

Agenda

Children and Families Overview and Scrutiny Panel

Thursday, 10 September 2015, 10.00 am
County Hall, Worcester

All County Councillors are invited to attend and participate

This document can be made available in other formats (large print, audio tape, computer disk and Braille) on request from Democratic Services on telephone number 01905 728713 or by emailing democraticservices@worcestershire.gov.uk

If you can not understand the contents of this document and do not have access to anyone who can translate it for you, please contact 01905 765765 for help.

বাংলা। আপনি যদি এই দলিলের বিষয়বস্তু বুঝতে না পারেন এবং আপনার জন্য অনুবাদ করার মত পরিচিত কেউ না থাকলে, অনুগ্রহ করে সাহায্যের জন্য 01905 765765 নম্বরে যোগাযোগ করুন। (Bengali)

廣東話。如果您對本文檔內容有任何不解之處並且沒有人能夠對此問題做出解釋，請撥打 01905 765765 尋求幫助。 (Cantonese)

普通话。如果您对本文件内容有任何不解之处并且没有人能够对此问题做出解释，请拨打 01905 765765 寻求帮助。 (Mandarin)

Polski jeżeli nie rozumieją Państwo treści tego dokumentu i nie znają nikogo, kto mógłby go dla Państwa przetłumaczyć, proszę zadzwonić pod numer 01905 765765 w celu uzyskania pomocy. (Polish)

Português. Se não conseguir compreender o conteúdo deste documento e não conhecer ninguém que lho possa traduzir, contacte o 01905 765765 para obter assistência. (Portuguese)

Español. Si no comprende el contenido de este documento ni conoce a nadie que pueda traducírselo, puede solicitar ayuda llamando al teléfono 01905 765765. (Spanish)

Türkçe. Bu dokümanın içeriğini anlayamazsanız veya dokümanı sizin için tercüme edebilecek birisine ulaşamıyorsanız, lütfen yardım için 01905 765765 numaralı telefonu arayınız. (Turkish)

اردو۔ اگر آپ اس دستاویز کی مشمولات کو سمجھنے سے قاصر ہیں اور کسی ایسے شخص تک آپ کی رسائی نہیں ہے جو آپ کے لئے اس کا ترجمہ کرسکے تو، براہ کرم مدد کے لئے 01905 765765 پر رابطہ کریں۔ (Urdu)

(Kurdish) کوردی سۆزانی. ننگێر ناتوانی تێبگهی له ناوچرێکی نهم بپلگهی و دهستت به ههچ کس نایگات که وهیگێزێتوه بۆت، تکلیه تهلظۆن بکه بۆ ژمارهی 01905 765765 و داوای رینۆینی بکه (Kurdish)

ਪੰਜਾਬੀ। ਜੇ ਤੁਸੀਂ ਇਸ ਦਸਤਾਵੇਜ਼ ਦਾ ਸਮਝਣ ਸਮਝ ਨਹੀਂ ਸਕਦੇ ਅਤੇ ਕਿਸੇ ਅਜਿਹੇ ਵਿਅਕਤੀ ਤੱਕ ਪਹੁੰਚ ਨਹੀਂ ਹੈ, ਜੋ ਇਸਦਾ ਤੁਹਾਡੇ ਲਈ ਅਨੁਵਾਦ ਕਰ ਸਕੇ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਮਦਦ ਲਈ 01905 765765 'ਤੇ ਫ਼ੋਨ ਕਰੋ। (Punjabi)

DISCLOSING INTERESTS

There are now 2 types of interests:
'Disclosable pecuniary interests' and **'other disclosable interests'**

WHAT IS A 'DISCLOSABLE PECUNIARY INTEREST' (DPI)?

- Any **employment**, office, trade or vocation carried on for profit or gain
- **Sponsorship** by a 3rd party of your member or election expenses
- Any **contract** for goods, services or works between the Council and you, a firm where you are a partner/director, or company in which you hold shares
- Interests in **land** in Worcestershire (including licence to occupy for a month or longer)
- **Shares** etc (with either a total nominal value above £25,000 or 1% of the total issued share capital) in companies with a place of business or land in Worcestershire.

NB Your DPIs include the interests of your spouse/partner as well as you

WHAT MUST I DO WITH A DPI?

