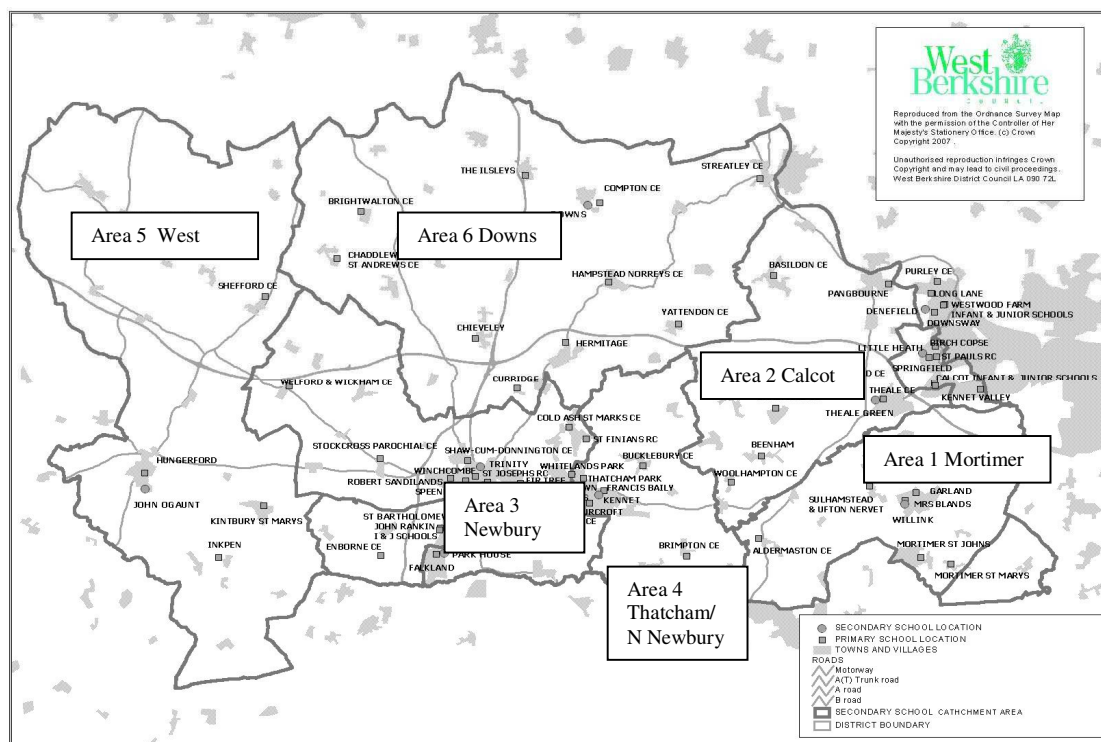


Table 4.1 number of schools and Capacity by area.

Number of Schools, Type and Capacity for each individual Area 2009						
	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
Number of Community & VC schools	5	14	4	15	5	9
Number of VA Schools	2	4	3	3	0	2
Total number of schools in the Area	7	18	7	18	5	11
Total capacity in schools	1250	3750	1670	4154	905	1199
Total number of pupils on roll	1204	3481	1505	3774	772	1039
Total surpluses	5%	8%	11%	9%	15%	9%

AREA 1: BURGHFIELD / MORTIMER

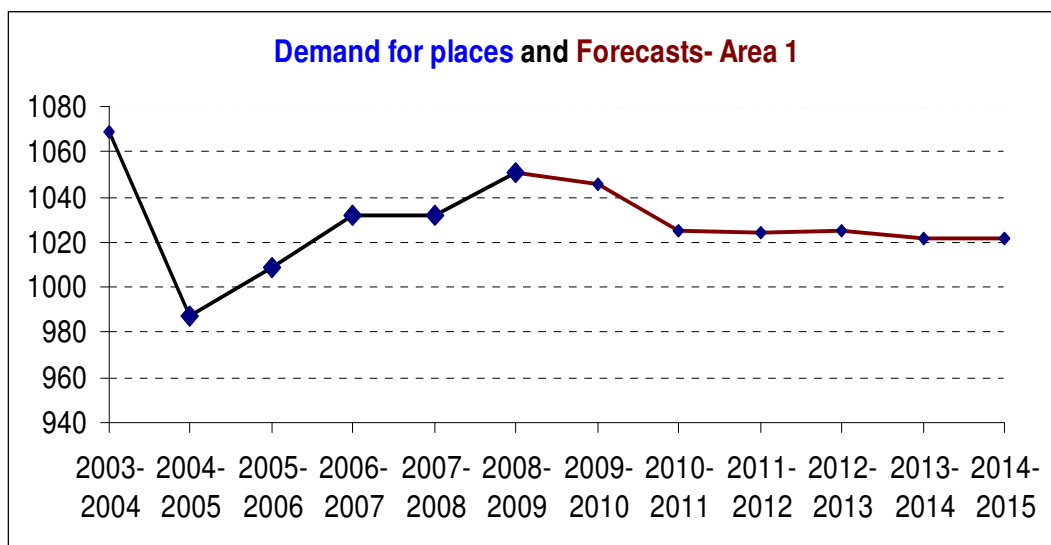
4.2 Seven (7) Primary Schools

- Aldermaston C of E Primary
- Burghfield St Mary's Primary
- Garland Junior
- Mortimer St John's C of E Infant
- Mortimer St Mary's C of E Junior (VA)
- Mrs Bland's Infant & Nursery
- Sulhamstead and Upton Nerve C of E VA Primary

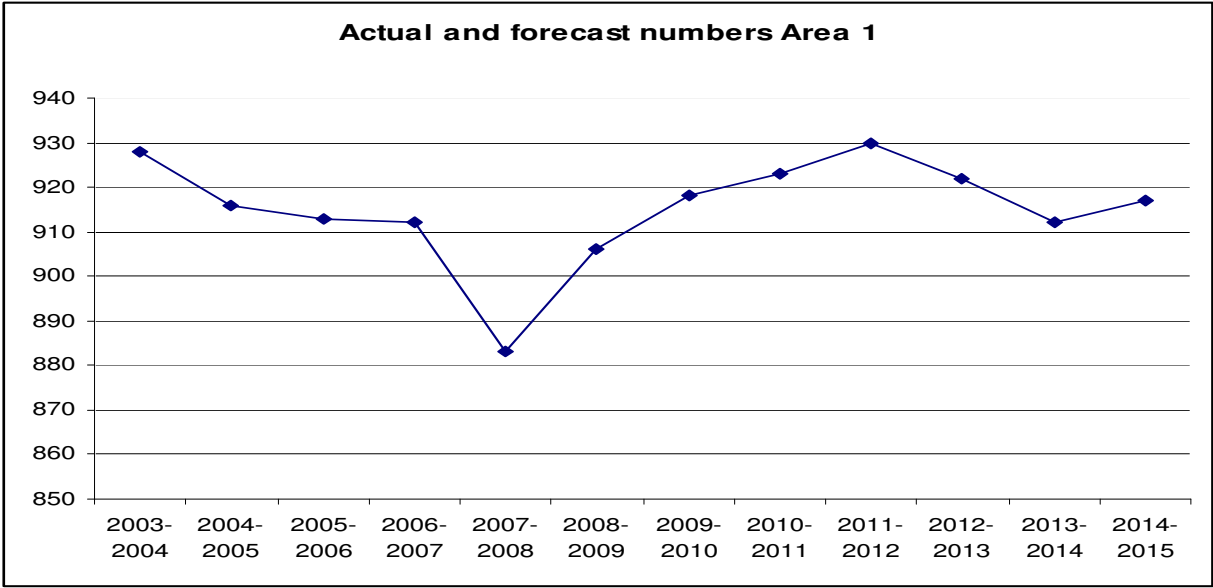
Area Characteristics

Number of Community and VC schools	5
Number of VA schools	2
Infant & Junior schools	4
Total capacity in area schools	1250
Total number of pupils on roll in area 2009	1204
Total surplus percent in the area	5%
Schools with no surpluses at all	3
Schools with surpluses below 10%	3
Schools with surpluses between 10 & 24 %	1
Schools with surpluses 25% and above	0

Demand and Forecasts

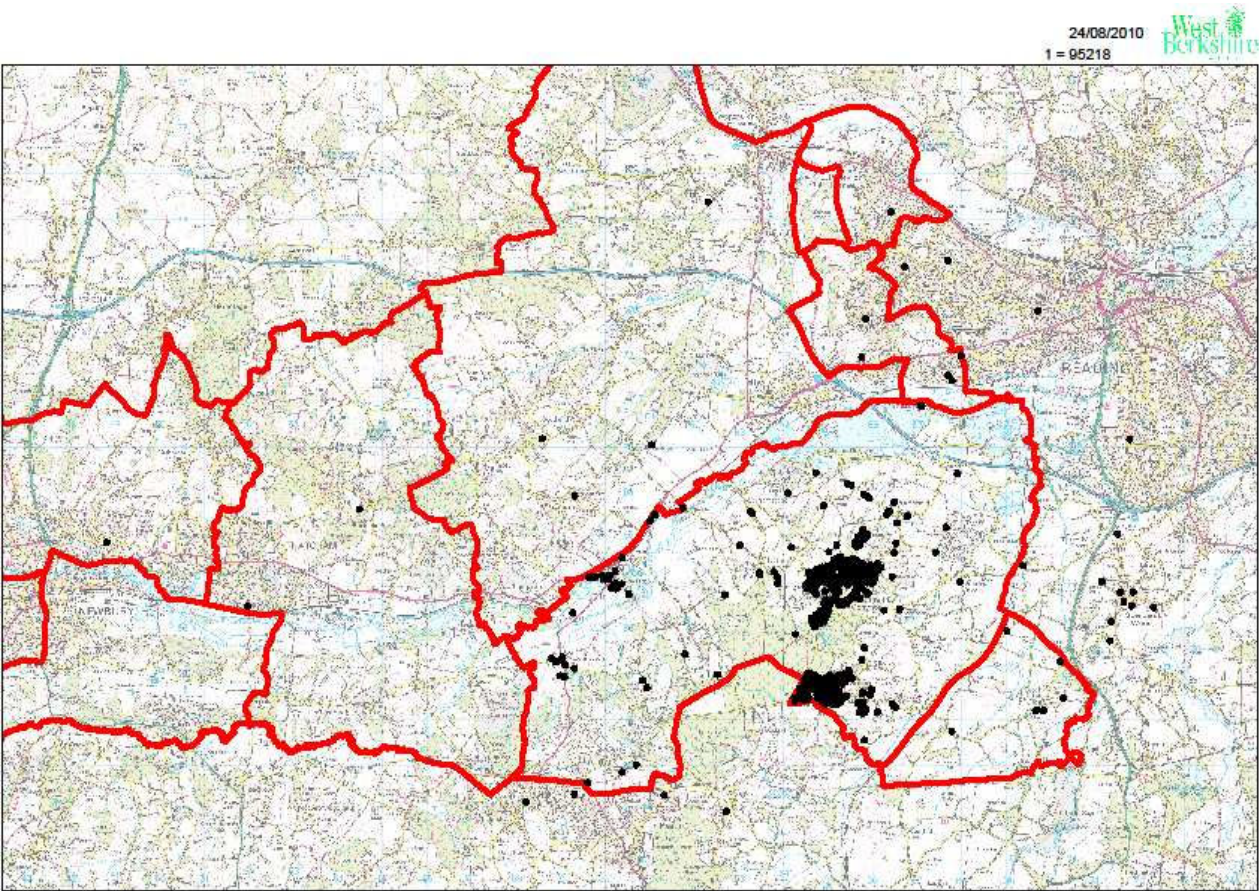


Secondary School - The Willink School



Demand for The Willink School

Pupils attending the Willink School



AREA 1 - ANALYSIS

4. 3 The 7 primary schools which service this area are heavily subscribed with 3 out of the 7 schools operating at full capacity and a further 3 being very close to full capacity. Mrs Bland's Infant and Nursery school has 15% surplus places (26 places). However, the overall surplus capacity in Area 1 is low at 5% (46 places).
4. 4 There is currently pressure for places in this area and very little flexibility for admissions allocations. There is not sufficient space to expand at most of the schools in this area, and analysis shows that these schools are accommodating pupils from out of catchment. If numbers increased within the catchment area, this would be accompanied by a corresponding reduction in the number of out of catchment allocations. However, this could create pressure elsewhere in the West Berkshire schools system, unless the out of catchment pupils are cross-border applications. Demand forecasts up to 2015 indicate that the numbers in this area should remain comparatively stable. There is potential to increase capacity at Burghfield St Mary C of E Primary school which could accommodate an extra classroom and is taking out of catchment pupils. This additional capacity would increase flexibility in allocations across the Mortimer schools.
4. 5 The Willink secondary school has the capacity to accommodate pupils from its catchment area. A recent increase in the Admission Number, within its net capacity range, should allow for the school to take all its catchment area pupils for the period to 2015.

