

Brighton & Hove City Council

For general release

Meeting: Children, Families and Schools Sub Committee

Date: Monday 1 December 2003

Report of: Director of Children, Families and Schools

Subject: Report on preparations for the Ofsted/SSI Inspections and the required self-evaluation

Wards affected: All

1. Purpose of the Report

- 1.1 This report outlines the preparations that have been made for the Office for Standards in Education (Ofsted) and Social Services Inspectorate (SSI) Inspections in Spring 2004. The report focuses on the self-evaluation of Services which has been carried out as part of this process.

2. Recommendations

- 2.1 That the contents of the report and appendices be noted.

3. Information/Background

- 3.1 In July 2003 the Director was notified that Children, Families and Schools Services would be subject to Ofsted and SSI Inspections in Spring 2004. It should be noted that although these are the biggest inspections, they are two of the five inspections due to be carried out in spring 2004. The other three are: Area Inspection of 14-19 provision and National Care Standards Inspections of the Adoption and Fostering Services. This report is focused on the Ofsted/SSI Inspections.
- 3.2 Ofsted have introduced a new inspection framework from January 2004 against which the Services will be inspected. Although Ofsted and SSI operate under two separate legislative frameworks this will be a joint inspection. This means that there will be a joint judgement on common areas across CFS, including corporate planning, leadership by elected members and senior officers, funding arrangements and separate judgements on other areas such as for Ofsted the strategy for school improvement; and for SSI referral and initial response systems. A series of briefing notes have been prepared for all stakeholders that detail the inspection process these have been circulated to

Councillors. It is not intended to repeat the briefing information in this report but to focus on the outcome of the self-evaluation against the Ofsted/SSI inspection criteria and judgements. A copy of the full analysis and self evaluation is in the Members Library and relevant sections are attached as appendices.

4. Performance

- 4.1 The inspections will result in two separate reports but the joint aspects of the inspections will have exactly the same text in both of the reports. See appendix 1 (part B Corporate Strategy) which is our self-evaluation of this area.
- 4.2 An important aspect of the new Ofsted framework (as for schools) is self-evaluation. CFS managers have undertaken a detailed analysis of performance in each service area and prepared an evidence base against the criteria. The inspections are being viewed in a positive way and are seen as being a helpful opportunity to review and evaluate our work and improve outcomes for children and young people. The structure of the self-evaluation is outlined below in paragraph 5.

5. Ofsted Self Evaluation

- 5.1 The Ofsted self evaluation is carried out in five blocks against key criteria. The five blocks are:
 - 1. Corporate Strategy and Leadership of Educational Support for Children and Young People
 - 2. Strategy for Education and Its Implementation
 - 3. Support to Improve Education in Schools
 - 4. Strategy for Special Educational Needs
 - 5. Strategy for Social Inclusion
- 5.2 The self-evaluation includes progress since the last Ofsted Inspection in 2000 and current performance against the criteria. In the evaluation a seven point Ofsted scoring system has been used by managers for each criteria where 1 is the highest score and 7 the lowest. These have been applied as follows:
 - 1. Very good
 - 2. Good
 - 3. Satisfactory, few areas of major weakness
 - 4. Satisfactory, strengths outweigh weaknesses
 - 5. Unsatisfactory, weaknesses outweigh strengths
 - 6. Poor, significant weaknesses
 - 7. Very poor, fails to provide effective support to schools
- 5.3 The seven point grading system is then used to give an overall grade. The self-evaluation has resulted in CFS being graded overall as 2 with the highest score of 1 noted in the work of the early years, Key Stage 3, as well as in training and

development and the effectiveness of the LEA in combating racism. Scores of 4 have been recorded in special educational needs (value for money) and asset management planning. There are no areas scored as 5 or below.

- 5.4 A document search has been carried out which indicates that we comply with the requirements in all areas. A detailed evidence base has been collected to support the self-evaluation.
- 5.5 The Ofsted Inspection team leader is Rosemary Matthews, her deputy is Linda Kelsey and the team will include members from the Audit Commission. A detailed financial analysis has also been reported to Ofsted for the inspection.

6. SSI Inspection

- 6.1 Social care services will be inspected against six key standards the headlines are included below:

- 1. National priorities and Strategic Objectives:** The council is working corporately and with other agencies to ensure the delivery of national priorities for social care, the national Personal Social Services objectives and their own local strategic objectives.
- 2. Effectiveness of Service Delivery and Outcomes:** Children and their families receive responsive services which promote children's life chances.
- 3. Quality of Services for Users and Carers:** Children and their families benefit from appropriate referral and assessment processes, planning and review arrangements which focus on the full range of needs of the child.
- 4. Fair access:** Social services provides a fair, consistent and inclusive service.
- 5. Cost and Efficiency:** Social services commissions and delivers services to clear standards covering both quality and costs by the most effective, economic and efficient means available.
- 6. Management and Resources:** Social services has management and accountability structures that commission and provide safe and effective services.

- 6.2 As social care services were inspected within the last year and the SSI was provided with a detailed self-audit following the Climbie Inquiry in May 2003, less information has been requested prior to the fieldwork period of the inspection. The inspection of child protection services judged 'some children to be well served, with uncertain prospects' while the Climbie self-audit outcome was that 'some children were being well served, with promising prospects'. The SSI inspectors will also be provided with the full Ofsted self-evaluation as much of the information that relates to the work of the Directorate is equally relevant to social care functions.
- 6.3 The major focus of the SSI inspection is on the operational casework and they have already selected 100 service-users who will receive a questionnaire and will be asked to comment fully on the services that they have received from the Directorate. From this 100, 10 families have been chosen for more detailed examination which will involve a full review of the case file, interviews with the

child, key family members and their current carers. They will also interview the social workers and managers for these families.

- 6.4 The SSI inspection will be led by Steve Hart who was involved in the child protection SSI inspection in November 2002, he will be accompanied by two other inspectors who have not yet been identified.

7. Conclusion

- 7.1 The self-assessment contains an LEA statement (Section C) (Appendix 2) which answers four key questions:
1. What contribution is education expected to make to the achievement of Corporate Priorities?
 2. What progress has been made since the last inspection?
 3. How effective is the LEA?
 4. What still needs to be done and does the LEA have the capacity to improve these?
- 7.2 The statement summarises the self-assessment, sets out the Directorate's overall strategy for improvement and progress since the last inspection. It provides a summary grade of 2 for the overall effectiveness of the LEA. The Directorate has concluded from the self evaluation and scrutiny of evidence that against the three core judgements it has made very good progress since the last inspection and has substantial capacity for further improvement and is therefore a very effective LEA overall. This is our self-evaluation.

Appendix 1
Part C: Self-evaluation statement

Children, Families and Schools

Striving for Excellence

What contribution is education expected to make to the achievement of Corporate Priorities?

What Progress has been made since the last inspection?

How effective is the LEA?

What still needs to be done and does the LEA have capacity to improve further?

Part 1: What contribution is education expected to make to the achievement of Corporate Priorities?

The Council has placed education and support for children at the heart of its priorities. 'A Learning City' was one of its 7 priorities from 1999, and this has been broadened into the council's current priorities, set out in its delivery plan 2003-7, where the work of the CFS service is picked up under three of the seven priorities, 'An Enterprising City', 'A Safer City', and 'A Healthy City'.

The Children, Families and Schools Directorate has developed these priorities through the Directorate Development Plan (DDP) 2003 – 2004 which is then structured around 5 objectives which seek to implement the Corporate strategies and priorities.

Key Objective 1 – High achieving, inclusive schools and learning

Effective schools at the heart of their community will deliver an excellent education by focussing on both achievement and inclusion. Our aim as a service is to further this aspiration in every way, through targeted support and intervention, through the extended schools programme, and through linking services together effectively to build on the work done in schools.

Key Objective 2 - Keeping children safe and thriving

We have an absolute responsibility to do all we can to protect children from harm through our child protection work and through a wide range of preventive services to children, young people and their families.