- **Register** it within 28 days and
- **Declare** it where you have a DPI in a matter at a particular meeting
 - you must **not participate** and you **must withdraw**.

NB It is a criminal offence to participate in matters in which you have a DPI

WHAT ABOUT 'OTHER DISCLOSABLE INTERESTS'?

- No need to register them but
- You must **declare** them at a particular meeting where:
You/your family/person or body with whom you are associated have a **pecuniary interest** in or **close connection** with the matter under discussion.

WHAT ABOUT MEMBERSHIP OF ANOTHER AUTHORITY OR PUBLIC BODY?

You will not normally even need to declare this as an interest. The only exception is where the conflict of interest is so significant it is seen as likely to prejudice your judgement of the public interest.

DO I HAVE TO WITHDRAW IF I HAVE A DISCLOSABLE INTEREST WHICH ISN'T A DPI?

Not normally. You must withdraw only if it:

- affects your **pecuniary interests OR** relates to a **planning or regulatory** matter
- **AND** it is seen as likely to **prejudice your judgement** of the public interest.

DON'T FORGET

- If you have a disclosable interest at a meeting you must **disclose both its existence and nature** – 'as noted/recorded' is insufficient
- **Declarations must relate to specific business** on the agenda
 - General scattergun declarations are not needed and achieve little
- Breaches of most of the **DPI provisions** are now **criminal offences** which may be referred to the police which can on conviction by a court lead to fines up to £5,000 and disqualification up to 5 years
- Formal **dispensation** in respect of interests can be sought in appropriate cases.

**Children and Families Overview and Scrutiny Panel
Thursday, 10 September 2015, 10.00 am, County Hall,
Worcester**

Membership

Councillors:

Ms L R Duffy (Chairman), Mrs F M Oborski (Vice Chairman), Mr R W Banks, Mr P Denham, Mrs J L M A Griffiths, Mr I Hopwood and Ms R E Jenkins

Co-opted Church Representatives (for education matters)

Bryan Allbut (Church of England) and Francis Mohan (Roman Catholic)

Parent Governor Representatives (for education matters)

Ms C Richardson (Parent Governor) and Vacancy

Agenda

Item No	Subject	Page No
1	Apologies and Welcome	
2	Declaration of Interest and of any Party Whip	
3	Public Participation Members of the public wishing to take part should notify the Head of Legal and Democratic Services in writing or by e-mail indicating the nature and content of their proposed participation no later than 9.00am on the working day before the meeting (in this case 9 September 2015). Enquiries can be made through the telephone number/e-mail address below.	
4	Confirmation of the Minutes of the Previous Meeting (previously circulated)	
5	Worcestershire Safeguarding Children Board - Annual Report	1 - 4
6	Education and Skills - Post-16 Opportunities	5 - 10

Agenda produced and published by the Head of Legal and Democratic Services, County Hall, Spetchley Road, Worcester WR5 2NP. For general enquiries: 01905 763763 Worcestershire Hub: 01905 765765
Email: worcestershirehub@worcestershire.gov.uk

To obtain further information or hard copies of this agenda, please contact Alyson Grice/Samantha Morris telephone: Worcester (01905) 76 6619 email: scrutiny@worcestershire.gov.uk

All the above reports and supporting information can be accessed via the Council's website at <http://www.worcestershire.gov.uk/cms/democratic-services/minutes-and-agenda.aspx>

Date of Issue: Friday, 28 August 2015

This page is intentionally left blank

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY PANEL 10 SEPTEMBER 2015

WORCESTERSHIRE SAFEGUARDING CHILDREN BOARD ANNUAL REPORT 2014-15

Summary

1. Diana Fulbrook, the Independent Chair of the Worcestershire Safeguarding Children Board (WSCB), has been invited to present the Worcestershire Safeguarding Children Board Annual Report 2014-15 (Appendix 1).

Background

2. On 11 September 2014 the Children and Young People Overview and Scrutiny Panel considered the WSCB's annual report for 2013-14. The Panel welcomed the improvements that had been made and was pleased that the Board was moving in a positive direction. Concerns were expressed about:

- Information sharing across agencies, particularly with schools. However, the Panel was reassured to hear about the development of the 'single view of the child' system which would shortly be available to all schools in the County.
- Whether arrangements for sharing information when a child moves schools were sufficiently robust.
- The robustness of safeguarding arrangements in non-LA controlled schools, including academies, free schools and independent schools.
- The cumulative impact of budget cuts across agencies.
- Ensuring closer working with the Adult Safeguarding Board, particularly in relation to transition arrangements.