AREA 2: EAST – CALCOT /TILEHURST

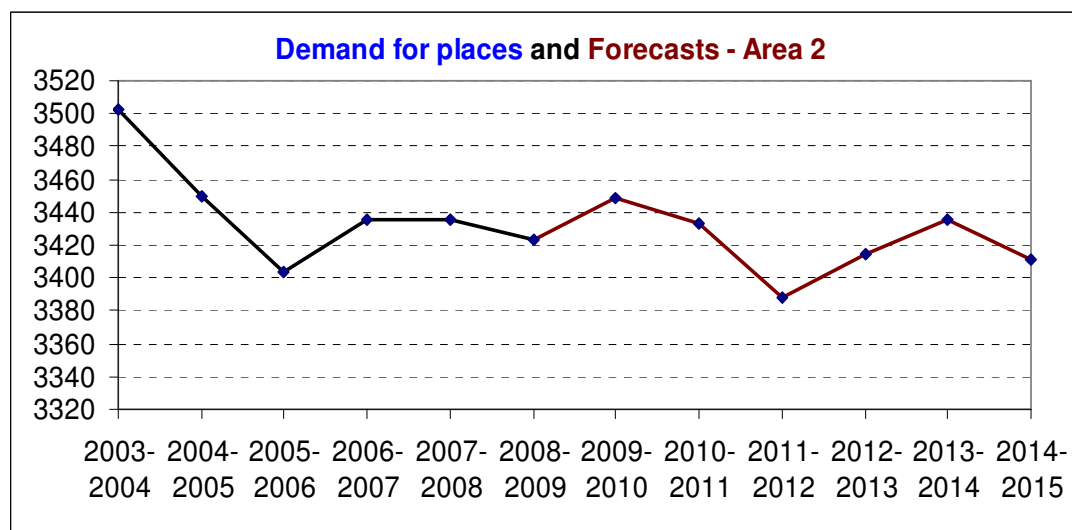
4.6 Eighteen (18) Primary schools

- Basildon C of E Primary
- Beenham Primary
- Birch Copse Primary
- Bradfield C of E Primary (VA)
- Calcot Infant School and Nursery
- Calcot Junior
- Downsway Primary
- Englefield C of E Primary (VA)
- Kennet Valley Primary
- Long Lane
- Pangbourne Primary
- Purley C of E Infant
- Springfield Primary
- St Paul's Catholic VA Primary
- Theale C of E Primary
- Westwood Farm Infant
- Westwood Farm Junior
- Woolhampton C of E Primary (VA)

Area Characteristics

Number of Community and VC schools	14
Number of VA schools	4
Infant & Junior schools	5
Total capacity in area schools	3750
Total number of pupils on roll in area 2009	3481
Total surplus percent in the area	8%
Schools with no surpluses at all	6
Schools with surpluses below 10%	6
Schools with surpluses between 10 & 24 %	4
Schools with surpluses 25% and above	2

Demand and Forecasts

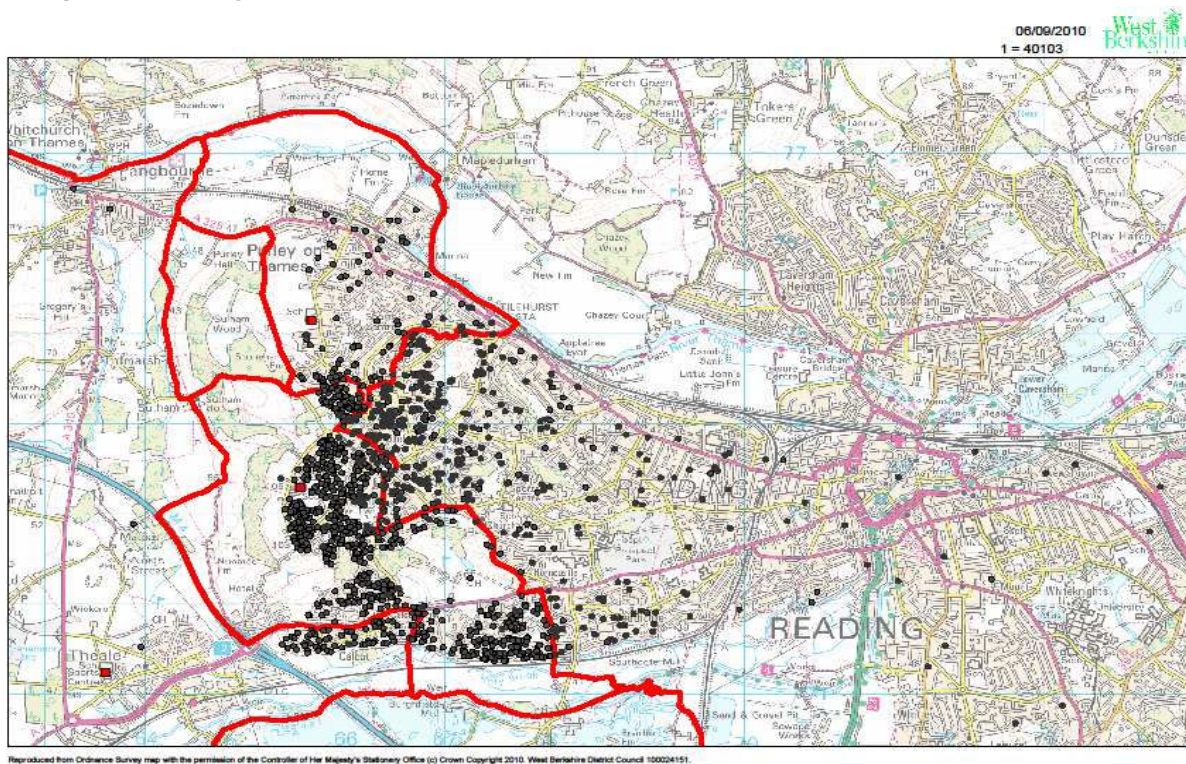


Total Number of pupils for the 3 secondary schools



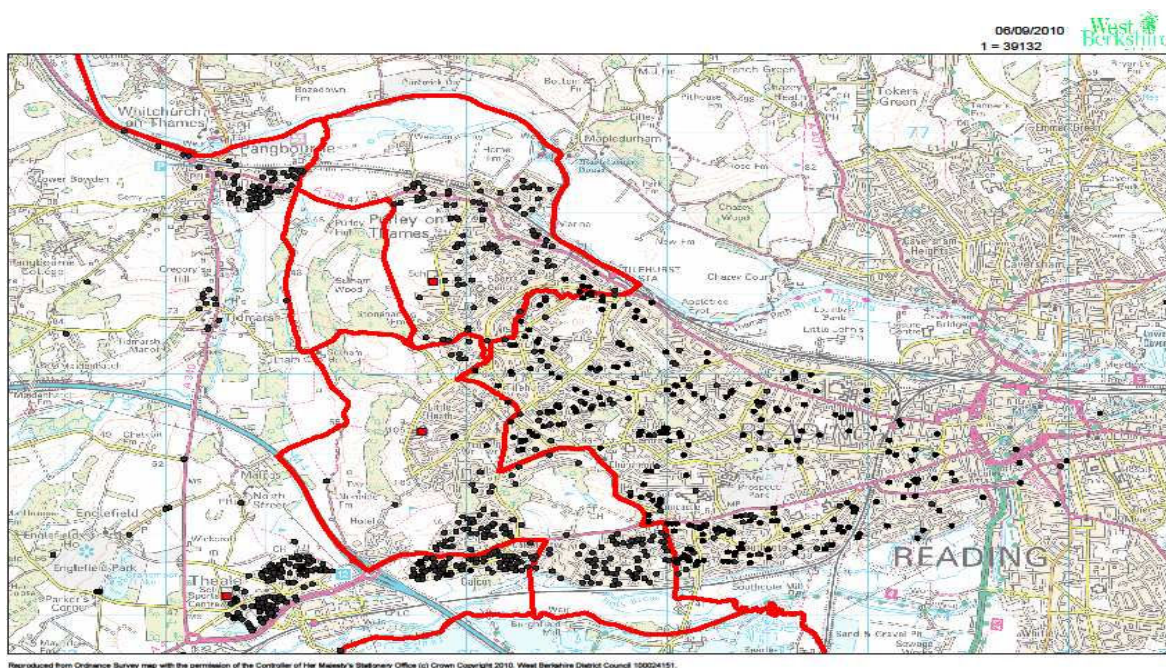
Demand for Little Heath School

Pupils attending Little Heath School



Demand for Theale Green School

Pupils attending Theale Green School



AREA 2 - ANALYSIS

4. 6 66% of the eighteen primary schools which service this area are heavily subscribed with six schools operating at full capacity and a further 6 being below 10% surplus places. Higher levels of surplus places are found at Calcot Infant school (32%), Calcot Junior school (26%), Basildon Primary school (21%), Beenham Primary school (18%), Woolhampton CE primary school (13%) and Bradfield CE Primary school (11%). The surplus capacity in Area 2, overall, is moderate at 8% (269 places).
4. 7 Calcot Infant and Junior schools are consulting on a proposal to federate. The development of a federated approach (if this proceeds after consultation) will be monitored to establish whether this impacts on surplus places and reduces spare capacity at these schools.
4. 8 There is a range of factors affecting to the provision and demand for places in this area. The area's geographical position leads to cross-border demand for pupils and pupil migration as well as cross-border catchment areas for some of the schools. 4 out of the 18 schools are Voluntary Aided schools with wider catchment areas and faith-based allocation categories. This area is urban with some small schools (intakes of up to 15), and a combination of primary schools (4-11 years old), Infant schools (4-7) and Junior schools (8-11). Overall, there are sufficient places in this area and schools have generally been able to take all their catchment area pupils in the past.
4. 9 March 2010 late in-catchment applications have had an impact at Theale C of E Primary school and Purley C of E Infant school.
4. 10 The three secondary schools have ample capacity to accommodate the pupils in their catchment area. The excess capacity is taken up by pupils from out of the authority, with the secondary schools in this geographical area showing the highest level of pupil mobility cross border in West Berkshire.