This includes effective strategies to support children and young people at risk, as well as dealing with youth offending, mental health needs, substance misuse needs, teen pregnancy, young carers, bullying, equalities, disabilities, social inclusion, looked after children and care leavers, and a number of other at risk groups.

Helping children and young people to thrive also involves offering opportunities to develop their talents, interests and potential through a wide range of cultural, social and recreational pursuits, some of which are targeted specifically at those who would not normally access them.

Key Objective 3 - Developing integrated services where these are shown to be effective

As a service which provides both education and social care services, we are well placed to integrate these where increases effectiveness in terms of speed, cost, responsiveness to need, and the potential for achieving better outcomes. We expect to see our services becoming increasingly multi-disciplinary, building on the successful lessons learnt from some of our existing multi-disciplinary teams. We shall continue our close joint working with health, the Police, the voluntary sector and other agencies, and will use every opportunity to establish integrated working with these agencies on the same basis.

Key Objective 4 - Delivering services in partnership with young people and their communities

We take seriously the need to consult our clients – children, young people and their families – and to allow their responses and ideas to shape our thinking about what services are needed and how they should be delivered. Similarly, we believe in working closely with local communities about the services we and other agencies provide for them. Several locally based projects, such as Sure Start and On Track, have been established on this basis, and we want to ensure that effective local consultation underpins all our services, including schools.

Key Objective 5 – Building an effective workforce

To deliver our objectives we need a highly skilled, motivated and well regarded workforce. We have recruitment and retention difficulties in some areas of the service, and the development of the service as a whole requires training for staff at all levels.

This objective is crucial to the delivery of our objectives as a service, and touches on all aspects of our work, from organisational culture to performance management. We are a pioneering service in terms of seeking to foster a new professional identity around working with children and young people, within which traditional professional disciplines will find their place.

These map onto the Council Priorities as follows:

<i>Council Priority</i>	<i>Directorate Objectives</i>
An Improving quality of life in the city learning. (Safer, Healthy, Inclusive, Attractive, Mobile city)	High achieving, successful schools and learning. Keeping children safe and thriving.
An Enterprising City (Strengthening of the City's Economy)	High achieving, inclusive schools and learning Building an effective workforce.
Better Council services and access to them are shown to be (a customer focused city)	Developing integrated services where these effective.
services in partnership with young people and their communities.	Delivering

Leadership to the City
partnership with young people and their
communities.

Delivering services in

effective workforce.

Building an

A Council Fit for Purpose

***Developing integrated services where these are
shown to be effective.***

effective workforce.

Building an

These objectives form a programme of radical transformation. They frame a long term strategy of service improvement for Children, Families and Young People. They bring together the framework of statutory plans, local plans and public service agreements into a coherent, strategic, achievable and effective programme of action. The activities in the DDP lay the foundations which will enable the Division to build on its current success and strengthen service delivery.

Created in April 2002, the Directorate for CFS is visionary, purposeful and effective. It has established clear, long term goals for the radical improvement of services to children and young people. In a very short period it has built public confidence in its rationale and objectives. There is support internally and externally for the move, in all aspects of its work from reaction to prevention; from short to long term objectives, to balance secure service delivery with innovation and to build effective partnerships for service delivery.

The Directorate is conscious that its objectives require re-engineering of the ways in which services are delivered and realignment of budgets to ensure that new forms of service delivery are resourced effectively. Such work has inherent risks and so careful impact assessment and risk management are now built into the Directorate's ways of working. The Directorate is central to the realisation of the Council's objectives. Along with the Council as a whole, it is seeking a step change so that a good council continues to improve.

Changes since the last inspection and the impact of these

The Directorate was created at a time of significant political and social change. Whilst the population of Brighton and Hove is relatively stable, there are growing pressures to address issues of inclusion and participation. There are parts of the City where enterprise, ambition and success are evident. In others, the barriers to participation for some are great and the consequent social disengagement leads to increasing crime, disorder, disruption and family breakdown. These issues are at the heart of the Council's inclusive strategy. The Directorate is in the front line in strengthening provision and targeting support for groups and individuals who are in greatest need.

The creation of the CFS Directorate was part of the overall reshaping of the Council. An important part of the rationale for reshaping the council's directorates in 2002 was to reduce waste and duplication by centralising most support services (Finance, Personnel, ICT, client contracts, performance management etc), and thus release a greater proportion of the Council's overall resource for front line services. This has so far resulted in a reduction of around 10% in the costs of central services. Financial planning at the corporate level is carried out against a background of a shrinking resource base following changes in the RSG, and of unavoidable service pressures in a number of service areas, including parts of CFS. The centralisation of support services has thus enabled the Council to avoid cutting front line services to date.

2. What progress has been made since the last inspection?

The Directorate has made very good progress since the last inspection of the LEA and has made good progress on many aspects of Children's Social Services.

The Directorate has implemented successfully the recommendations of the last inspection of the LEA. Strategic planning for school improvement has made excellent progress, The EDP 2002 –2007 has been graded 1 and has very clear and measurable success criteria. Monitoring and reporting on the EDP has rigour and is reported to schools and members annually.

Data collection across the department has improved significantly. Performance Indicators are collected and reviewed on a regular basis and reported quarterly to members. The Directorate has led the introduction of a Corporate Performance Management Procedure which links the performance of individual front line staff to Branch priorities. The service planning process ensures that Branch priorities achieve Directorate and Corporate priorities. The Best Value Reviews undertaken over the period since the last inspection are clearly evidence based and enable judgements of effectiveness and best value to be drawn accurately.

Monitoring, challenge and intervention have improved significantly. The school categorisation process is clear, understood by schools and is evidence based. Category 2 schools (support for school improvement) understand the reasons for their inclusion in this category. The proportion of schools in this category has reduced significantly and the Branch has reprofiled its deployment to achieve better value. Schools causing concern have detailed school support plans outlining the targets they are expected to reach and strategies for support, monitoring and evaluation

All schools set challenging targets based on analysis of individual pupils performance, progress and potential. The quality of data available to schools and the LEA has improved significantly through the creation of an effective Performance Data Team. School have been trained in the use of data for school improvement and, more recently, worked with the branch on the development, trialling and implementation of a scheme of self review. The provision of services to schools especially school improvement services has changed as a consequence of the school categorisation and school self evaluation processes. Schools are now self-evaluating and self improving with the LEA supporting as required and intervening where necessary. Outcomes demonstrate the effectiveness of this work in the improvement of standards and quality. These are outlined in detail below.

Support to literacy has improved with a consequent effective acceleration in improved results Key Stages 1 and 2. Similar progress has been achieved in numeracy. The LEA is a pilot for the Primary Strategy building on the success achieved in literacy and numeracy. The school categorisation process now guides the targeting of the intensive schools and leadership programmes.

Standards of literacy and numeracy have improved significantly, particularly in secondary schools. Brighton & Hove piloted the Key Stage 3 strategy and the impact has been swift and effective. Assessment in ICT places schools above national average. The programme for gifted and talented pupils has ensured that there is now a sound partnership improving provision and training for teachers.

The EDP activity on recruitment and retention has been extremely effective in stabilising staff, motivating experienced teachers and encouraging training for middle and senior management and headship. The Leadership programme is effective and schools score above national average for the quality of leadership and management, particularly in secondary schools. The Directorate is a national leader in management development and training. Governor support has similarly improved significantly. The training programme is effective, targeted against need and has demonstrated improvement. Consultation processes are regular and effective.

Comprehensive performance management is now in place across the Directorate and there is regular and detailed reporting of achievements to both the CFS sub-committee and to the Education Overview and Scrutiny Committee. The Directorate has achieved all targets to improve access: better analysis of data and targeting of support to schools; support through the EAL service and traveller

education are now integrated and commissioned centrally; measures to combat racism and bullying have national recognition for their effectiveness. (See Part B: Section 5 Social Inclusion)

The Directorate has also made significant progress in developing its strategy and operation as a unified service. Strategic planning to implement unified services for children is now secure and the Council has made a successful application to create a Children's Trust. The Commissioner for that Trust has now been appointed and development and implementation of the partnership is making effective progress.