3. 2014/15 saw continuing change amongst several agencies with downward pressure on resources. Despite this, safeguarding has remained a priority for member agencies and the Board has been able to focus on its priorities and to meet extra demands. Experienced social worker recruitment has remained problematic, reflecting a national shortage, and referrals to Children's Social Care have increased during the year, adding to pressures on the system with high caseloads. Some practice has improved but some remains problematic and by the end of the year questions were raised about the safety of the child protection system. Feedback from a recent Local Government Association (LGA) peer review reinforced the need to improve basic frontline practice and this is being taken forward by the County Council through the 'Back to Basics' Improvement activity. The Board has also not been able to assure itself of the effectiveness of early help and the Early Help Strategy is being reviewed to ensure that there is an Intervention and Prevention strategy that fully captures the role of all agencies in supporting families at an earlier stage. There is still inconsistent practice and whilst there is evidence of cascaded

learning, the question remains about the degree to which this influences practice changes.

4. Child Sexual Exploitation has been a particular focus for the Board in recent months, most notably the development of a victim pathway. The strategy has been considered by the scrutiny panel, signed off by the WSCB and endorsed by Cabinet. There remains much to do, most notably raising awareness with all partners and communities. During the year there was little evidence of a link to gangs, organised crime or any specific minority ethnic group, and there is also no indication that disclosures or reporting concerns have been ignored. The Board has been assured that in Worcestershire sexual exploitation exists on a relatively small and generally individualised scale, however, it is sensitive to the fact that as understanding and knowledge grows, this position may change.

5. In many ways the Board is better equipped to ask questions because of its improved level of data and range of available information including the voice of the child. It has implemented the recommendations from the Board Peer Review undertaken at the start of the year and is putting in place a new structure that will support the delivery of its priorities. New statutory guidance Working Together 2015 was published at the end of the year and the Board will be implementing any necessary changes. The most notable work is on the development of a Child Sexual Exploitation pathway and a Multi-Agency Safeguarding Hub (MASH), although both have been slow to develop. Further achievements include extensive learning from audits and case reviews, increased levels of service user feedback and the continuing training and development of front line staff. The last Ofsted inspection was in March 2012, so an Ofsted inspection under a different framework is awaited.

Key Issues

6. The key issues for the Worcestershire Safeguarding Children Board in 2014/15 included:

- Increased pressure on the social care system with more referrals and a rise in the number of looked after children
- Recruitment of suitably qualified and experienced social workers
- Management oversight and supervision of staff
- Impact of Early Help Strategy and the role of universal services in the early help offer
- Development of Child Sexual Exploitation Strategy and pathway
- Questions about the safety of the child protection system
- Development of the Multi-Agency Safeguarding Hub (MASH)
- Implementation of a Service User Feedback Strategy
- Evaluation of the Suicide Prevention guidance for practitioners
- Learning from audits and case reviews in respect of children affected by the 'Toxic Trio' (parental drug/alcohol use, parental mental ill health and domestic abuse), vulnerabilities linked to children's emotional well-being, challenges in safeguarding adolescents
- Implementation of the Safer Sleeping policy
- Proactive monitoring through the Board's performance framework in respect of missing children, CAMHS waiting times and health assessments for looked after children

7. The WSCB Annual Report 2014/15 is to be presented to the Health and Well-being Board on 30 September 2015.

Conclusion

8. The Board concluded that there is an improved body of evidence from data, audits, reports and learning during 2014/15 to demonstrate that safeguarding arrangements are in place but could not yet be assured of their effectiveness in respect of children in the child protection system. The quality and consistency of frontline basic practice needs improvement and more work is required in particular areas to ensure children are safe in Worcestershire. Increased pressure on the social care system means that the board cannot be fully assured about the effectiveness of early help arrangements, and it is clear that appropriate help needs to be offered to children and families at an earlier stage by a range of agencies in order to reduce the pressure of those requiring specific services in the social care system. Work continues on establishing the extent and nature of child sexual exploitation and on developing effective preventative measures. There continue to be multi-agency areas for improvement around consistent practice, communication/information sharing and 'Think Family'. However, overall there is a strong commitment by all Board member agencies to prioritise safeguarding.