AREA 3: NEWBURY

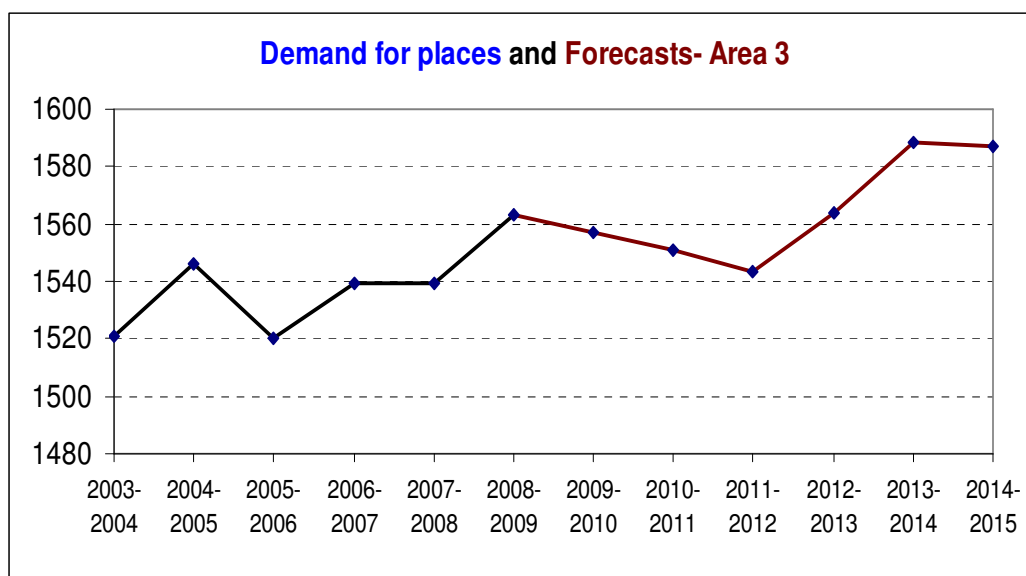
4. 11 Seven (7) Primary schools

- Enborne Church of England Primary (VA)
- Falkland Primary
- John Rankin Infant and Nursery
- John Rankin Junior
- St John the Evangelist Church of England Infant and Nursery (VA)
- St Nicolas Church of England Junior (VA)
- The Willows Primary

Area Characteristics

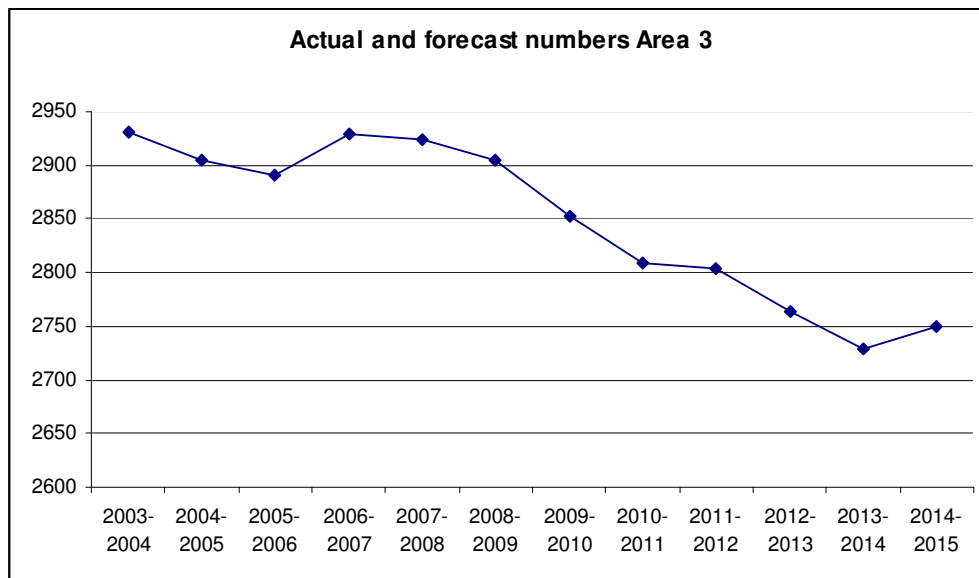
Number of Community and VC schools	4
Number of VA schools	3
Infant & Junior schools	4
Total capacity in area schools	1670
Total number of pupils on roll in area 2009	1505
Total surplus percent in the area	11%
Schools with no surpluses at all	3
Schools with surpluses below 10%	2
Schools with surpluses between 10 & 24 %	1
Schools with surpluses 25% and above	1

Demand and Forecast



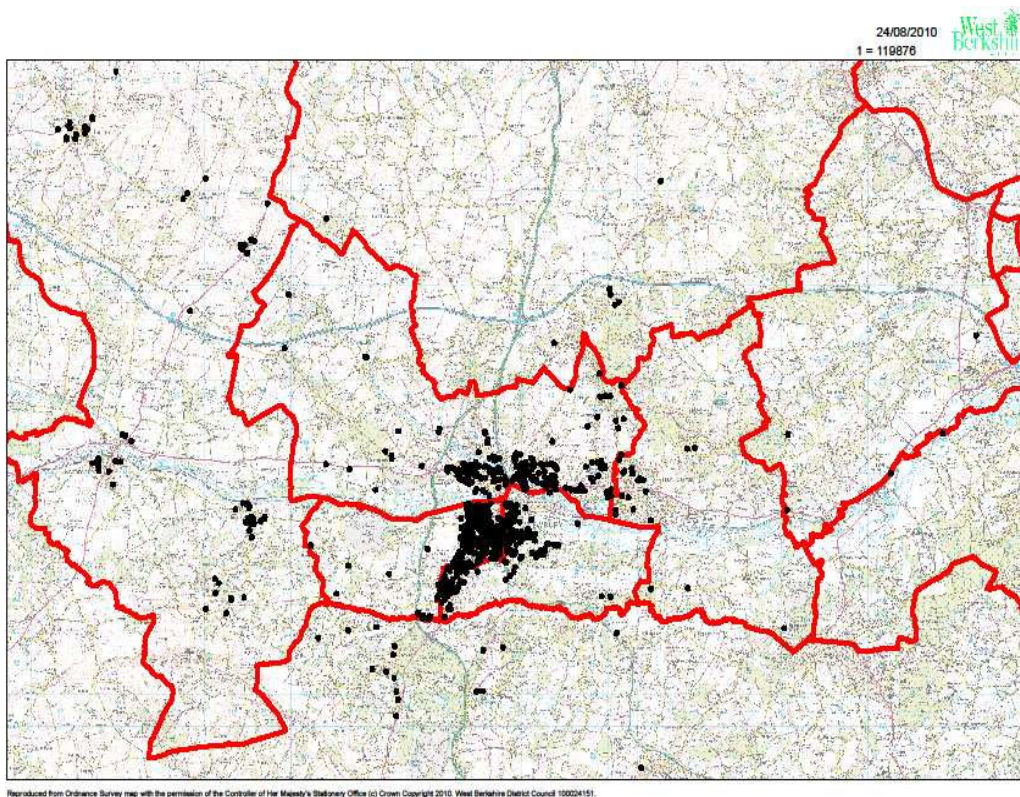
Secondary Schools - Park House School & St Bartholomew's School

Total Number of pupils for the 2 secondary schools



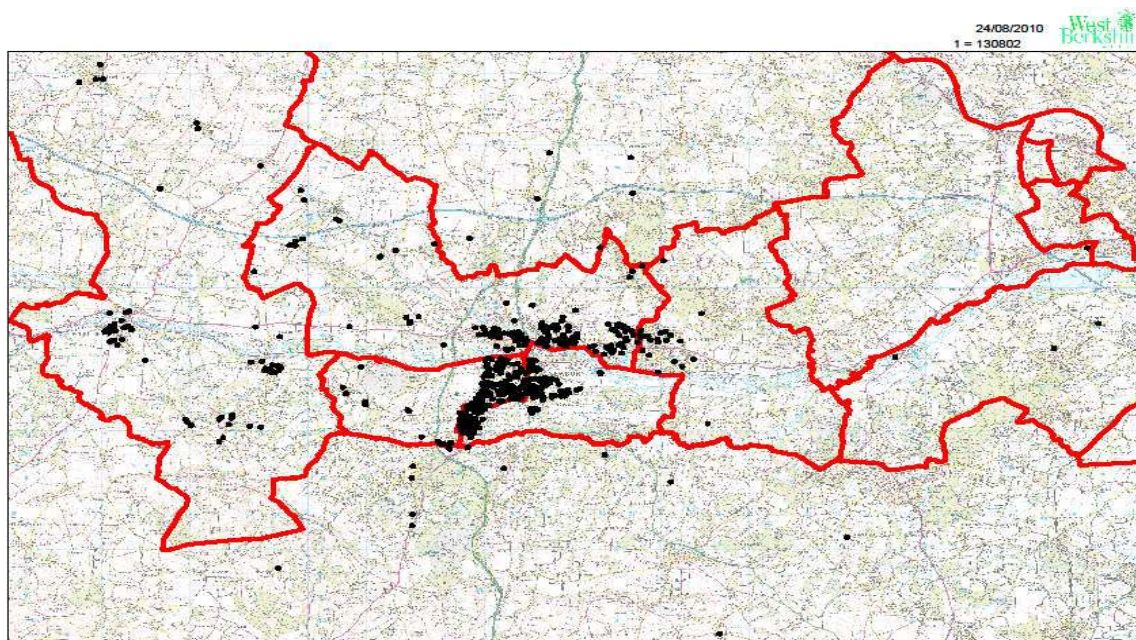
Demand for St Bartholomew's School

Pupils attending St Bartholomew's School



Demand for Park House School

Pupils attending Park House School



AREA 3 – ANALYSIS

4. 12 Seven primary schools serve Area 3, which has high percentage of surplus places, overall, of 11% (165 places). Three out of seven schools are fully subscribed with two other schools having very low surpluses of 1% and 2% respectively. Enborne CE Primary school has a surplus of 13% and The Willows Primary school has a high level of surplus places but the trend is that the number of surplus places is reducing; the expectation is that proposed new housing developments with the expected high pupil yield would reduce these surplus places in the medium term. Two of the schools are very popular but due to a lack of building space expansion is not possible. A review of catchment areas for the affected schools has been initiated in order to increase the schools' capacity to accommodate their catchment area pupils. The remaining schools have the capacity to take their catchment area pupils, as some capacity is currently taken up by demand from other LA areas. As the majority of schools in this area are quite popular, the review would balance demand against capacity quite well and would need to be in place for the 2012-13 intake.
4. 13 The pressure currently felt at the primary school level will not be reflected at the secondary level. The two secondary schools serving this area have enough capacity to accommodate all pupils in their catchment areas both now and up to 2020 based on current projections and demand patterns. The realignment of the primary schools catchment area will not disadvantage either secondary school.

AREA 4: THATCHAM/NORTH NEWBURY

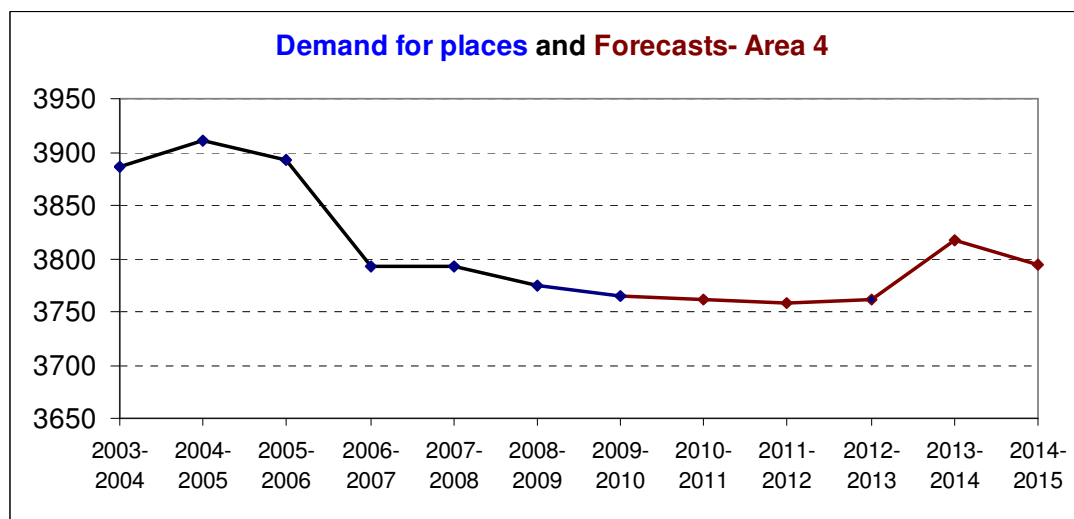
4. 14 Eighteen (18) Primary schools

- Brimpton C of E Primary
- Bucklebury C of E Primary
- Cold Ash St Mark's C of E Primary (VA)
- Fir Tree Primary
- Francis Baily Primary
- Parsons Down Infant
- Parsons Down Junior
- Robert Sandilands Primary & Nursery
- Shaw-Cum-Donnington C of E Primary
- Spurcroft Primary School
- Stockcross C of E Primary School
- St Finian's Catholic VA Primary
- St Joseph's Catholic VA Primary
- Thatcham Park C of E Primary
- The Winchcombe School
- Welford and Wickham C of E Primary
- Whitelands Park Primary
- Speenhamland Primary