The support for early years is excellent. Brighton and Hove has universal provision of placements for 3 and 4 year olds. It has centres of excellence in provision for the early years and progress towards early learning goals is good and above national comparison. The Council has recently submitted a bid to become a Beacon Council for Early Years and Sure Start.

The Children's and Young People's Partnership brings together key players from health, education and social care, with voluntary sector organisations, parent groups and young people's organisations. Its remit is being developed alongside the development of the Children's Trust, led by the Children's Services Commissioner, who is jointly funded by Brighton and Hove PCT. The increasingly close collaboration with health which developed during the course of the Best Value Review of Children's Services has now been formalised in the vision set out in the Children's Trust bid. It is intended that this will lead over a 3-5 year period to full service integration, pooled budgets and a single service for children, young people and their families in the city. In the meantime, the commitment to partnership working is exemplified in the joint working between the current CFS service and the health sector over services for children with disabilities, speech and language support, mental health, and early years. There is a high level of trust, and a growing common understanding of service objectives, between managers across the three service areas at all levels, which is building a good basis for tackling the more challenging aspects of service integration.

A similarly productive partnership exists with the Police and Probation services in connection with Youth Offending Services (The Brighton & Hove YOT was recently the fourth best performer in the country), and child protection.

The YOT is a good example of an integrated service team. Other centrally based integrated teams include the teen pregnancy team, the Young People's Substance Misuse team (RU-OK?), and the Clermont Child Protection team. Integrated teams are also in operation in three area based projects: City Centre Sure Start, The Hollingdean Programme and the On Track project in Portslade.

The DMT had a number of issues to address on the social care side when the new directorate came into being. These included a crisis of morale among front line staff, a very high vacancy rate, worsening performance and budget problems. Quick action had to be taken to restore morale, and a decision was taken immediately to improve pay, and restructure the management of the front line service, to provide better supervision leading to safer practice. Senior managers, including the director, spent considerable time visiting and talking to staff at all levels, to hear their views and help inform the DMT's decision making. A gradual improvement in morale was seen, and this has been backed up by both an improvement in the recruitment and retention of staff, and improved professional practice. Vacancy rates in front line services are down from 25% to 15%. While there are still areas of weakness, these are now known to senior managers, and are being tackled through normal performance management procedures.

Significant improvement in the delivery of services to children has been achieved. Following the Best Value review of Children's Services and the Audit Commission/SSI joint review, service improvement programmes were rapidly implemented to build capacity for change and refocusing of working practices and priorities. Whilst the number of Looked After Children continues to rise, the Directorate now has systems to monitor and evaluate assessment and placements. It has been successful in controlling the number and unit costs of residential placements but has made slower progress on the numbers placed in independent fostering agencies.

The Family Support Strategy has been developed as an element of the migration to preventive work. The tasks have been scoped through work with the local community to match needs. Children's Centres are an integral part of this strategy and will be established through the Children's Trust once

its commissioning role is operational. The work programmes of Family Centres have been reviewed in preparation for the transfer of operations from the fieldwork teams in December 2003. Four Primary Mental Health workers have been appointed to join the Family Support Teams. Full time education is now available for permanently excluded pupils through the Alternative Centre for Education (ACE). The integration of services for children with disabilities has been specified and the strategy agreed. Implementation is an early priority for the Children's Trust.

Case management has improved significantly. Inter agency referral systems are in place and there is cross agency endorsement of the Referral and Assessment Process. This is now agreed and incorporated into the Family Support Strategy.

The new Foster Carers programme has been very successful. The new payment scheme has increased numbers applying for assessment as foster carers and will shortly increase significantly the numbers of good placements available.

Following the publication of the Climbié Report and a further inspection by SSI, the Children's Social Care Branch has strengthened review, evaluation and reporting to Directorate and to CFS Sub-Committee. Management capacity and capability have been improved, and more effective procedures for quality audit have been introduced. Audit systems are now in place across all services. Review and evaluation of social work practice has led to improved outcomes for children. The quality of recording has improved significantly with chronologies available on all open cases. A proforma for compiling Child Protection plans and Care plans is now in universal use. The ACPC reviews Child Protection plans quarterly. Communication with children has also improved.

Training and development has been strengthened and targeted following a detailed audit of training needs. The Children's Rights Service has delivered 'Total Respect' training for front line staff to improve communication with children and young people. Child Protection training is now incorporated into the induction for all staff. Training plans are developed through the Performance Management Framework.

3. How effective is the Directorate?

The Directorate is very effective in education and in its strategic planning for children and families, and its management of social care services is much improved. It has a significant record of success.

The comparative performance data for education shows:

- Progress at all Key Stages faster than the national rate and also faster than in statistical neighbours. The attainment gap is narrowing.
- A greater proportion of good and very good schools in comparison with statistical neighbours and national averages.
- Good progress for pupils in underachieving groups.
- Attendance in primary schools below average but average for secondary schools and both rising against a national trend, which is downwards.
- Exclusion is above national average in primary schools (very small numbers) but in line with averages for secondary schools.

Overall, standards of attainment in National Curriculum tests are rising at more than the national rate in all Key Stages.

Proportion of good or very good schools as judged by Section 10 inspections are above national average. The LEA profile indicates: Primary schools: 73.8% good or very good in comparison with a national average of 70.9 and statistical neighbours score of 73%. 1 school was judged unsatisfactory and it is now much improved. Secondary schools: 77.8% judged good or very good in comparison with 67.8 nationally and 64.6 in statistical neighbours. Leadership and management is particularly strong in comparison with national averages.

Attendance has held up against a national downward trend. Primary schools attendance has fallen from 94% in 1997 to 93.4% by 2002. The trend is now upwards but 2002 figures are below national average. Authorised absence has risen and is above average. Unauthorised absence has remained stable and in-line with averages. Secondary schools: Attendance has improved from 90.3% to 90.7% over a five year period and is in line with statistical neighbours and national averages. Authorised absences have fallen and unauthorised absences have risen slightly. Both are in line with national averages and statistical neighbours.

Primary schools exclusions are at a very low level and subject to fluctuations due to low numbers over time. They are above national average currently and well above statistical neighbours. Rates are above average for both boys and girls. In secondary schools, the rate of exclusion of boys and overall has risen. Exclusion of girls has reduced. All figures are in line with statistical neighbours and national averages. The impact of the Alternative Centre for Education (ACE) is significant.

Our schools are actively involved in achieving the many quality awards, such as Investors in People, Eco-Schools, Healthy Schools, Artsmark, Sportsmark, Active Mark, Quality Mark. Specialist inclusive provision has been awarded national accreditation (eg ICAN at Carden, which achieved excellent – 90%).

Latest indicators for Children's Services show that whilst the number of Looked after Children remains high at 10.8 per 10,000 population, a very good proportion (11.03%) are placed with family and friends. The proportion of children who have had 3 or more placements in a year is too high at 19.8%, but management action is being taken to improve placement stability and the trend is moving in the right direction. A key success is our work in adoption. The Concurrency team is a national leader in the field. The proportion of children (88.2%) and young children (100%) in adoption placements is very good overall, as is the rate of early adoption (5.4%) and the proportion with a named social worker (9%).

Action on Child Protection is very good. The percentage of re-registrations of children on the child protection register is low (11.24%). The proportion on the register for an extended period is low. Reviews are undertaken effectively and in an acceptable time scale. Every child on the register has a

keyworker and our appraisal is that these workers are very effective in overseeing the safety and security of children.

The ratio of children in need from ethnic minorities is high (1.41) and we are examining why as part of the matching needs and services review and through impact assessments. 51.9% of young people leaving care gained at least on GCSE at A*-G and 50% went on to education training and employment at the age of 19. This is an exceptionally good performance achieved by the Leaving Care Team.

The level of repeat referrals (24.34%) is acceptable but further improvement is sought. The percentage of initial assessments completed within 7 working days is too low (41.42%) and this is a key issue within our improvement plan. The proportion of core assessments completed within 35 days (67%) is good.