Purpose of the Meeting

9. The Panel is asked to:

- Consider any points which may inform future scrutiny work;
- Determine if it wishes to make any comments to the Cabinet Member with Responsibility for Children and Families.

Supporting Information

- Appendix 1 - [Worcestershire Safeguarding Board Annual Report 2014-15](#)
(Hard copies circulated to Panel Members only.)

Contact Points

County Council Contact Points

County Council: 01905 763763

Worcestershire Hub: 01905 765765

Email: worcestershirehub@worcestershire.gov.uk

Specific Contact Points for this report

Alyson Grice and Samantha Morris, Overview and Scrutiny Officers, 01905 766619,
scrutiny@worcestershire.gov.uk

Background Papers

In the opinion of the proper officer (in this case the Director of Children's Services) the following are the background papers relating to the subject matter of this report:

- Agenda and minutes of the Children and Young People Overview and Scrutiny Panel meetings held on 11 May 2012, 11 February 2014 and 11 September 2014
- [All agendas and minutes are available on the Council's website here.](#)

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY PANEL 10 SEPTEMBER 2015

EDUCATION AND SKILLS - POST-16 OPPORTUNITIES

Summary

1. The Strategic Commissioner – Education and Skills has been invited to the meeting to update members on the range of opportunities available for post 16 students. It is now a requirement that all students remain in some form of education or training until at least their 18th birthday. This is not the same as raising the school leaving age, as students may choose from a range of options. This paper outlines these options and proposes areas of possible further scrutiny.

Background

2. The most frequently used benchmark of education attainment for young people has for long been outcomes at 16 years of age, the end of school Year 11. The most commonly used measure is attainment of at least five GCSE grades C and above, for individual students, schools and for wider groupings such as a local authority. This remains the key indicator, and the attainment of five or more good GCSE grades is a strong basis for future success.

3. While the GCSE attainment indicator is important, the changing nature of education and related legislation means that the measures of educational performance are being revised. The government is to replace the five GCSE attainment measure with an indicator called 'Progress8'. This measures progress during secondary age education rather than attainment, and takes account of a wider range of subjects – as its title indicates, eight.

4. In recent years, there has been a decline in the number of young people leaving education at 16. Most young people continue in education or training after they finish Year 11, because it gives them the best chance to get the skills and qualifications that employers and universities look for. Participating in education or training for longer means young people are more likely to attain higher levels of qualifications and have increased earnings over their lifetime, better health and improved social skills. This in turn contributes to a more highly skilled, productive, and internationally competitive workforce.

5. Although most young people progress to some form of education and training, a proportion do not. These young people who are NEET (not in employment, education or training) often find it more difficult to secure long term employment, and numbers are over represented in some particular groups, for example care leavers. Reducing the number of NEETs should begin with effective identification of, and support for, those identified as being at risk of becoming NEET. The effective tracking of NEETs and continued support and provision should then follow. A particular challenge has been the reduction of the number of young people who are

identified as 'unknown' – although this does not necessarily mean that all of these young people are NEET.

6. In order to make an informed decision about post 16 choices, young people should receive careers guidance. Since 2011, it has been the responsibility of schools to provide impartial careers guidance for young people. From September 2014 schools have been required to show that they have a strategy for the provision of careers guidance and that this is being implemented. During this period there has been concern regarding the quality and consistency of guidance provided by schools. It is essential that all young people are provided with detailed and impartial guidance regarding the range of options available to them, not just (where possible) an automatic transition to a school sixth form. In addition to guidance relating to choices beyond Year 11, it is important that young people receive quality careers education in order better to inform their choices at the end of Year 11.

7. Students who left Year 11 in summer 2013 had to continue in some form of education or training for at least a further year until June 2014. Those who left Year 11 in summer 2014 or beyond need to continue until at least their 18th birthday.

8. This requirement, called Raising the Participation Age, does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16. This could be through:

- (a) a full-time **Post 16 Programme of Study** in a school, college or with a training provider;
- (b) an **apprenticeship** or **traineeship**, or
- (c) **full-time work or volunteering** (20 hours or more) combined with part-time education or training.