Area Characteristics

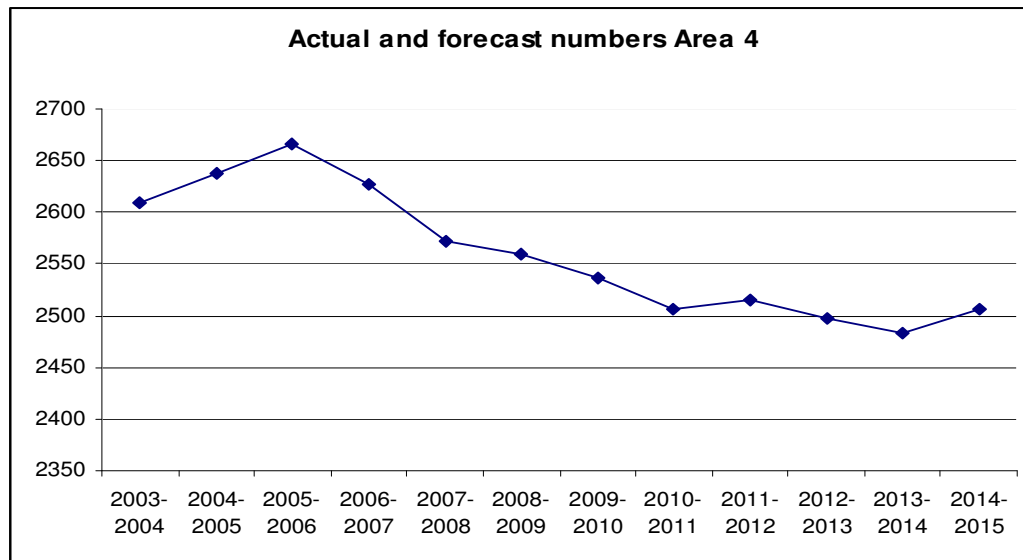
Number of Community and VC schools	15
Number of VA schools	3
Infant & Junior schools	2
Total capacity in area schools	4154
Total number of pupils on roll in area 2009	3774
Total surplus percent in the area	9%
Schools with no surpluses at all	1
Schools with surpluses below 10%	9
Schools with surpluses between 10 & 24 %	7
Schools with surpluses 25% and above	1

Demand and Forecasts



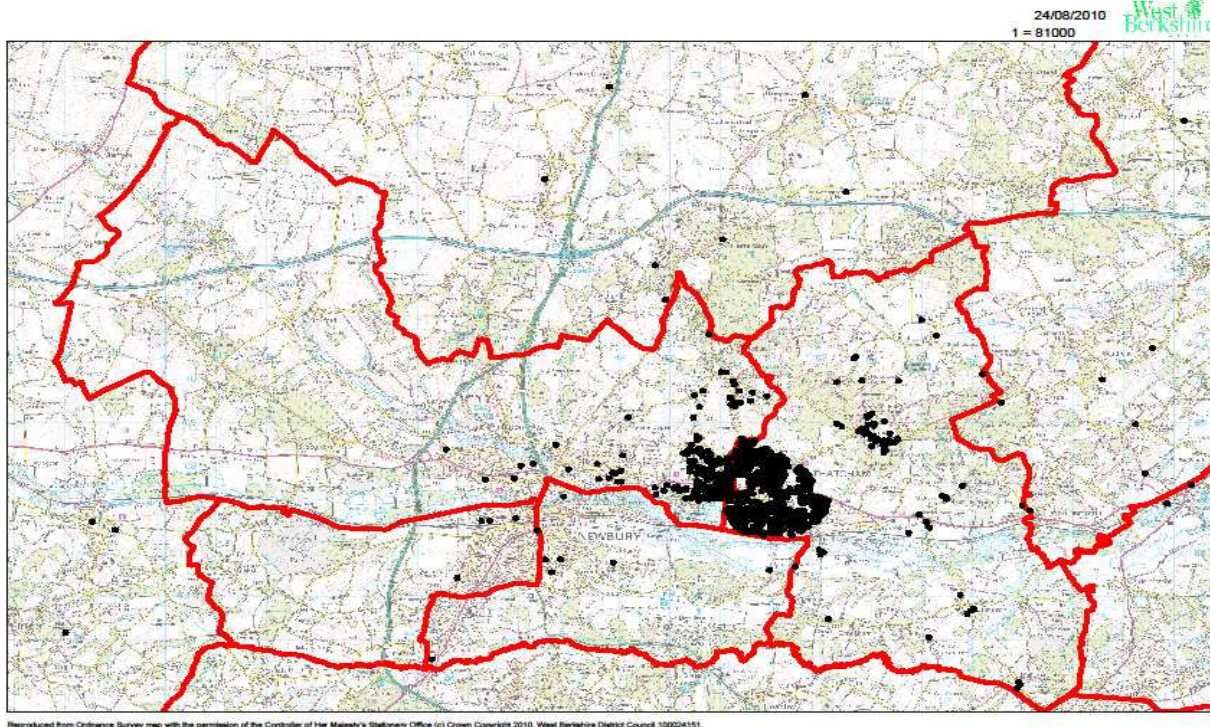
Secondary schools - Kennet School & Trinity School

Total Number of pupils for the 2 secondary schools



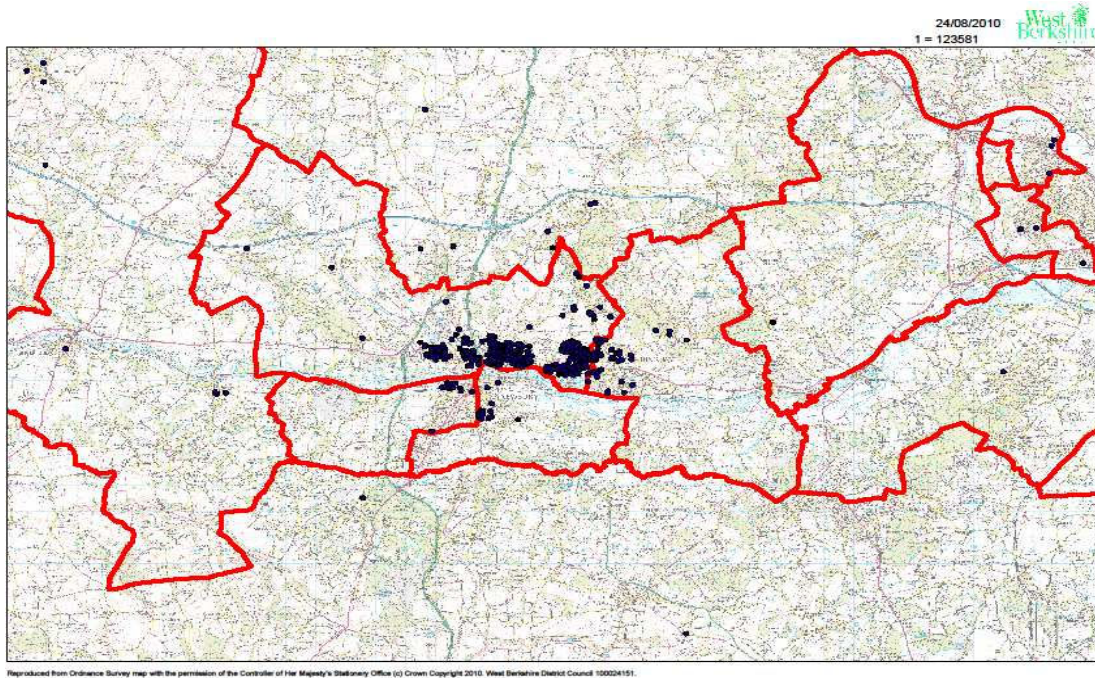
Demand for Kennet School

Pupils attending Kennet School



Demand for Trinity School

Pupils attending Trinity School



AREA 4 – ANALYSIS

4. 15 Eighteen primary schools service Area 4, which has a moderate level of surplus places overall of 9% (380 spare places). 10 schools have low surpluses whilst the other 8 have some capacity, including higher surplus places at Parsons Down Infant school (25%), Brimpton CE Primary school (24%), The Winchcombe school (22%) and Welford & Wickham school (21%). The schools are near each other geographically and this provides flexibility in the area. The forecast for demand shows a significant increase in 2013-2014 of approximately 70 places, so it is desirable to keep some surplus capacity available in this area ready for this change.
4. 16 A review of places in Thatcham has already been undertaken and a further review of North Newbury will follow shortly, which will also consider the overall picture for Area 4.
4. 17 There is an issue between Brimpton School (Area 4) and Aldermaston School (Area 1). Parental choice has led to low numbers in this small school as many pupils from its catchment attend Aldermaston School. This is an area to be considered for review. There could be some other targeted work with schools in Area 4 to explore reducing their surplus capacity through the re-allocation of space for other purposes.
4. 18 The capacity at Thatcham Park, The Winchcombe and Parsons Down schools is already under review. Both The Winchcombe School and Thatcham Park School are the result of amalgamations where the admission numbers were initially kept low, but where capacity can be raised to accommodate higher intakes as the schools become more popular. The effect would be to even out demand and increase flexibility as well as retain community characteristics of the current mix of schools. A swing in catchment area demand has resulted in a review of capacity at Thatcham Park school and an imbalance between catchment demand and capacity at Spurcroft and Francis Baily has led to an additional review.
4. 19 The catchment pupil population can be accommodated at the two secondary schools. While Kennet School is one of the most popular schools in the Authority, Trinity School has surplus places and has had sustained support including a working relationship with the management of the Kennet school which in the short term should increase participation. Some of the catchment area is shared between the two schools creating enough places and flexibility.

AREA 5: WEST

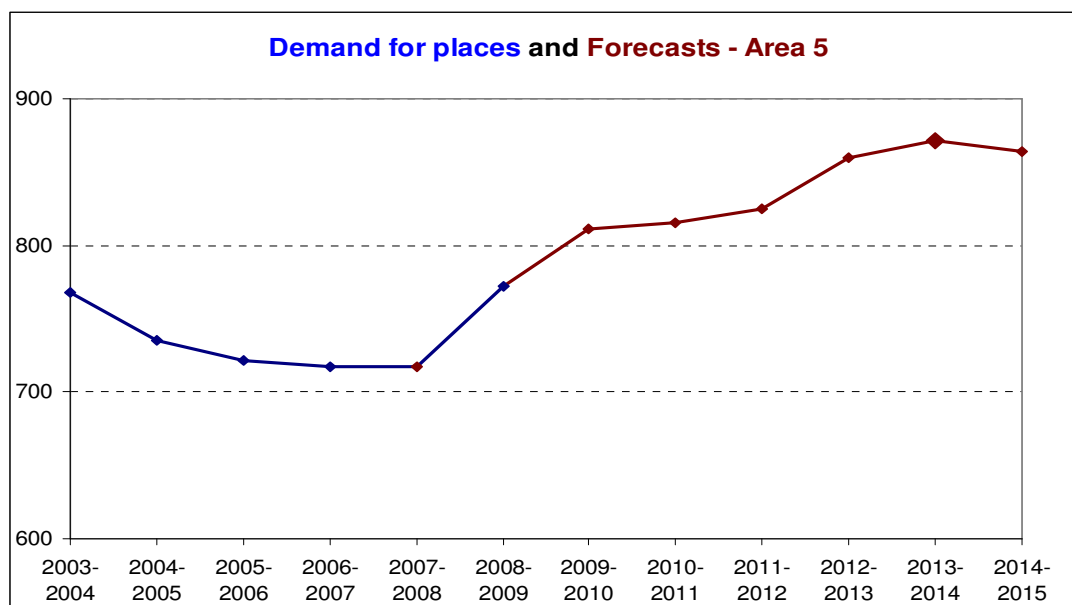
4. 20 Five (5) Primary schools

- Hungerford Primary School
- Inkpen Primary School
- Kintbury St Mary's C of E Primary
- Lambourn C of E Primary
- Shefford C of E Primary (Federated with Chaddleworth St. Andrew's C of E Primary)