This analysis, we believe, demonstrates that the Directorate has a very good track record of both progress and achievement. We have provided evidence of success against most of the key education and social care indicators. Where progress is less successful, the Directorate is aware of the issue, has a plan in place or has commissioned reports to identify causes, potential solutions, options analysis and recommendations for improved practice. These are explored further in the next section.

4. What still needs to be done and does the Directorate have capacity to improve further?

The Directorate's track record in identifying and tackling areas of weakness, and in developing and implementing ambitious plans for the service, are evidence that it will continue to improve. Senior managers in the service are fully aware of the need to hold in balance the twin imperatives of addressing specific aspects of performance, and of continuing to develop the service. The overall service strategy deals with both these aspects through the Directorate Development Plan.

The Directorate Development Plan takes account of inspection, review and internal evaluation, but also takes forward an agenda for change which derives from the Council's vision for improving the quality and life chances for all in Brighton and Hove. This agenda emerges through the commitment to achieve national and local priorities and targets, to provide leadership to the local community and partners in improving services, to match services to needs of children, young people and their families, and to develop a highly skilled, professional, motivated and rewarded workforce. The Directorate's five key objectives (set out in Part 1 above) provide the framework for achieving this agenda.

In terms of continuing to strengthen the service and improve performance, the following broad areas of work can be identified:

- Improving information management, pupil tracking and communications
- Continuing to improve the quality of educational provision, and pupil achievement
- Continuing to improve the quality of central LEA strategic planning and support to schools
- Achieving better value for money in SEN provision
- Workforce reform
- Recruitment and retention of social workers
- Consistency of social work practice
- Foster and residential placements
- Strengthening linkages across the service
- Establishment of the children's trust, and building productive working relationships with partners
- Strengthening preventive work through the family support service

This is not an exhaustive list of the Directorate's work. A great deal of effort is put into ensuring that the various areas of service are all moving forwards in the context of the overall vision and objectives, and that all this is achieved within the overall budget and resource provision available. A key theme which permeates the Directorate is the linkage between the service and the council's broader objectives for the city, including strong and productive links with the political process.

Areas where progress is limited

There are a number of areas where progress has been limited since the last inspections. These include:

- Rationalising special school places to achieve better value for money in SEN provision
- Reducing the number of looked after children
- Implementing the new family support strategy

Strategies for tackling these areas are in place, and are described below.

Priorities for improvement with reference to statutory and local plans

The key priorities are set out in the Directorate Development Plan, which subsumes all other statutory and non-statutory service plans, and the individual team plans across the Directorate. The key plan for the social care side of the service is the Delivery and Improvement Statement (DIS). The key plan

for the education side is the EDP, which sets out our priorities for school improvement, and also references other education plans. The LEA will be taking part in the first cohort of the national roll out of the Single Education Plan from 2005.

Action at cross directorate level in order to maximise effectiveness

The Directorate Management Team is aware that the scope and complexity of its business, particularly with the additional work now being undertaken on establishing the Children's Trust, requires much of the day to day business to be carried out by operational management teams for the different arms of the service. At the same time it is necessary to ensure that the teams all operate as part of a whole directorate, and not as silos. In addition to the weekly DMT and other management meetings, there are twice termly meetings of all senior managers, focussing on a range of developmental issues, including the integration of services. The DMT uses these senior managers forums to build understanding among senior managers of a range of service development issues, and to take views about how best to deliver the objectives set. These meetings have been effective in spreading knowledge about different areas of service within and across the old education/social care divide, and are providing a good basis for more effective collaborative working.

With the recent DfES approval to establish a pilot Children's Trust, a similar process has begun with staff in the service to build understanding about the service integration issues with Health. A series of workshops has been held, for staff at all levels, and involving staff across the partner agencies, which have also generated a number of ideas for how to take the wider service integration forward.

The regular publication 'Children First' is a key means of spreading understanding about different parts of the service to all staff, including schools.

The following are the key points of the programmes for addressing each of the developmental points outlined above:

Recruitment and retention of social workers

Pay rates and fringe benefits are compared regularly with those of neighbouring authorities, to check that they are competitive. The remit of the Teachers Recruitment and Retention Task Group has been broadened to include social care staff, and an analysis of staff turnover is presented regularly to the Task Group. Actions to improve the situation have included agreeing improved pay rates, retention allowances for front line staff, access to the key worker housing scheme and the reduced rental scheme set up for teachers. Long term staff retention is being addressed through the establishment of a unique partnership with the Open University and Unison to offer a part time Diploma in Social Work course to existing staff, which is proving extremely popular, and will feed around 15 qualified social workers per year back into the system from 2004.

A major factor in attracting and retaining quality staff is the pace and pressure of work in the service. At present this is too high, because of the large number of looked after children, and the high proportion of 'heavy end' cases. Work has been in hand for some time to manage the 'heavy end' down, so that the service is sustainable in the long term. The results of this strategy are beginning to take effect.

Consistency of social work practice

This was an area of concern from the 2002 SSI inspection of child protection services. At the time of that inspection, the new front line management arrangements had only just been introduced. It is clear now that the clearer emphasis on quality monitoring and case supervision which that structure introduced is having a positive effect on the quality and consistency of front line practice. Senior managers now have a much more detailed and accurate knowledge of the quality of casework in the teams, and there is a greater sense of trust and openness encouraging the sharing of good practice. There remain some specific areas of weakness in a couple of the teams, which are being tackled through normal performance management processes.

Arrangements of auditing case files have been overhauled and improved, and the Reviewing Officer Team has been expanded and its role slightly redefined to provide better quality assurance.

Chronologies of all open case files are in place. All social work staff have been trained on the new protocol for managing legal cases, and all have received Total Respect training.

Foster and Residential Placements

By far the greatest cost pressure on the Directorate arises from the large number of looked after children requiring foster or residential placements. A manager was seconded from within the social care service in December 2002 specifically to manage the high cost placements, and a Board was set up, chaired by the Director and involving leading members, to monitor the progress of this programme.

During the past year the unit costs of residential placements has held steady, against a rising trend nationally, although the total cost has risen because of the increasing number of independent fostering agency placements which the Directorate has been forced to use because of the lack of suitable in-house placements. This has now been addressed by improving the pay and support to foster carers, and a number of new foster carers are due to come on stream in January 2004. This will increase the pool of potential placements for most ages of children, thus allowing better placement choice leading to greater long term stability and lower costs. The looked after children population peaked at 400 in June 2003, and has not risen further since then.

Greater use is being made of friends and family fostering, and a team has been established within the Fostering and Adoption Service to support such placements. The 'gatekeeping' role of senior managers has also been strengthened, to check that decisions to place children with foster carers are only taken once other possibilities for supporting children in their own family have been exhausted.

The reasons for the high number of looked after children in the city are currently being explored through a matching needs and services study, and it is expected that this study will help the Directorate to target its preventive work as well as its support work for children more effectively. The success of the overall strategy to reduce the looked after population over the longer term will depend on the effectiveness of the preventive work through family support and in other ways, as well as on the careful and intelligent management of children in need.

Strengthening linkages across the service

In the context of building a new service for Children, Families and Schools, the Directorate has taken advantage of a number of funded initiatives, most prominent among them being the Extended Schools initiative, and the Children's Trust. Both these initiatives will support the establishment of the new area teams which form the central core of the family support strategy. Area groups are already in being, and are gradually drawing in professionals in their area from a range of disciplines.

The work of the Directorate Senior Managers Forum has been described above. A full staff conference was held in April 2002; a further 'marketplace' event for all staff will be held on 1 December 2003, aimed at encouraging all staff to find out about other areas of service and build informal links.

Formal links are being built in some areas of the service which may in time lead to the pooling of budgets. For example, the High Cost Placement Manager works alongside the Head of Service for SEN and the Head of Admissions and Transport to ensure that planning for care and educational placements is properly integrated. The programme of service reviews planned under the Children's Trust will take this process, over a 3-5 year timescale, into all 25 areas of service listed in the Children's Trust bid.