Post 16 programmes of study

9. In line with these changes, from August 2013 the government introduced the requirement for all post 16 students to follow a recognised Programme of Study.

10. Any Programme of Study should:

- provide progression to a level higher than that of a student's prior attainment;
- include qualification(s) that are of sufficient size and rigour to challenge students and be clearly linked to suitable progression opportunities in training, employment or higher levels of education;
- require students who do not already have GCSE A*-C in maths and English to work towards them (or other approved stepping stone qualifications) that will help the student in question to progress towards achievement of these qualifications;
- include work experience - this may relate to the student's study programme, develop employability skills and/or create potential employment options for those who cannot do substantial vocational qualifications;
- include other activities unrelated to qualifications which develop the skills, attitudes and confidence that support progression, and
- enable students who are not yet ready to study for a substantial qualification to undertake a programme focused on work experience and the development of employability skills.

11. Students of all abilities follow study programmes. This therefore includes those studying 'A' level courses. 'A' levels count as 'substantial' qualifications. In addition to academic study, students following an 'A' level study programme should have the opportunity to undertake non-qualification activities such as tutorials, work experience, work to develop personal or study skills, and support in choosing options to ensure progression into employment and higher education preferences.

12. Those students for whom an applied or technical qualification is the most appropriate route will be expected to study at least one substantial qualification. These should be of sufficient size and relevance to provide a route into a trade, profession or other form of employment, or access to a Higher Education course.

13. They may be taken with or without other qualifications, including 'A' levels, and should make up the majority of the study programme time. In most cases these qualifications will be at a level above each student's prior achievement. However some larger qualifications offered at level 2 also provide a route into a trade and can provide progression for students holding other level 2 qualifications.

14. Work experience is no longer a compulsory component of the Year 10 and 11 curriculum. Most schools that offer work experience for students of this age require it to be organised by parents. As a consequence, many students leave Year 11 without the experience of a working environment that is built effectively into a programme of study.

15. Work experience is a key component of 16 to 19 study programmes and all students are expected to undertake work experience or some form of work-related training. Most students benefit from work experience as a major factor in developing employability skills alongside GCSE qualifications in English and maths. A work placement should be an integral part of most students' study programme and in particular for students choosing to enter a particular occupation or profession or those choosing a vocational route.

16. Students should also be encouraged to take part in meaningful non-qualification activity alongside work experience placements. This activity may include other planned and organised enrichment activities such as tutorials, work to develop study skills, leadership, team-work or self-management skills and activities such as the Duke of Edinburgh's Award or volunteering.

17. The needs of students with learning difficulties and/or disabilities (LDD) can vary widely, but the study programme principles still apply. Students should follow a programme that prepares them for adulthood, including supporting their progression into work or further study. For students with LDD who have a learning difficulty assessment (LDA) or an education, health and care (EHC) plan, a study programme can apply up to the age of 25. Institutions, in discussion with the student, need to assess what type of programme is most suitable given their career aspirations.

18. Study programmes for students with profound and/or complex learning difficulties and disabilities may also concentrate on work experience or other non-qualification activities rather than qualifications, to prepare them for adult life. For example, supported internships are for young people with a special educational needs (SEN) statement, LDA or EHC plan, and aim to prepare young people for employment through extended work placements with employers.

19. Study programmes should always include English and maths but at an appropriate level. Some students with LDD will be able to work towards achieving GCSE grade C or above whereas others may qualify for exemption from the Education and Funding Agency (EFA) condition of funding. More information about this exemption can be found in the EFA condition of funding guidance.

Apprenticeships and traineeships

20. Apprenticeships offer young people the opportunity to earn money while they learn, get excellent vocational training and build a sustainable career. They help employers to build a professionally skilled workforce, equipped with the knowledge and experience that their businesses need to succeed and compete. Apprentices get a work related competence based qualification assessed in the workplace. An Apprenticeship Framework includes a technical certificate assessing the knowledge and understanding that underpins the competences required in the sector, key skills in numeracy & communications and learning about employer rights and responsibilities. Progression from an Apprenticeship can be onto an Advanced Apprenticeship or directly into full employment.