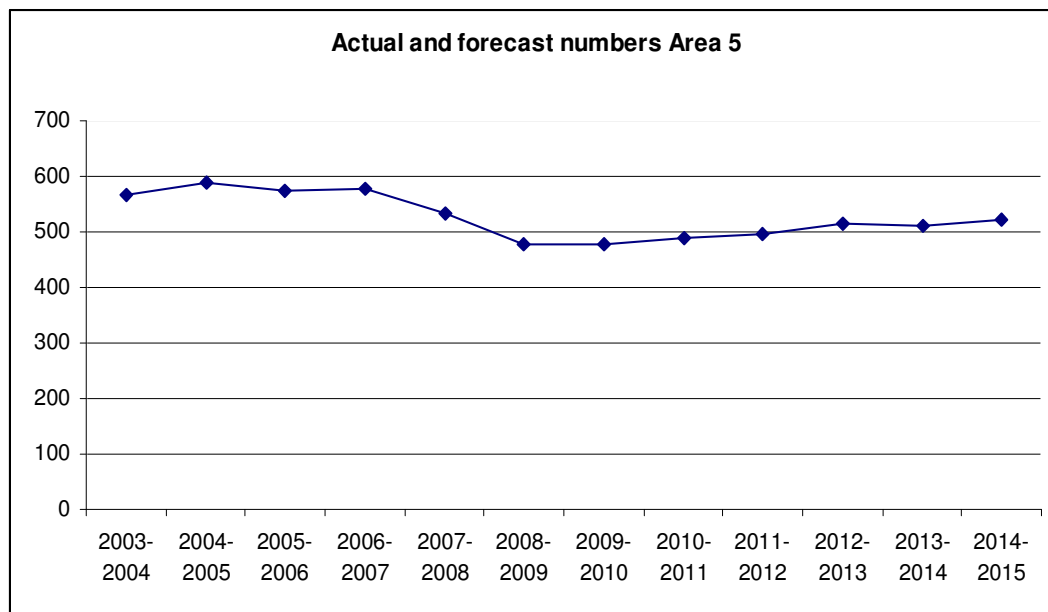
Area Characteristics

Number of Community and VC schools	5
Number of VA schools	0
Infant & Junior schools	0
Total capacity in area schools	905
Total number of pupils on roll in area 2009	772
Total surplus percent in the area	15%
Schools with no surpluses at all	0
Schools with surpluses below 10%	2
Schools with surpluses between 10 & 24 %	1
Schools with surpluses 25% and above	2

Demand and Forecasts

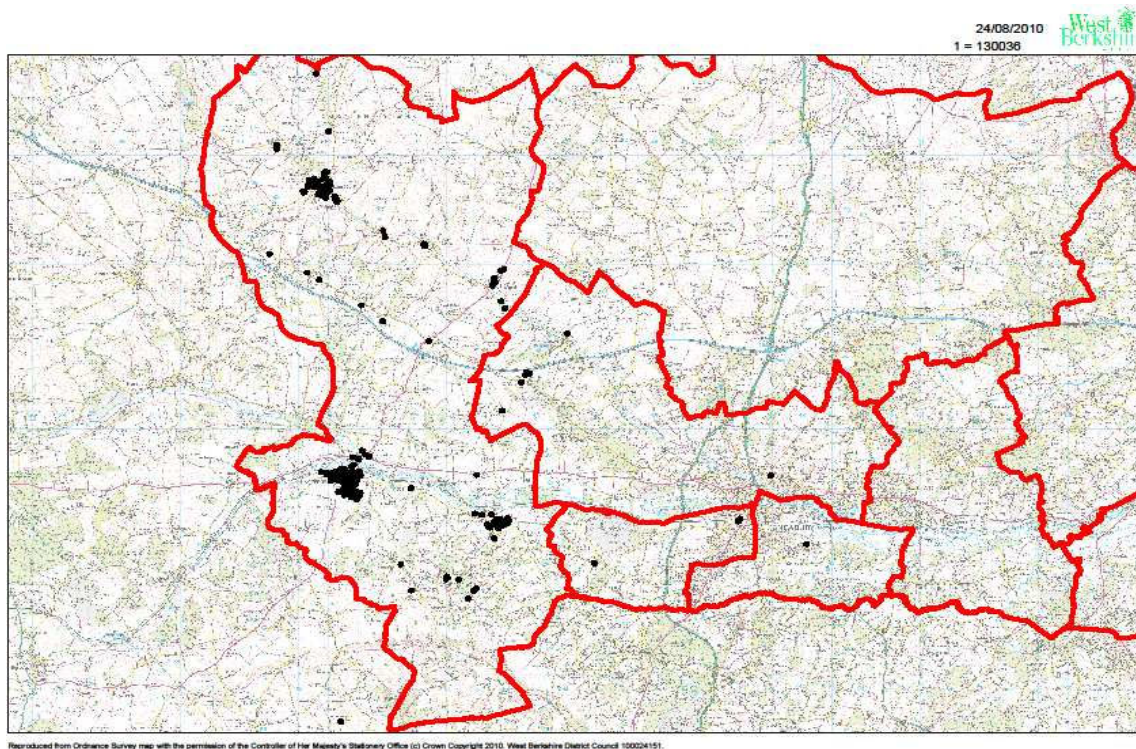


Secondary Schools - John O Gaunt



Demand for John O'Gaunt School

Pupils attending John O'Gaunt School



AREA 5 - ANALYSIS

- 4. 21 Five primary schools service this area (four are rural schools) and the overall surplus in Area 5 is high at 15% (133 spare places).
- 4. 22 The two small schools in Area 5 have a high level of surplus places – Shefford CE Primary (50%) and Inkpen Primary school (34%) and this may be an area for future review, although demand has been uneven from year to year.
- 4. 23 Shefford and Chaddleworth schools have federated, effectively creating a “junior” school across both catchment areas for Shefford and a similar “infant” school for Chaddleworth school.
- 4. 24 At Hungerford Primary school, demand has been consistently met in the last three years but there is less flexibility because there is no other nearby school in this geographic location. The current approach is to monitor the number of pupils in the area with a view to redesign the school if the need arises.
- 4. 25 The secondary school has a large number of surplus places (225 surplus places, 33%). Its admission number remains at the level it was when the school was more popular but the intake has fallen below 100 pupils in recent years. The forecast shown in the graph above is sympathetic to the possibility of slight improvement in pupil numbers. Clearly the school needs to attract more pupils from its catchment area and there should be a review to establish actions to support this aim.

AREA 6: THE DOWNS

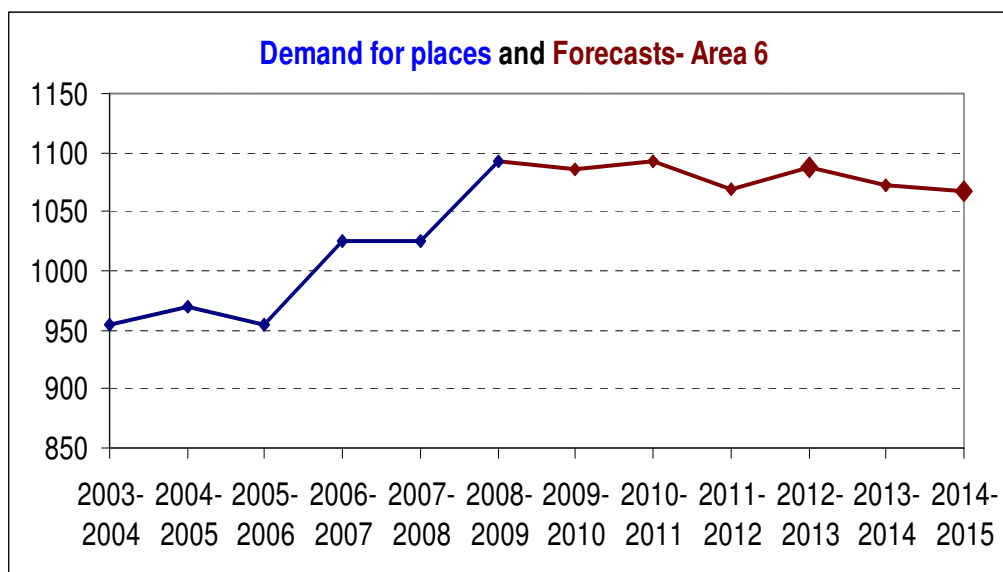
4. 26 Eleven (11) Primary schools

- Beedon C of E Controlled Primary
- Brightwalton C of E Primary (VA)
- Chaddleworth St Andrew's C of E Primary (Federated with Shefford C of E Primary)
- Chieveley Primary
- Compton C of E Primary
- Curridge Primary School
- Hampstead Norreys C of E Primary
- Hermitage Primary
- Streatley C of E Voluntary Controlled
- The Ilsleys' Primary
- Yattendon C of E Primary (VA)

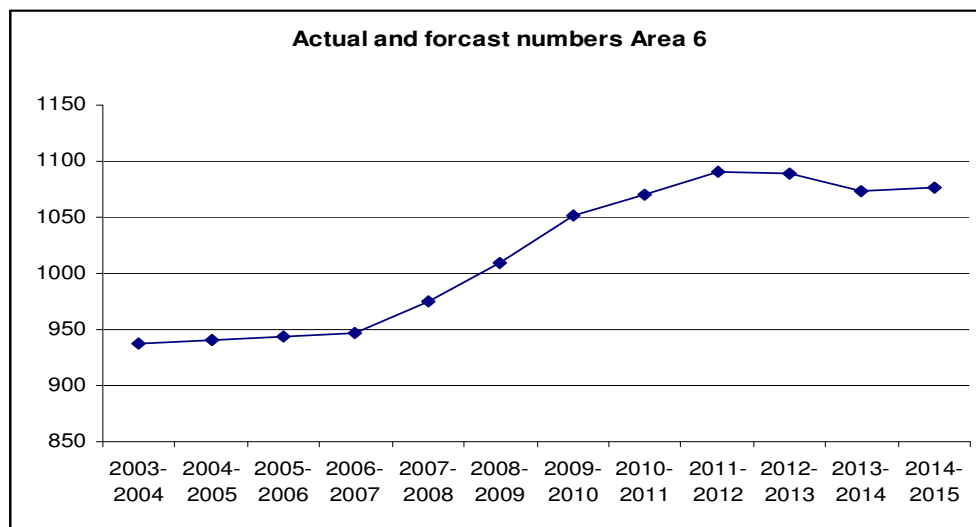
Area Characteristics

Number of Community and VC schools	9
Number of VA schools	2
Infant & Junior schools	0
Total capacity in area schools	1199
Total number of pupils on roll in area 2009	1093
Total surplus percent in the area	9
Schools with no surpluses at all	2
Schools with surpluses below 10%	5
Schools with surpluses between 10 & 24 %	2
Schools with surpluses 25% and above	2

Demand and Forecasts

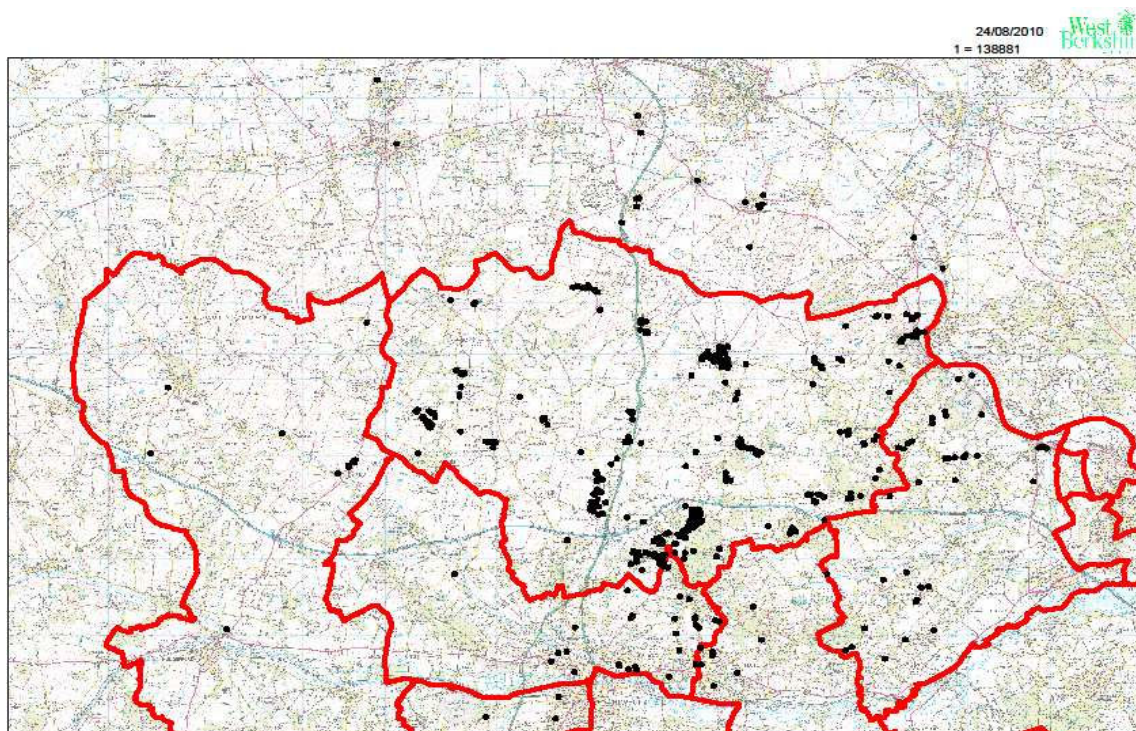


Secondary schools- The Downs School



Demand for The Downs School

Pupils attending The Downs School



AREA 6 - ANALYSIS

- 4. 27 Eleven primary schools service Area 6 and the overall surplus is moderate at 9% (206 spare places). Two schools have no surpluses and five other schools are below 10% surplus. Higher surplus place percentages are found at The Ilsleys Primary school (27%), Compton CE primary school (26%) and Chaddleworth St. Andrews CE school (21%) and Yattendon CE Primary school (11%).
- 4. 28 Chaddleworth and Shefford schools have federated, effectively creating a “junior” school across both catchment areas for Shefford and a similar “infant” school for Chaddleworth school.
- 4. 29 In recent years Curridge School has had high demand for places from the military barracks nearby and is often full. The school site is small and not suitable for expansion, but an extra classroom has been added to nearby Chieveley School to relieve the current pressure in the area and this solution has worked well.
- 4. 30 Demand is also high at Hermitage school, due to pupils from new housing. However, the school meets the demand from catchment and there has been a good balance.
- 4. 31 There are two Voluntary Aided schools located in small villages which have traditionally had fewer pupils and higher surplus places.
- 4. 32 There is a good mix across Area 6 and enough places especially since the pressure at Curridge is being relieved by the Chieveley expansion.
- 4. 33 The secondary school, although one of the smaller secondary schools in the LA, is able to meet the demand for places from its catchment area and any surplus places are often taken up by cross-border pupils from Oxfordshire. In recent years, the capacity of the school was increased to better accommodate demand and improve teaching arrangements in delivering the curriculum. In line with the predictions of the ONS, numbers are expected to fall in the near term then remain flat in the medium term.