Establishment of the Children's Trust, and building productive relationships with partners

The Children's Trust will take service integration forward across education, social care and health via a comprehensive service commissioning strategy. A short statement setting out the principles of the children's trust is included in the supporting documentation. The success of the Children's Trust will depend on the quality of trust and joint working between CFS and its partners, including the PCT, the two local provider health trusts, the police, the local community and voluntary sector organisations, parent groups and young people's organisations. The governance arrangements for the Trust have been set up to ensure that there is a suitable organisational framework in place where key issues can be discussed and strategy agreed among the partners. The appointment of a children's services commissioner jointly with the PCT is a positive statement of intent concerning the future joint working arrangements of the Trust.

Strengthening preventive work through the family support service

The revamped family support service will be one of the first areas of service to come under the commissioning auspices of the Children's Trust. Most of the groundwork has now been laid for the establishment of the four area teams, and the transfer of some children in need cases from December 2003, supported by a common referral and assessment framework, and more robust arrangements for information sharing and case management. The core teams will start initially small, but it is intended that in time they will include a range of professionals from all three areas of service, and will form wider team working relationships with other agencies in their area, including schools and GPs.

The Directorate will continue to prioritise the establishment and development of the family support service in its development plan, and will focus much of its preventive work around these teams. Extended schools, Children's Centres, Youth Centres and other local provision will also form part of the wider area-based support services.

Achieving better value for money in SEN provision

A study has been commissioned to look at the current disposition of special school places, and to recommend changes aimed at obtaining better value for money. The current pattern of special schools was inherited from East Sussex in 1997, and the 2000 Ofsted inspection highlighted the over-provision of MLD places and the under-provision of EBD places. Since then the establishment of ACE has addressed EBD provision in a holistic way, but there has been a delay in tackling the over-provision of MLD places. The Directorate is now in a position to take this issue forward speedily, and is doing so in the context of a number of wider factors, including the growth in outreach work done by special schools with their mainstream counterparts, and their role in the preventive strategy.

Improving information management, pupil tracking and communication

Although data systems are much improved, there remain areas of concern. It is not yet the case that all pupils are successfully tracked by schools and the LEA when they move out of or around the system, and tighter management of information sharing protocols is needed between agencies. The IRT (Identification, Referral and Tracking) project aims to address this, as part of the national Information Sharing/IRT development. The local IRT team are making good progress in identifying the specific issues that need to be addressed at local level to ensure that all children are successfully tracked through the system, and that the cultural barriers which prevent effective information sharing between and within agencies are highlighted and tackled.

Communication is always an issue when organisations are undergoing significant change, and the Directorate has a number of measures in place to foster effective communication within the service, and with outside partners. Central means of communication include the 'Children First' magazine, ad hoc leaflets dealing with key aspects of the service which need disseminating to all (such as the Directorate's five key objectives, or the Children's Trust), regular information pieces on the Wave and Education Online, and an email update to all staff following the weekly DMT. Managers are intended to cascade information and seek views through the management structure in their respective branches of the service.

The key communication channels with schools have been strengthened. The Headteachers' Steering Group meets twice termly, and is a key formal interface between the Director and his senior managers, and schools. There are termly meetings of both headteachers and governors, which act as channels of communication between the LEA and schools more generally. There are numerous other consultative forums, both statutory (such as the Schools Forum) and non-statutory (such as the 14-19 working group) which involve schools and other partners as appropriate in dealing with a particular area of the service. Schools receive regular copies of 'Children First', and the weekly bulletin is emailed to all headteachers as well as appearing on Education Online.

Informal staff briefings take place periodically on key issues, such as the Children's Trust. There are two formal staff consultative forums, dealing with schools issues and non-schools issues respectively, and there is a Directorate Health and Safety Committee with union membership. These consultative groups are chaired by the Director, as a way of demonstrating management's commitment to consultation at all levels.

A comprehensive structure of meetings with partners is in place, to support information sharing across agencies at the strategic level, and to provide a supportive environment for the sharing of information at operational level. The role of the Children and Young People's Strategic Partnership is crucial to the success of the Children's Trust, and is currently under review.

Continue to improve the quality of educational provision, and pupil achievement

The action under this heading is being taken forward largely in relation to the EDP. There has been significant improvement in this area over the past four years, but weaknesses still remain in some schools, and there continues to be a need to target weak areas effectively. The future of COMART will be resolved within the next year and an effective solution for pupils, parents and the community will be put in place. Intensive support for schools across all Key Stages will ensure that the rate of progress is sustained and that LPSA targets will be reached.

The further development of the school improvement strategy will ensure that school self-evaluation becomes increasingly sophisticated, challenging and an effective tool for promoting attainment. The involvement of governors in the process from 2003 will further strengthen leadership and management. Coupled with our leading edge management development programme, we aim to focus more attention on successful strategies for raising attainment.

The range of performance data has improved significantly since the last inspection and we are seeking to improve its use at school and classroom level for raising standards. The Assessment for Learning programmes within the national strategies are key to the use of data to achieve further improvement in teaching and learning. These, along with the programme of intensive support for underperforming schools will provide targeted support where most progress needs to be made.

The performance of underachieving groups will also be a priority for the forthcoming years. It is clear that gender and socio-economic background are the issues we face in particular areas of the City. Whilst these areas are already the focus of significant initiatives: EB4U, Excellence Cluster and LPSA interventions, we intend to make further progress through partnership working and

The further development of partnership working will target support for pupils with Special Educational Needs and those at risk of underachieving. The Directorate's successful track record in this field will be strengthened through the joint commissioning, assessment and provision which will develop through the further integration of the directorate.

Continue to improve the quality of LEA strategic planning and support to schools

There have been weaknesses in the LEA's asset management planning, and these are currently being addressed by a new manager in this area of work. Possible improvements to the school admissions process are currently being explored, and school place planning is being looked at as part of the Council's development of demographic planning more generally.

Considerable effort has been made to support schools with the management of their budgets in the current year, and this will continue in the year ahead, as the position with schools budgets is not set to get any better.

A number of areas of weakness from the 2000 Ofsted inspection have been tackled. The failing payroll service was brought in-house as part of a corporate move; the buildings maintenance service is no longer provided following the withdrawal from the contract of the majority of schools; significant changes have been made to the way in which ICT technical support is provided; and Service Level Agreements are in place for both the Education Welfare Service and the Education Psychology Service. The LEA will continue to use the annual school survey as well as specific service questionnaires and consultations, using best value principles, to make further improvements to the services it provides.

Workforce reform

Workforce development is one of the Directorate's five key objectives. A workforce development strategy has been agreed, and a workforce development partnership has been established with the two local universities, the national regulatory bodies and the local partner agencies, aimed at creating a workforce fit for the wider Children, Families and Schools service (including the Children's Trust). The strategy involves radical changes to both initial and in-service training across the whole of the health, social care and education spectrum. The new programme will include significantly enhanced inter-professional elements, and will aim to develop a base of common knowledge and understanding across a range of professional groups, as well as equipping professionals with the skills and attitudes needed to function effectively and safely in the broader, more demanding service environment being created by the new service.

The school workforce remodelling programme, the school leadership development programme, the enhanced social work development programme, the NHS change management programme, and the local single status work programme, all need to be taken forward in the context of the new service.

It is recognised that this agenda is extremely demanding, but evidence from the various partners is that the broad outlines command universal support at both local and national level, and that there is enough creativity and will in the system to push it forward. Although the reform of the workforce is vital to the long term success of the new service, most of the actual work in developing new programmes will be done by partners rather than by the Directorate itself.

Action will be sustained in the longer term.

This self evaluation has, we believe demonstrated that the Council and the Directorate has capacity for sound strategic planning, matching resources to priorities, recruiting and deploying staff with the capacity and capability for good service delivery and good processes for developing and improving the performance of all from senior management to front line staff. Major and rapid restructuring at corporate and directorate level has been achieved, and most services to schools, children and families have continued to improve despite the massive organisational change agenda. The vast majority of the action plans following previous inspections have been successfully implemented, and there has been significant service development in addition. The commitment remains amongst elected representatives and senior officers to sustain progress and improvement across the service. The investment in education and the restructuring of services to children and families are long term commitments, requiring sustained development. Cross party support is guaranteed for continuing

prioritisation for education and children's social care. Full passporting of funding to education is a policy commitment. A strong commitment to education and children's social care is embedded within the Council's Strategic Plan.