21. Apprenticeships are available at three levels:

Intermediate	(Level 2) equivalent to 5 GCSEs Grades A-C
Advanced	(Level 3) equivalent to 2 A Levels
Higher	(Level 4) equivalent to Foundation Degree/HNC/HND

22. Traineeships are an education and training programme for young people aged 16 to 24 who do not have a level 3 ('A' level equivalent) qualification. They consist of work preparation training, a work experience placement, and English and maths provision where appropriate, designed to equip young people with the skills and experience they need to progress onto an apprenticeship or other sustainable employment.

23. Traineeships for 16 to 18 year olds are a type of study programme and they provide another option for young people who lack the skills, experience and behaviours sought by employers. Traineeships can last a maximum of 6 months with the aim of getting the young person into an apprenticeship or other sustainable employment as quickly as possible.

Full time work or volunteering

24. As an alternative to the above options, students may choose a programme that involves work and volunteering. This needs to be at least 20 hours per week, and combined with some form of part time education or training.

In Worcestershire

25. Outcomes for Year 11 leavers in Worcestershire have improved significantly in the last four years. In 2014 nearly 60% of students attained the benchmark of at least five GCSE grades A*-C, and provisional data indicate that this figure will rise with the 2015 results. 2014 attainment was 3% above the national average and 2% above the average for our statistical neighbours. Students have increasingly high

aspirations for their progression beyond Year 11 and this requires a range of quality educational provision to be available.

26. There has been significant progress regarding reducing the proportion of NEETs, and particularly the number recorded as 'Unknowns'. In June 2015 the proportion of students recorded as NEET was 3.8%, compared with 4.8% nationally and 5.2% for the Midlands. The Unknowns figure at the same time was 6.3%, compared with 6.5% nationally and 8.6% for the Midlands. The figure for Worcestershire has subsequently fallen further to just below 5%. Despite this excellent progress, vulnerable groups of young people, such as care leavers, remain over represented in the number of NEETs.

27. In line with national expectations, schools manage their own careers guidance. Those that encourage work experience link to the Council's work experience website, called Worcestershire Skills Central. This site has been developed as part of the Connecting Schools and Business programme, and is recognised in the region as an example of good practice. All High Schools have signed up to use the website, and it has recently been refined to include a 'Virtual School' where the oversight of placements for looked after children will be managed by the Virtual School Headteacher.

28. The Connecting Schools and Business programme links to Open for Business, and its progress is monitored through the Employment and Skills Board (ESB), which is a sub-group of the Local Education Partnership (LEP). The first phase of the programme has worked through the development of the work experience programme, and also links between businesses and schools regarding governance, and curriculum developments. The next phase of the programme will develop these links and also have a strand focussed on the needs of vulnerable groups of learners. The ESB includes representation from local businesses, the local authority, and further and higher education institutions.

29. More than one half of post 16 students take their courses in colleges, and the majority of provision in schools is targeted at 'A' level students. We are currently considering how best to map future demand and provision across the county to ensure there is effective coverage and range for the needs of learners.

30. As part of future developments, the ESB has considered how better to provide for the future needs of Worcestershire businesses. Central to this has been recognition of the need to improve provision in STEM subjects (science, technology, engineering and maths). To this end the LEP has commissioned a feasibility study regarding the possible construction of a University Technical College (UTC) in Worcestershire.

Purpose of the Meeting

31. The Panel is asked to consider:

- Whether there are any comments that it would wish to make to the Cabinet Member with Responsibility
- Whether it would wish to carry out any further scrutiny on any of the following areas:

- strategies to reduce the number of young people who are not in education, employment or training (NEET);
- evaluating the quality and effectiveness of careers education and guidance in schools;
- the provision of work experience in Year 11, and the range of work experience opportunities in post 16 Programmes of Study;
- the range of provision of vocational pathways through scrutiny of apprenticeship and traineeship provision.

Contact Points

County Council Contact Points

County Council: 01905 763763

Worcestershire Hub: 01905 765765

Email: worcestershirehub@worcestershire.gov.uk

Specific Contact Points for this report

Alyson Grice and Samantha Morris, Overview and Scrutiny Officers, 01905 766619

scrutiny@worcestershire.gov.uk

Background Papers

In the opinion of the proper officer (in this case the Director of Children's Services) there are no background papers relating to the subject matter of this report.