APPENDICES

The following tables provide summaries of capacity, actual and forecast number on roll and surplus places. They are presented in secondary school areas, where the primary school catchment areas are co- terminus with the secondary school.

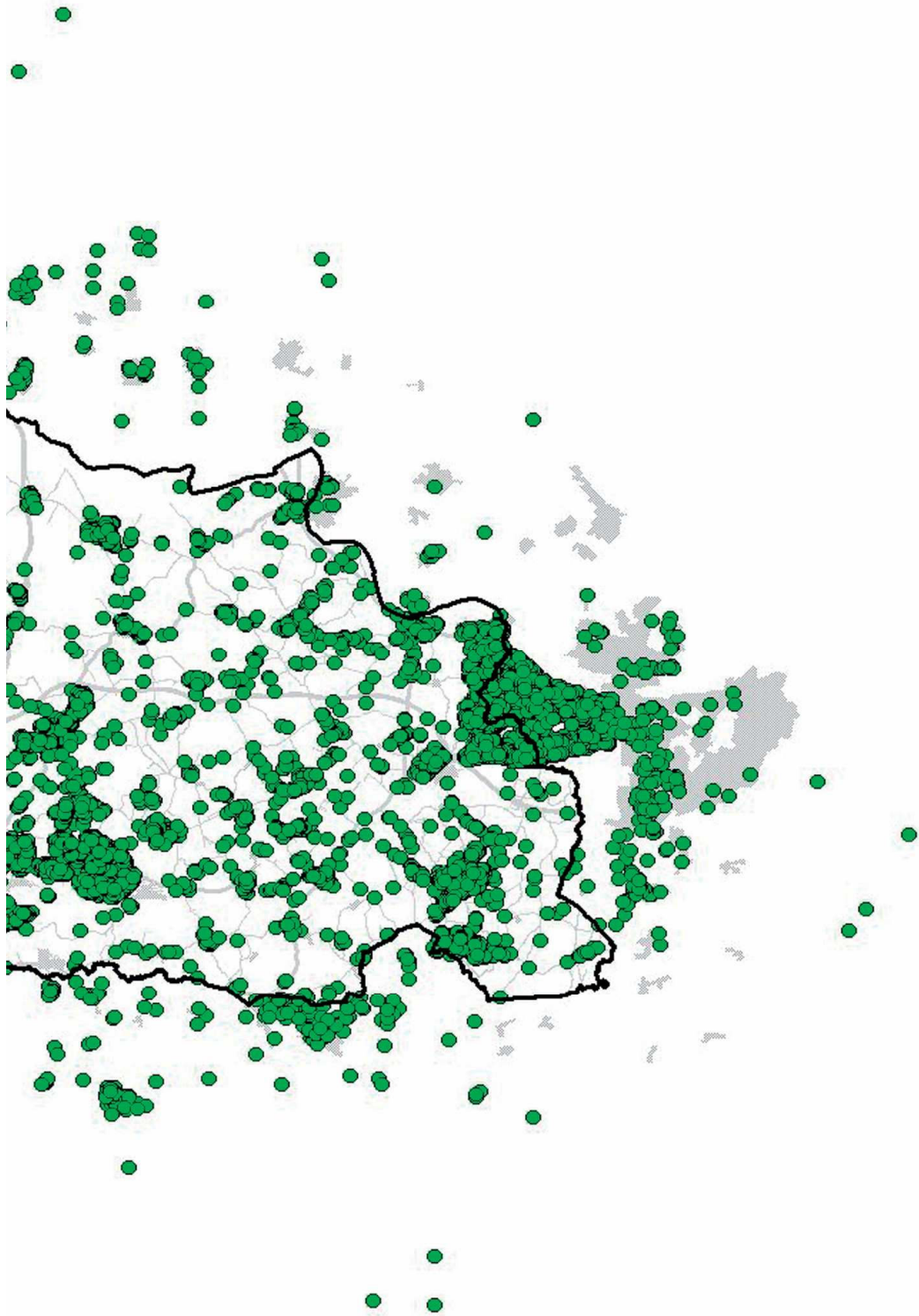
APPENDIX 1 – Primary schools (as at January 2010)

School Name	Number on Roll	Net Capacity	Surplus Capacity (Actual)	Surplus Capacity (%)
ALDERMASTON CE PRIMARY	150	168	15	9%
BURGHFIELD ST MARYS PRIMARY	156	140	0	0%
GARLAND COUNTY JUNIOR	214	240	10	4%
MORTIMER ST JOHN'S CE INFANT	182	180	0	0%
MORTIMER ST. MARY'S CE JUNIOR	241	240	6	3%
MRS BLAND'S INFANT & NURSERY	192	177	26	15%
SULHAMSTEAD AND UFTON NERVET	109	105	0	0%
Totals for Area 1	1244	1250	57	5%
DOWNSWAY PRIMARY	196	210	12	6%
LONG LANE PRIMARY	287	290	3	1%
PURLEY C. OF E. INFANT	55	51	0	0%
WESTWOOD FARM INFANT	200	180	7	4%
WESTWOOD FARM JUNIOR	227	240	16	7%
BIRCH COPSE PRIMARY	404	392	0	0%
KENNET VALLEY PRIMARY	212	210	0	0%
SPRINGFIELD C P	284	280	8	3%
BASILDON PRIMARY	118	133	28	21%
BEENHAM PRIMARY	89	105	19	18%
BRADFIELD C.E. PRIMARY	169	175	20	11%
CALCOT INFANT AND NURSERY	201	253	81	32%
CALCOT JUNIOR	220	280	73	26%
ENGLEFIELD C.E. PRIMARY	111	105	0	0%
PANGBOURNE PRIMARY	242	216	0	0%
THEALE C OF E PRIMARY	239	210	2	1%
WOOLHAMPTON CE PRIMARY	95	105	14	13%
ST PAULS RC PRIMARY	248	315	0	0%
Totals for Area 2	3597	3750	283	8%
FALKLAND PRIMARY	425	420	0	0%
THE WILLOWS PRIMARY	206	350	165	47%
ENBORNE CE PRIMARY	59	60	8	13%
JOHN RANKIN INFANT	196	180	2	1%
JOHN RANKIN JUNIOR	232	240	0	0%
ST JOHN THE EVANGELIST INFANT	205	180	4	2%
ST. NICOLAS CE JUNIOR	300	240	0	0%
Totals for Area 3	1623	1670	179	11%

School Name	Number on Roll	Net Capacity	Surplus Capacity (Actual)	Surplus Capacity (%)
BRIMPTON C OF E PRIMARY	43	63	15	24%
BUCKLEBURY C.E. PRIMARY	129	126	2	2%
COLD ASH ST MARK'S CE PRIMARY	190	195	4	2%
FRANCIS BAILY PRIMARY	521	525	4	1%
PARSONS DOWN INFANT	213	240	60	25%
PARSONS DOWN JUNIOR	252	324	27	8%
SPURCROFT PRIMARY	355	315	4	1%
ST FINIAN'S CATHOLIC PRIMARY	186	182	9	5%
ST JOSEPH'S CATHOLIC PRIMARY	192	210	14	7%
THATCHAM PARK C OF E PRIMARY	345	315	36	11%
WHITELANDS PARK PRIMARY	309	378	60	16%
FIR TREE PRIMARY	172	210	37	18%
ROBERT SANDILANDS PRIMARY	236	210	1	0%
SHAW-CUM-DONNINGTON PRIMARY	68	77	9	12%
SPEENHAMLAND PRIMARY	277	280	5	2%
STOCKCROSS CE PRIMARY	102	105	7	7%
THE WINCHCOMBE	256	315	68	22%
WELFORD AND WICKHAM	76	84	18	21%
Totals for Area 4	2488	4154	380	9%
HUNGERFORD PRIMARY	387	392	20	5%
INKPEN PRIMARY	59	87	30	34%
KINTBURY ST MARY'S CE	147	140	12	9%
LAMBOURN PRIMARY	208	196	26	13%
SHEFFORD C OF E PRIMARY	44	90	45	50%
Totals for Area 5	845	905	133	15%
BEEDON CE PRIMARY	51	52	1	2%
BRIGHTWALTON CE PRIMARY	102	105	3	3%
CHADDLEWORTH ST. ANDREW'S CE	19	56	12	21%
CHIEVELEY PRIMARY	147	140	11	8%
COMPTON CE PRIMARY	140	180	46	26%
CURRIDGE PRIMARY	108	105	0	0%
HAMPSTEAD NORREYS CE PRIMARY	105	102	1	1%
HERMITAGE.PRIMARY	197	189	0	0%
STREATLEY CE PRIMARY	105	112	3	3%
THE ILSLEYS PRIMARY	72	88	24	27%
YATTENDON C E PRIMARY	72	70	8	11%
Totals for Area 6	1118	1199	109	9%

APPENDIX 2 – Secondary schools (as at January 2010)

School Name	Number on Roll	Net Capacity	Surplus Capacity (Actual)	Surplus Capacity (%)
THE WILLINK SCHOOL	955	995	40	4%
TOTAL FOR AREA 1	955	995	40	4%
THEALE GREEN COMMUNITY	1389	1389	0	0%
DENEFIELD SCHOOL	1148	1300	152	12%
LITTLE HEATH	1715	1665	-50	-3%
TOTAL FOR AREA 2	4252	4354	102	2%
PARK HOUSE	1208	1404	196	14%
ST BARTHOLOMEW'S	1636	1585	-51	-3%
TOTAL FOR AREA 3	2844	7343	145	2%
KENNET	1755	1691	-64	-4%
TRINITY	790	1040	250	24%
TOTAL FOR AREA 4	2545	10074	186	2%
JOHN O'GAUNT COMMUNITY TECHNOLOGY COLLEGE	455	680	225	33%
TOTAL FOR AREA 5	455	680	225	33%
THE DOWNS	1086	1017	-69	-7%
TOTAL FOR AREA 6	1086	1017	-69	-7%



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Individual Executive Member Decision

Title of Report:	West Berkshire Council Forward Plan - February 2011 to May 2011
Report to be considered by:	Individual Executive Member Decision
Date on which Decision is to be taken:	13 January 2011
Forward Plan Ref:	ID2074

Purpose of Report: To advise Members of items to be considered by West Berkshire Council over the next 4 months.

Recommended Action: That the Leader of the Council agrees and where appropriate amends the West Berkshire Council Forward Plan.

Reason for decision to be taken: It is a statutory requirement that a Forward Plan be produced.