We believe also that we have demonstrated that the Directorate has significant expertise and success in working in partnership to develop high quality services. It is a national leader in many aspects of its work and is able to secure professional and public confidence for its ability to deliver innovative projects. The self-assessment has demonstrated the clear ability to implement plans, review progress, amend strategies in the light of evaluation and take decisive action when required.

The Directorate's plans and targets are subject to scrutiny both within the Council and by national government and other bodies. Overall, our planning and implementation is very effective. The Education Development Plan, EYDCP, Behaviour Support, Post OFSTED Action Plan, SEN strategy, Race Equality strategy, Concurrency and twin tracking strategy, for example, are all rated as good or better. Progress against these plans is monitored regularly, and is good in all cases. We are extending the quality of strategic planning evident in the best areas of work to those areas where practice is not so effective at present. We have demonstrated the effective use of performance information to secure service improvement.

Partnership working remains a key strength of the Directorate. The Children and Young People's Partnership – an important element in the governance arrangements for the Children's Trust - is a key alliance of strategic service providers working across core services for children and families. There are already effective working relationships between the representatives on this partnership. The Early Years Partnership is a beacon of effective provision across maintained, private and voluntary sectors. Many of our initiatives for vulnerable and at-risk young people benefit from partnership and cross Directorate working. The On Track project is presented as supporting evidence in our case study. YOT, the Young People's Substance Misuse Team (RU-OK?), the Teen Pregnancy Team and the Clermont Child Protection Team are further examples of effective, leading edge provision. The EDP Priority 7 (partnership working to support school improvement) aims, among other things, to link beacon and specialist schools in secure self improvement networks with schools requiring support. The 14 – 19 strategy is linked closely with the Learning Partnership to secure improved provision, participation and achievement across the City. The links with NCSL, national and regional providers has strengthened leadership and management programmes and school management is rated above national average and that of statistical neighbours. Provision for EAL, Traveller Children, and support to schools to combat racism all operate through effective partnerships. SACRE is effective in promoting ethical, religious and moral education in a multi-faith context. Child Protection procedures in schools and in the directorate are strengthened through regional and national partnerships to support children and young people. The Director of CFS chairs the Area Child Protection Committee, the workforce development partnership, and the city languages forum. The ACPC Business Plan has stimulated the publication of the Child Safety Handbook, distributed to every home in Brighton and Hove. Partnership working will continue to be a central feature of the Directorate's work, providing a strong foundation for onward service development, including the Children's Trust.

The Directorate has demonstrated its ability to secure school improvement through its school categorisation process. The continued improvement in schools, rapid progress in raising standards, reducing numbers of schools causing concern, high levels of innovation, successful embedding of improvement strategies and commitment to continuous improvement for all schools. It has demonstrated its ability to secure change on behalf of groups of underachieving pupils.

Statutory responsibilities are met, particularly for children and young people with special needs. The Directorate is diligent in tracking compliance and works within the Corporate framework of performance management to ensure that procedures are in place and that statutory targets are met. On the rare occasions where there is slippage, this is identified and remedial action taken. Over the last four years, in response to OFSTED, SSI, local audit and BVI reports, the Directorate has strengthened its procedures for monitoring progress and compliance. These will be improved further through strengthening the links between performance management and the service planning cycle, as envisaged by the newly revised corporate performance management system.

The self-assessment has demonstrated that the Directorate's creativity, innovation and passion is balanced by good strategy, process and evaluation. It is proactive, not reactive. Its management and

reporting systems are thorough, accountable and effective in identifying strengths and areas for improvement.

In summary, the four key factors which in our view indicate that the Directorate has the capacity for sustained improvement are:

- An excellent track record in service management and improvement
- An excellent team of senior and middle managers, with a good mix of expertise
- Sound processes for performance management, training and monitoring of outcomes
- A high level of support from the corporate centre, the political leadership and external partners

Appendix 2

SECTION 1: CORPORATE STRATEGY AND LEADERSHIP OF EDUCATIONAL SUPPORT FOR CHILDREN AND YOUNG PEOPLE

1.1	The clarity, consistency, coherence and feasibility of corporate plans	See Part D
1.2	The effectiveness of the procedures for implementing and evaluating corporate plans	See Part D

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.3	The effectiveness of LEA decision-making	3	2
<p>Current performance against key indicators:</p> <p>The effectiveness of LEA decision making is good. Brighton & Hove is unusual in having been a pilot authority for modernised executive arrangements between 1999-2001, but then having reverted to a committee system following a failed mayoral referendum in October 2001. This, together with the arrival of a new Chief Executive in September 2001, and the establishment of a formal partnership with Health over the commissioning and management of adult social services, led to a reshaping of the council's directorates in April 2002. This reshaping resulted in the merger of education with children's social services, into the new Children, Families and Schools Directorate. The rationale for creating a merged directorate was, and is, to provide a better platform for integrating services for children and young people, and thus secure long-term improvements. Building on already strong partnership working with other agencies, the cross-cutting Best Value Review of Children's Services (2001) had already identified a number of areas where better co-ordination and integration of services were needed. The establishment of the new directorate was in line with an emerging national trend, and was recognised as a long term solution, even though in the short term it would not of itself bring about greater service integration.</p> <p>Throughout this process, political decision making has been characterised by a high level of understanding and consensus. The overall council restructuring was agreed with the main parties and passed unanimously by the Council. When committees were re-established in April 2002, a Children, Families and Schools committee was established to oversee the work of the new directorate. The director continued to give regular briefings to members of that committee from both main political parties, and the business of the meeting was carefully constructed to ensure a balance of education and social care issues, and also to ensure that members became well briefed, over time, about their wider role. (Agendas and minutes of CFS Sub since April 2002).</p> <p>Scrutiny arrangements have been established alongside the committee system. Because of the statutory requirement for parental and diocesan membership of the education scrutiny committee, it was agreed to establish a scrutiny panel for Education, working alongside a single scrutiny panel for the rest of the Council's functions. Since May 2003, and the reduction in the total number of councillors, both panels have been chaired by the same person. This arrangement seeks to ensure proper co-ordination without duplication. The Education scrutiny panel has a clearly agreed remit and programme of work (see Papers to June and September 2003 meetings).</p> <p>The Council has placed education and support for children at the heart of its priorities. 'A Learning City' was one of its 7 priorities from 1999, and this has been broadened into the council's current priorities, set out in its delivery plan 2003-7, where the work of the CFS service is picked up under three of the seven priorities, 'An Enterprising City', 'A Safer City', and 'A Healthy City'.</p> <p>The CFS Sub committee approves all key plans and strategies, and any matters carrying wider corporate or financial implications are also referred on to the Council's Policy and Resources Committee for determination. All papers of particular importance are presented beforehand to the directors' meeting (TMT) and to a joint meeting of TMT with the Committee chairs, to ensure corporate sign-up. The phasing of the committee cycle allows this to happen with the minimum of delay. Papers are written to a clear corporate template, and always include clear statements concerning financial, legal and other implications, as well as a statement setting out what consultation, internally and externally, has taken place in the preparation of the paper (see template). Committee members are able to take clear decisions based on the recommendations in the papers. The papers are made available to the public in advance both electronically via the Council website, on its intranet 'The Wave', and in hard copies in named public access points.</p> <p>Once decisions are made, there are arrangements in place to allow for both call-in and scrutiny. The call-in power has been used once in education, in respect of a decision not to fund a school extension following failure of a targeted capital bid to the DFES. This decision was debated by the scrutiny panel, following representations from stakeholders, and led to the CFS Sub committee agreeing to re-prioritise the schools capital programme if necessary to allow this particular project to go ahead. The project was then agreed following further detailed work by officers. This example is a good illustration of how the executive CFS committee and the education scrutiny panel work together to ensure that the right decisions are made. (see documentation from CFS and EOSP re Goldstone School)</p> <p>The membership of the scrutiny panel includes not only statutory co-optees (two parent governors and a representative from each of the dioceses), but also non-statutory co-optees from the governors' network and the main teacher unions. In terms of taking views from schools, in addition to the statutory bodies on which they are represented (Schools Forum, School Organisation Committee School Admissions Forum), there is a Headteachers Steering Group which meets twice a term, and keeps an overview of the various consultative and policy development groups involving schools. There is a</p>			

functioning Governors' network and regular meetings of LEA Governors, both of which act as policy forums informing the director and elected members, and there are also two joint consultative committees with the main unions – one covering schools' issues and one covering non schools' issues (including social work).