Statutory: ☒ **Non-Statutory:** ☐
Other:

Other options considered: n/a

Key background documentation: Forward Plan

Portfolio Member Details	
Name & Telephone No.:	Councillor Graham Jones - Tel (01235) 762744
E-mail Address:	gjones@westberks.gov.uk

Contact Officer Details	
Name:	Moira Fraser
Job Title:	Democratic Services Manager
Tel. No.:	01635 519045
E-mail Address:	mfraser@westberks.gov.uk

Implications

Policy:	As set out in the report
Financial:	There are no financial implications for the Council.
Personnel:	None
Legal/Procurement:	None
Environmental:	None
Partnering:	None
Property:	None
Risk Management:	None
Community Safety:	None
Equalities:	None

Consultation Responses

Members:

Leader of Council: Leader of the Council

**Overview & Scrutiny
Management
Commission Chairman:** OSMC Chair

**Select Committee
Chairman:**

Ward Members:

**Opposition
Spokesperson:** Opposition Leader

Local Stakeholders: The West Berkshire Forward Plan will be published the first working day after the Individual Decision is signed.

Officers Consulted: Nick Carter, John Ashworth, Teresa Bell, Margaret Goldie, Group Executives and there had also been widespread consultation with senior managers across the authority on the content of the Forward Plan. Given its rolling nature this consultation will be ongoing.

Trade Union: Not sought.

Is this item subject to call-in.	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
If not subject to call-in please put a cross in the appropriate box:		
The item is due to be referred to Council for final approval		<input type="checkbox"/>
Delays in implementation could have serious financial implications for the Council		<input type="checkbox"/>
Delays in implementation could compromise the Council's position		<input type="checkbox"/>
Considered or reviewed by OSC or associated Task Groups within preceding 6 months		<input type="checkbox"/>
Item is Urgent Key Decision		<input checked="" type="checkbox"/>

Supporting Information

1. Background

- 1.1 The Forward Plan attempts to cover all decisions, not just those made by the Executive, which the Authority intends to make over the next 4 months. The Forward Plan, attached as Appendix A, also shows the decision path of each item so far including Council, Executive and Individual Decisions.
- 1.2 Also attached as Appendix B is the Overview and Scrutiny Management Commission and Selection Committees Work Programme which Members are asked to note.
- 1.3 As part of the continuing development of the Forward Plan we have now incorporated all Plans and Policies which are required to be approved by the Council under the Constitution. These items have been linked to the appropriate meetings of the Executive and Overview and Scrutiny Committee.

Appendices

Appendix A – West Berkshire Council Forward Plan – February 2011 to May 2011

Appendix B – Overview and Scrutiny Management Commission and Select Committees Work Programme

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West Berkshire Council Forward Plan – February 2011 to May 2011

Reference	Decision and Purpose	Decision Body	Decision Path	Directorate	Contact & Ext. No.	Lead Member (Portfolio Holder for . . .)	Part II	Date Report Published	Consultee(s)	Notes	Decision Month
PC2208	West berkshire Council Health, Safety & Welfare Policy Update	PC	04/02/11	Environment	Spencer Scott	Finance, Economic Development, Property, Health and Safety		27/01/11			01 February 2011
ID2078	Adoption of Parish Plans <i>To adopt Parish Plans.</i>	ID	01/02/11	Chief Executive	Jo Naylor	Partnerships, Equality, The Visions		TBC			01 February 2011
ID2079	Approval of Village Design Statements <i>To approve Village Design Statements.</i>	ID	01/02/11	Chief Executive	Paula Amorelli	Planning, Housing, Transport Policy		TBC			01 February 2011
ID2077	West Berkshire Forward Plan - March 2011 to June 2011 <i>To advise Members of items to be considered by West Berkshire Council over the next four months.</i>	ID	10/02/11	Chief Executive	Moir Fraser	Leader of the Council		02/02/11		Not subject to call in.	01 February 2011
ID2187(a)	Consideration of Review of First Step in West Berkshire following call-n	ID	01/02/11	Community Services	Mel Brain	Planning, Housing, Transport Policy		TBC			01 February 2011
GAC2114	Internal Audit Interim Report for Q2 2010/11	GA	14/02/11 GA	Chief Executive	Ian Priestley	Strategy, Performance, Community Safety		04/02/11			01 February 2011
GAC1905	Anti Fraud Strategy <i>To put in place an Anti Fraud Strategy for the Council that meets best practice.</i>	GA	14/02/11 GA	Chief Executive	Ian Priestley	Finance, Economic Development, Property, Health and Safety		04/02/11	Corporate Board, External Auditors		01 February 2011
GAC2117	Strategic Risk Register Q2 2010/11	GA	14/02/11 GA	Chief Executive	Ian Priestley	Strategy, Performance, Community Safety		04/02/11			01 February 2011

The items included in the Forward Plan were correct at the time of publication. The Forward Plan may, however, change and you are advised to contact Moira Fraser – Tel: 01635 519045 or e-mail: mfraser@westberks.gov.uk to confirm the contents of any agenda before attending a meeting.
Executive decisions may be taken by the Executive acting as a collective body or by officers acting under delegated powers.

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West Berkshire Council Forward Plan – February 2011 to May 2011

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EX2160	West Berkshire Admission Arrangements 2012-13 for Community and Voluntary Controlled Schools <i>To determine the West Berkshire Admission Arrangements for Community and voluntary Controlled Schools and the Co-ordinated Admissions Scheme</i>	EX	17/02/11 EX	Children and Young People	Malcolm Berry	Education		09/02/11			01 February 2011
EX2048	Financial Report Q3 2010/11	EX	17/02/11 EX	Chief Executive	Andy Walker	Finance, Economic Development, Property, Health and Safety		09/02/11			01 February 2011
EX2197	Staffing Implications Associated with the Draft 2011-12 Revenue Budget for Care Management in Adult Social Care (Paragraph 1 - information relating to an individual) (Paragraph 2 - information identifying an individual) <i>To set out the staffing implications of the reorganisation of Care Management to meet System Transformation requirements and to seek approval to make redundancy payments associated with the restructuring of the Care Management workforce</i>	EX	17/02/11 EX	Chief Executive	Jane Milone	Strategy, Performance, Community Safety	Yes				01 February 2011
EX2193	Management of overdue items in West Berkshire Libraries	EX	17/02/11 EX	Community Services	Christine Owen	Children & Families, Youth Service, Culture & Leisure		09/02/11			01 February 2011
EX2200	Empowering West Berkshire	EX	17/02/11 EX	Chief Executive	Andy Day	Portfolio Holder for Partnerships, Equality the Visions		09/02/11			01 February 2011

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EX2203	New Arrangements for the Delivery of Adult and Community Learning in West Berkshire <i>To consider the options for the future delivery of Adult and Community Learning in West Berkshire</i>	EX	17/02/11 EX	Community Services	Sara Hanson	Community Care, Pensions, Insurance		09/02/11			01 February 2011
OS2111	Financial Report (Revenue and Capital) Month 10 2010/11	OSMC	01/03/11	Chief Executive	Andy Walker	Finance, Economic Development, Property, Health and Safety		21/02/11			01 March 2011
ID2081	Adoption of Parish Plans <i>To adopt Parish Plans.</i>	ID	01/03/11	Chief Executive	Jo Naylor	Partnerships, Equality, The Visions		TBC			01 March 2011
ID2082	Approval of Village Design Statements <i>To approve Village Design Statements.</i>	ID	01/03/11	Chief Executive	Paula Amorelli (2233)	Planning, Housing, Transport Policy		TBC			01 March 2011
ID2080	West Berkshire Forward Plan - April 2011 to July 2011 <i>To advise Members of items to be considered by West Berkshire Council over the next four months.</i>	ID	17/03/11	Chief Executive	Moir Fraser (2045)	Leader of the Council		09/03/11		Not subject to call in.	01 March 2011
EX2191	Scrutiny Review on the use of local resources - Local Food <i>To consider the findings of the Greener Select Committee review into local food</i>	EX	31/03/11 EX	Environment	Adrian Slaughter	Environment, 'Cleaner Greener', Public Protection, Customer Services		23/03/11			01 March 2011

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EX2108	Council Plan Outcomes 2010/11: Quarterly Performance Update - Q3 <i>To report quarterly performance against each of the outcomes identified in the 2010/11 Council Plan and to report remedial action being taken, where targets were not projected to be met</i>	EX	31/03/11 EX	Chief Executive	David Cook	Strategy, Performance, Community Safety		23/03/11	Performance officers, EPMG/IPG		01 March 2011
EX2120	Establishment Report Q3 2010/11	EX	31/03/11 EX	Chief Executive	Robert O'Reilly	Strategy, Performance, Community Safety		23/03/11			01 March 2011
EX2205	Traffic Management & Road Safety Programme 2011/12 <i>To advise Members of the Traffic Management & Road Safety Works Programme 2011/12</i>	EX	31/03/11 EX	Environment	Andrew Garratt	Highways, Transport (Operational) & ICT		23/03/11			01 March 2011
EX2206	Report and Action Plan of the Annual Inspection of Contact, Referral & Assessment Arrangement within West Berkshire	EX	31/03/11 EX	Children and Young People	Lorna Hunt	Education		23/03/11			01 March 2011
EX2207	Community Led Planning Performance Report	EX	31/03/11 EX	Chief Executive	Jo Naylor	Partnerships, Equality, The Visions		23/03/11			01 March 2011
C2178	Budget 2011-12	C	17/02/11 EX 03/03/11 C	Chief Executive	Andy Walker	Finance, Economic Development, Property, Health & Safety		09/02/11			01 March 2011
C2179	MTFS	C	17/02/11 EX 03/03/11 C	Chief Executive	Andy Walker	Finance, Economic Development, Property, Health & Safety		09/02/11			01 March 2011

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C2180	Borrowing Limits	C	17/02/11 EX 03/03/11 C	Chief Executive	Andy Walker	Finance, Economic Development, Property, Health & Safety		09/02/11			01 March 2011
C2181	Capital Strategy and Programme	C	17/02/11 EX 03/03/11 C	Environment	John Ashworth	Finance, Economic Development, Property, Health & Safety		09/02/11			01 March 2011
C2104	Amendments to Part 1, 2, 10 and 11 of the Council's Constitution	C	14/02/11 GA 03/03/11 C	Chief Executive	Andy Walker/ David Holling	Leader of the Council		04/02/11			01 March 2011
C2184	Sustainable Community Strategy Update 2011/12 <i>To agree the Sustainable Community Strategy</i>	C	03/03/11 C	Chief Executive	Sam Shepherd	Partnerships, Equality, The Visions		23/02/11			01 March 2011
C2192	Local Transport Plan 2011-2026 <i>To seek approval for the new Local Transport Plan</i>	C	03/03/11 C	Environment	Jenny Graham	Planning, Housing and Transport Policy		23/02/11	Parish and Town Council, All Members, Transport Operators, Local Interest Groups, Representatives of national organisations, GOSE. Neighbouring Local Highway Authorities. Emergency Services, LSP.		01 March 2011

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C2195	Amendments to the Constitution - Changes to the Terms of Reference of the Standards Committee and Governance and Audit Committee <i>To amend the terms of reference of the two committees in line with the recent recommendations arising from an Internal Audit of the Management of the Constitution.</i>	C	14/02/11 GA 03/03/11 C	Chief Executive	Moira Fraser	Leader of the Council		04/02/11			01 March 2011
C2196	Inclusion of Refresh of a Conservation Area to the list of Exceptions listed in the Individual Decision Protocol <i>To seek approval for refresh of Conservation Areas to be included as an item which can be taken as an Individual Decision</i>	C	03/03/11 C	Chief Executive	Moira Fraser	Leader of the Council		23/02/11			01 March 2011
C2199	Reconfiguration of Scrutiny	C	14/02/11 GA 03/03/11 C	Chief Executive	Andy Day	Leader of the Council		04/02/11			01 March 2011
ID2084	Adoption of Parish Plans <i>To adopt Parish Plans.</i>	ID	01/04/11	Chief Executive	Jo Naylor	Partnerships, Equality, The Visions		TBC			01 April 2011
ID2085	Approval of Village Design Statements <i>To approve Village Design Statements.</i>	ID	01/04/11	Chief Executive	Paula Amorelli (2233)	Planning, Housing, Transport Policy		TBC			01 April 2011
ID2083	West Berkshire Forward Plan - May 2011 to August 2011 <i>To advise Members of items to be considered by West Berkshire Council over the next four months.</i>	ID	14/04/11	Chief Executive	Moira Fraser (2045)	Leader of the Council		06/04/11		Not subject to call in.	01 April 2011
ID2086	Adoption of Parish Plans <i>To adopt Parish Plans.</i>	ID	01/05/11	Chief Executive	Jo Naylor	Partnerships, Equality, The Visions		TBC			01 May 2011

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West Berkshire Council Forward Plan – February 2011 to May 2011

Reference	Decision and Purpose	Decision Body	Decision Path	Directorate	Contact & Ext. No.	Lead Member (Portfolio Holder for . . .)	Part II	Date Report Published	Consultee(s)	Notes	Decision Month
ID2087	Approval of Village Design Statements <i>To approve Village Design Statements.</i>	ID	01/05/11	Chief Executive	Paula Amorelli (2233)	Planning, Housing, Transport Policy		TBC			01 May 2011
C2155	Report to Consider the Recommendations of the IRP	C	17/05/11 C	Chief Executive	Jo Watt	Leader of the Council		09/04/11			01 May 2011
C2188	2011-13 West Berkshire Council Corporate Strategy <i>To present the new corporate strategy for West Berkshire Council</i>	C	17/05/11 C	Chief Executive	Jason Teal	Strategy, Performance, Community Safety		09/04/11			01 May 2011

The items included in the Forward Plan were correct at the time of publication. The Forward Plan may, however, change and you are advised to contact Moira Fraser – Tel: 01635 519045 or e-mail: mfraser@westberks.gov.uk to confirm the contents of any agenda before attending a meeting.
Executive decisions may be taken by the Executive acting as a collective body or by officers acting under delegated powers.