Corporate decision making functions are set out clearly in the Constitution of Brighton and Hove City. Key members of staff have been briefed on the roles responsibilities and procedures to be followed especially with regard to the financial framework. Accountability is exercised through the Committee structure and through Overview and Scrutiny Committees. There is a very clear scheme of delegation to senior officers. The processes are clear, effective and non-bureaucratic. Effective accountability ensures that decisions are strategic, compliant and assure best value.

Below the corporate level, key decisions are taken by the director in consultation with the directorate management team, which meets weekly. The DMT includes the six assistant directors, one of whom is the Children's Services Commissioner appointed jointly with Health to establish the Children's Trust, together with the Head of Child Protection and the head of Education Finance, acting in a link role with the Corporate Services Directorate. Minutes of the DMT are circulated to senior managers via the Intranet, and there are termly half-day meetings of the directorate's senior managers forum to discuss policy and service development issues. The SMF has been influential in developing the family support strategy, which is a key component of the overall service integration and preventative strategies.

Because of the wide scope of the directorate's responsibilities, the DMT is supported in its work by a DMT sub-group dealing mainly with LEA matters and an operational management group (including relevant heads of service) dealing mainly with social care matters. In addition, each branch of the service meet regularly under the leadership of the relevant assistant director. This structure has been established to ensure that third tier managers (Heads of Service) are fully involved in decision making. (Minute of DMT agreeing this, and minutes of the OMG meetings)

With the forthcoming establishment of a Children's Trust, a straightforward governance structure has been agreed to ensure that decision making across education, social care and health can take place speedily, efficiently and in full consultation with partners. The governance structure of the Children's Trust is set out in the Expression of Interest, which was agreed by both the CFS Sub-Committee and the Policy and Resources Committee (Minutes), and endorsed by all the key partners from the sectors. The structure addresses political/Board level accountability (the Children's Trust Board), managerial accountability and cross agency collaboration (the Chief Officers Group), and consultation with partners (the Children and Young People's Strategic Partnership). The top two levels of the structure also act as the overall governance arrangements of the ACPC (shortly to be renamed the Safeguarding Children Board). Consultations with staff and partners are currently taking place, led by the Children's Services Commissioner, to broaden understanding of the rationale and objectives of the Children's Trust, now that it has been approved by DfES, in the light of the Green Paper 'Every Child Matters'.

The Directorate's objectives and work programme are set out in the Directorate Development Plan, supported by individual team plans and personal objectives for all staff. The DDP objectives are cross-referenced to the Council's overall objectives for the city, and the DDP itself incorporates the high level objectives contained within the EDP, the QP MAP and other key service plans. The DDP is formally agreed by the CFS Subcommittee (Minute), and noted by the Education Scrutiny panel (Minute). Monitoring arrangements are described in more detail in section 1.5. All decision making at both political and managerial level takes place in reference to the agreed priorities set out in the DDP.

Documented examples of effective decision making regarding an important or difficult issue:

- 1 Establishment of an Integrated Behaviour Support Service (later named the Alternative Centre for Education, or ACE)
- 2 Consultation on the future of the East Brighton College of Media Arts (COMART)
- 3 Consultation with schools on action to be taken as a result of the funding shortfall in 2003/4
- 4 Agreement of strategies to address the shortage of social work staff and foster carers

These examples illustrate the following key characteristics of effective decision making:

- A strategic appraisal of service needs, weaknesses and remedies
- A clear focus on the needs of children
- Alignment with service priorities as set out in the relevant strategic plans
- Close involvement of elected members and key partners via project boards and task groups
- Consultation and communication with heads, governors and the community
- Clear evidence-based proposals for change
- A clear decision making process, including all relevant consultative groups, service managers, the council's corporate leadership and the CFS Sub-committee
- Clear time scales and procedures for decision making, following statutory requirements where these exist

Examples of financial decision are as follows:

- (1) Schools' budget shortfall
 - Identification of likely shortfall on issue of indicative budgets; shortfall greater than earlier global estimates suggested.
 - Factors causing variance identified.
 - Focus on maintaining service to children as key priority when advising on the management of reductions.
 - DMT debate about handling; Member and MP briefing, full briefing meetings for heads and governors.
 - Member approval for strategies for supporting schools obtained and reported to CFS Sub-Committee and Scrutiny Committee.
 - Agreement on each action obtained from headteachers and governors' working groups, with Chief Executive's

- attendance and leadership briefing.
- Dedicated officer time to establishing need and mechanisms for licensed deficits. Special panel set up to approve redundancies and deficits, to link central Council expenditure clearly to the reduction of school level deficits. Also, this increases transparency of decision making.
- Widely differing examples illustrate the key characteristics of effective decision making.

(2) COMART

- Continuous monitoring and continued performance and budget problems led to DMT debate about next steps.
- Initial financial analyses of costs and risks of continuing the school and costs and risks of closure led to establishment of a project group to work on more detailed analyses and proposals.
- Decision to review the future of the school approved by Members in June 2003.
- Governors of school required to use LEA support to set a balanced budget for 2003/04.
- Project group produced financial appraisal, in parallel with educational appraisal of options.
- CFS Committee in September approved proposal for formative consultation.
- Project group work on implementation plan and financial implications while seeking best alternative use of the site, to minimise the financial impact of the Council.

Meetings are documented in detail, available publicly and clearly outline the factors underpinning the decision making process. The Council's web-site and the intranet 'The Wave' are effective means of ensuring consultation and public accountability.

Schools are closely involved in the development and formulation of plans and policies through a wide range of statutory and local consultation processes. Consultations with schools are detailed and rigorous. Evidence from the Budget planning process 2003-4 and 2004-5 demonstrate the level and range of school's involvement in the planning. Headteachers' Steering Group and Headteachers' Business Meeting minutes provide evidence of the rigour and effectiveness of this process. Evidence of other consultative groups (e.g ICT)

The Audit Commission Schools Survey places the LEA between satisfactory and good on responses to questions A6 – A9. The LEA is in the second quartile nationally for consultation on the Education Budget and the rationale behind the funding formula. Primary schools show greater satisfaction than the minority of secondary schools, which responded to the survey. Schools are divided over the extent to which they influence LEA policies/plans and procedures with primary schools placing the LEA in the 2nd quartile nationally and secondary schools placing the LEA in the 4th quartile. The position is reversed for responses on the effectiveness of the LEAs communication with schools. There is evidence of significantly improved communications with schools (see ICT consultative group meetings) (EDP Working Group)

The CIPFA Financial indicators show that Brighton & Hove are effective in delegating maximum resources to schools (see 1.4). Section 52 statements for the last three years demonstrate an overall shift in resources to schools. For 2003/4, the proportion of budget delegated to schools is over 91%. This demonstrates an improvement on previous years.