KEY:	
ID =	Individual Executive Member Decision
EX =	Executive
C =	Council
GA =	Governance & Audit Committee
S =	Standards Committee
PC =	Personnel Committee

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OVERVIEW & SCRUTINY MANAGEMENT COMMISSION AND SELECT COMMITTEE WORK PROGRAMME

Page 117

Reference (a)	Subject/purpose (b)	Methodology (c)	Expected outcome (d)	Review Body (e)	Dates (f)	Lead Officer(s)/ Service Area (g)	Portfolio Holder(s) (h)	Comments (h)
OSMC/10/79	Council motion on renewable energy To consider action required to stimulate renewable electricity generation within West Berkshire and related targets.			GSC	Start: 14/12/10 End: 14/12/10	Adrian Slaughter - 2424 Property	Councillor Hilary Cole	Agreed Council Motion - 4/3/10
OSMC/09/24	Accessibility of public transport Review accessibility of public transport in West Berkshire for all residents.	Information supplied by, and questioning of, lead officers, and external partners.	For review.	GSC/SC SC	Start: 19/01/10 End:	Bryan Lyttle - 2638 and Mark Edwards - 2208 Planning & Trading Standards and Highways & Transport	Councillor Alan Law & Councillor David Betts	Joint work between GSC and SCSC to review accessibility of public transport and contribute to the work on Local Transport Plan 3. Item 68 merged with this item
OSMC/09/16	Local Area Agreement Targets (LAA) Monitoring of progress of Health and Wellbeing LAA targets.	In meeting review with information supplied by, and questioning of, lead officers.	Monitoring item	HSC	Start: 20/01/11 End:	Bev Searle - Director of Partnerships & Joint Commissioning - 0118 982 2760 NHS Berkshire West	Councillor Pamela Bale	Monitoring of LAA activity.
OSMC/09/17	Capacity of maternity services at the Royal Berkshire Foundation Hospital. Fact finding report to establish the current capacity to meet demand for services.	In meeting review with information supplied by, and questioning of, lead officers.	Monitoring item	HSC	Start: 17/11/10 End:	Chief Executive and Chairman of the Royal Berkshire Hospital. Royal Berkshire Hospital Foundation Trust	Councillor Joe Mooney	Investigation of the reported pressures on the maternity unit.

OVERVIEW & SCRUTINY MANAGEMENT COMMISSION AND SELECT COMMITTEE WORK PROGRAMME

Page 118

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OSMC/	Delayed discharges from hospital To determine the causes of delayed discharges from hospitals affecting West Berkshire residents.	In meeting review with information supplied by, and questioning of, lead officers.	Investigate ways to improve the current system, and improve patient experience.	HSC	Start: 20/01/11 End:	Chief Executive of the Royal Berkshire NHS Trust and Bev Searle - NHS Berkshire West. Royal Berkshire NHS Trust & NHS Berkshire West	Councillor Joe Mooney	
OSMC/09/12	Review of the Council's eligibility criteria for social care. To review the existing criteria for accessing social care in light of the findings of the National Care Enquiry.	In meeting review with information supplied by, and questioning of, lead officers.	Investigate how the national changes will influence access to local social care, and make recommendations.	HSC	Start: 20/01/11 End:	Jan Evans - 2736 Community Services	Councillor Joe Mooney	Review of how national changes may need to influence local criteria for accessing social care.
OSMC/10/85	Investigation deprivation and child poverty in the ten most deprived wards in the District. To investigate what work is being done to tackle deprivation and how this can be applied to improve the quality of life across the District's most deprived wards.	In meeting review with information supplied by, and questioning of, lead officers.	Investigate ways to improve outcomes, and make recommendations to partner agencies.	HSC	Start: 12/10/10 End:	Julia Waldman Children & Young People	Councillor Gordon Lundie	

OVERVIEW & SCRUTINY MANAGEMENT COMMISSION AND SELECT COMMITTEE WORK PROGRAMME

Page 119

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OSMC/10/86	Electronic booking system for consultant appointments at the Royal Berkshire Foundation Hospital To determine ways to rectify problems being experienced by patients using the electronic booking system.	In meeting review with information supplied by, and questioning of, lead officers.	Investigate ways to improve the current system, and improve patient experience.	HSC	Start: TBC End:	Chief Executive and Chairman of the Royal Berkshire Hospital. Royal Berkshire Hospital Foundation Trust	Councillor Joe Mooney	
OSMC/09/02	Performance Report for Level One Indicators To monitor quarterly the performance levels across the Council and to consider, where appropriate, any remedial action.	In meeting review with information supplied by, and questioning of, lead officers.	Monitoring item	OSMC	Start: 14/09/10 End:	Jason Teal - 2102 Policy & Communication	Councillor Anthony Stansfeld	Quarterly item.
OSMC/09/04	Representation of the Council on outside bodies To assess the value of the representation of Councillors on outside bodies	Information supplied by, and questioning of, lead officers, and external partners.	To understand the benefits.	OSMC	Start: End:	Moir Fraser - 2045 Policy & Communication	Councillor Anthony Stansfeld	Will allow a critical evaluation of where Councillors can have most effect when dealing with outside bodies.
OSMC/09/58	Communications Strategy refresh To consider the refresh of the Strategy.	In meeting review with information supplied by, and questioning of, lead officer.	To consider the Strategy and make suggestions for improvement.	OSMC	Start: End:	Keith Ulyatt - 2125 Policy & Communication	Councillor Anthony Stansfeld	Following discussion at OSMC on 28th July 2009 and the item to consider the Place Survey results on 15th September 2009.
OSMC/09/59	Scrutiny method of operation To review the new scrutiny system after a 6 month period.	In meeting review.	To review the new scrutiny system to assess its benefits.	OSMC	Start: End:	David Lowe - 2817 Policy & Communication	Councillor Anthony Stansfeld	As requested by OSMC on 16th June 2009.
OSMC/09/67	West Berkshire Partnership performance report To monitor quarterly the performance levels across the Partnership and to consider, where appropriate, any remedial action.	In meeting review with information supplied by, and questioning of, lead officers and partners via in meeting review	Monitoring item	OSMC	Start: 26/01/10 End:	Sam Shepherd - 3041 Policy & Communication	Councillor Pamela Bale	Quarterly item.

OVERVIEW & SCRUTINY MANAGEMENT COMMISSION AND SELECT COMMITTEE WORK PROGRAMME

Page 120

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OSMC/10/76	Shared service arrangements To receive further detail on shared services, the work ongoing to review shared service arrangements and progress with the production of a register of shared services.	Information supplied by, and questioning of, lead officer.	To be identified.	OSMC	Start: 29/06/10 End:	Steve Duffin - 2594 Benefits and Exchequer		As requested by OSMC on 26th January 2010.
OSMC/10/78	Activities for teenagers To identify the work undertaken and future action planned in the Children and Young People Directorate to improve activities for teenagers, following its identification as the top priority for improvement in the annual resident survey.	Information supplied by, and questioning of, lead officers.		OSMC	Start: 25/05/10 End: 09/06/11	Julia Waldman - 2815 Children and Young People	Councillor Gordon Lundie	As requested by OSMC on 2nd March 2010.
OSMC/09/55	Value for Money Consideration of the work undertaken by the Council and the methodology in place to assess and ensure value for money.	Information supplied by, and questioning of, lead officer via in meeting review	Consider work undertaken to assess and ensure value for money and make suggestions for improvement.	RMSC	Start: 25/01/11 End: 25/01/11	John Ashworth - 2870 Environment	Councillor Keith Chopping	An appropriate subject that meets the acceptance criteria. Previously undertaken in April 2009.
OSMC/09/57	Revenue and capital budget reports To receive the latest period revenue and capital budget reports and consider any areas of concern.	Information supplied by, and questioning of, lead officer via in meeting review	Monitoring item	RMSC	Start: 13/09/10 End:	Andy Walker - 2433 Finance	Councillor Keith Chopping	May lead to areas for in depth review.
OSMC/09/63	Establishment Reports To receive the latest report on the changes to the Council's establishment.	Information supplied by, and questioning of, lead officer via in meeting review	Monitoring item	RMSC	Start: 13/09/10 End:	Robert O'Reilly - 2358 Human Resources	Councillor Anthony Stansfeld	May lead to areas for in depth review.
OSMC/10/96	Local Land and Property Gazetteer (LLPG) To investigate the potential to increase the level of data accessible through the LLPG.	In meeting review with information supplied by, and questioning of, lead officers.		RMSC	Start: 15/03/11 End: 15/03/11	Phil Parker - 2133 ICT	Councillor David Betts	
OSMC/10/97	Community Services Directorate Budget To discuss the measures being taken to manage the Directorate budget, with a particular focus on Adult Social Care.	In meeting review with information supplied by, and questioning of, lead officers.		RMSC	Start: 25/01/11 End: 25/01/11	Teresa Bell - 2730 Community Services	Councillor Joe Mooney	

OVERVIEW & SCRUTINY MANAGEMENT COMMISSION AND SELECT COMMITTEE WORK PROGRAMME

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OSMC/09/37	Partnership activity in response to the recession. Assessment of the impact of the measures taken by the West Berkshire Partnership to mitigate the local effects of the recession.	Information supplied by, and questioning of, lead officers, and external partners.	Monitoring item	SCSC	Start: End:	Policy & Communication	Councillor Pamela Bale & Councillor Keith Chopping	High profile activity that is very topical that will give visibility to the work that the Council and its partners are doing on behalf of residents and businesses.
OSMC/10/77	Housing register To consider the workings of the register, reviews, communication with those on the waiting list.	Information supplied by, and questioning of, lead officer via in meeting review	To be identified.	SCSC	Start: 08/07/10 End: 07/02/11	June Graves - 2733 Housing & Performance	Councillor Alan Law	As requested by OSMC on 26th January 2010. Agreement to form a working group by SCSC. Two meetings held.
OSMC/10/83	Primary school admissions To identify whether the difficulties reported by a number of local authorities with primary school placements had an effect in West Berkshire.	Information supplied by, and questioning of, lead officer via in meeting review	To gain an understanding of the issue.	SCSC	Start: 07/02/11 End:	Caroline Corcoran - 2030 Education	Councillor Barbara Alexander	Accepted onto the work programme by OSMC on 25/5
OSMC/10/95	Big Society To explore the initiative as a way of enabling people and encouraging them to take responsibility for their own communities.	Initial briefing followed by in meeting review.		SCSC	Start: 07/02/11 End:	Andy Day - 2459 Policy & Communication		
OSMC/10/92	Integrated Offender Management Programme To review how the Council can support the Integrated Offender Management Programme in the future.	Update provided by Chairman of work being presented to the Safer Communities Partnership on 13/12/10.		SSC	Start: 06/12/10 End:	Susan Powell - 264703 Policy and Communication	Councillor Anthony Stansfeld	

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