Additional Performance indicators:

LEA performance indicators for education

The Corporate Plan 2003-2007 sets out targets for Children, Families and Schools for the period to 2005/6 (Document, Section 14)

For 2003, the Council has exceeded its targets in the following areas:

% of 3 year olds with access to early years education: Target: 85%; Result 94.2%
 Net youth service expenditure: Target: £43 Result £58
 Spending on under 5s: Target: £2,339 Result £2,506
 Spending on primary school pupils: Target £1,991 Result: £2,044
 Spending on secondary school pupils aged 16 and under: Target £2,763 Result: £2,771

For 2003, the Council has met or is working towards its targets in the following areas:

% of pupils achieving 5+ A* - C at GCSE: Target 50% Result 45.6%
 % of pupils gaining 5+ A* - G grades including English and Mathematics: Target 85% Result 85% This target is set to rise to 91% by 2004/5
 % of pupils achieving level 4 and above in Key Stage 2 Mathematics: Target 78% Result 71.1%
 % of pupils achieving level 4 and above in Key Stage 2 English: Target 81% Result 72.9%
 % of statements of special educational needs prepared within 18 weeks, excluding exceptions: Target: 75% Result: 81%
 % of statements of special educational needs prepared within 18 weeks, including exceptions: Target: 62% Result: 66.1%
 Permanent exclusions: Target: 0.85 Result: 1.01
 % of half days absence in secondary schools: Target: 9% Result: 9.3%
 % of half days absence in primary schools: Target: 6.5% Result: 6.8%
 % of schools subject to special measures: Target: 0% Result: 0%
 % of permanently excluded pupils provided with less than 5 hours tuition a week: Target: 0% Result: 37.5%
 % of permanently excluded pupils provided with tuition of 6 – 12 hours per week Target: 0% Result: 12.5%
 % of permanently excluded pupils provided with tuition of 13 – 19 hours per week Target: 0% Result: 0%
 % of permanently excluded pupils provided with tuition of 20+ hours per week Target: 100% Result: 50%
 % of 14 year olds achieving level 5 + in English at Key Stage 3: Target: 67% Result: 64%
 % of 14 year olds achieving level 5 + in Mathematics at Key Stage 3: Target: 68% Result: 65%

% of 14 year olds achieving level 5 + in Science at Key Stage 3: Target: 64% Result: 62%

Progress towards targets in the EDP, LPSA

EDP Targets

The Education Development Plan was reviewed in March 2003 and set out significant achievements across all priorities. These are:

Priority 1: Early Years & Primary Education particularly literacy and numeracy.

- 100% of settings have adopted the LEAs Early Years Quality Assurance Scheme
- 96% of OFSTED inspections of early years settings are satisfactory or better
- NOF ICT training has been completed for all teachers in all schools
- Early Literacy Strategy and Further Literacy Strategy have been introduced and are effectively targeted on schools and pupils where improvement is needed.

Priority 2: Raising attainment at Key Stage 3

- Significant improvements achieved in the quality of teaching and learning (Document ? analysis of OFSTED reports 1999 to 2003)
- All schools have adopted a common approach to transition and induction as set out in the revised 'Moving On' booklet
- 8 schools have introduced successfully the 'Moving On' booklet

Priority 3: Raising attainment at Key Stage 4

In 2002

- % of pupils achieving 5+ A* -C grades improved by 3% to 46%
- % of pupils achieving 5+ A* - G grades improved by 3% to 88%
- Average points score per pupil up 1.5% to 38%

Priority 4: Narrowing attainment gaps and tackling underachievement

- Successful Assessment for Learning project improving quality of provision in secondary schools
- Foundation Stage profile introduced and schools supported through changes in statutory tests
- Better use of data on underachieving groups within the LEA and across schools

Priority 5: Support for schools causing concern

- No schools judged to require special measures, have serious weaknesses or to be considered underachieving. LEA categorisation strategy ensures that no school is vulnerable or failing.

Priority 6: Recruitment and retention

- Numbers of teachers applying to posts in shortage areas has improved significantly
- Numbers of teachers leaving the profession has decreased
- 99% of NQTs are on target to meet induction standards
- 60% of schools are judged by OFSTED to have good or better leadership
- Vacancy rates for LEA Governors have fallen from 12% to 9%.

Priority 7: Raising attainment through partnership working.

- Strengths in cross school partnerships, multi-agency working and with parents and the community are detailed in the review documentation

LPSA targets for 2005:

The LEA has agreed a set of stretch targets as follows:

Increase the proportion of pupils achieving Level 5+ at Key Stage 3: English 78%; Mathematics 78%; Science 74%; ICT 78%.

Reduce school truancies: Primary schools 94.5% Secondary schools 92%

Improve placement stability of looked after children: 40 to 36 children

To improve the life chances for children in care through improving educational attainment: To reduce the gap between looked after children being reconvicted to within 3% of the rate for general population of offenders; to ensure that 70% of looked after children attain at least one A* - G grade at GCSE; the proportion of looked after children obtaining at least 5 A* -C grades as a ratio of the proportion of all children is 30%; the proportion of looked after children with 25 or more days unauthorised absence is no greater than 4.5%

The LEA has additional focused programmes in place to achieve these targets.

Form 4 Performance Indicators: 2003 (2002)

131: Surplus places in primary phase		7.98% (10.8%)
132: Surplus places in secondary phase		3.96% (8.1%)
133: Primary schools with 10% or more surplus places	19 (22)	
134: Secondary schools with 10% or more surplus places	3 (3)	
135: Primary schools with 25% or more surplus places	5 (6)	
136: Secondary schools with 25% or more surplus places	2 (2)	

Plans are in place to reduce further the number of surplus places, particularly in secondary schools.

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.4	The extent to which the LEA targets resources on priorities	3	2
<p>Current performance against key indicators:</p> <p>An important part of the rationale for reshaping the council's directorates in 2002 was to reduce waste and duplication by centralising most support services (Finance, Personnel, ICT, client contracts, performance management etc), and thus release a greater proportion of the Council's overall resource for front line services. This has so far resulted in a reduction of around 10% in the costs of central services. Financial planning at the corporate level is carried out against a background of a shrinking resource base following changes in the RSG, and of unavoidable service pressures in a number of service areas, including parts of CFS. The centralisation of support services has thus enabled the Council to avoid cutting front line services to date.</p> <p>The Council has for the past four years had a policy of passporting education budgets in line with government expectations. Within this overall framework, the annual budget setting processes include both an analysis of historic service pressures, and a recognition of key service priorities, as set out in the Council's Corporate Plan and individual DDPs.</p> <p>Spending on education is separately identified for the purposes of the Section 52 return. The interrelationship between education spending and spending on children's social care has however been recognised through the creation of the CFS directorate, and in the early preparatory work now taking place for the pooling of certain budgets (eg high cost placements; SEN and disabilities, speech and language support) across areas of service, including health, which will take place under the Children's Trust proposals. (See Children's Trust Expression of Interest)</p> <p>The Council has for the past two years recognised children's social care as an area of priority for extra resources, and has identified extra funding for child placements. Historically, the home to school transport budget has also been overspent, likewise triggering extra resources for the current year's budget. Both areas of service have been subject to detailed scrutiny, and more robust arrangements have been put in place in both areas, aimed at achieving better value for money and ultimately lower costs.</p> <p>Within the education budget, the Schools Forum has now replaced the previous LMS Steering Group as the forum for consulting with headteachers, governors and diocesan authorities. Consultation with schools over the current year's budget was thorough, and is being further improved for the 2004/5 budget setting process. (Documents) Consideration of the education budget is carried out in the light of the agreed priorities set out in the EDP, on which there has been a high level of consultation with headteachers. Resources allocated to each of the EDP strands reflect those priorities.</p> <p>The overall framework for consultation with schools on budgetary and other matters is provided by the Headteachers' Steering Group and the termly Headteachers' Business Meeting. The detailed discussions are taken forward via the Schools Forum. In the current year, a major review of the SEN formula for mainstream schools is underway under the auspices of the Schools Forum, aimed at ensuring that resources for SEN are better targeted on priorities, if necessary by shifting the overall balance of funding within the Schools Block.</p> <p>Consultation with schools is thorough. This is shown to be effective through the illustrative case study. The Audit Commission school survey views the LEA as satisfactory to good and in the second quartile nationally over five indicators related to budget planning and targeting resources. Primary schools consider financial support and advice to be good or very good. Secondary schools are less favourable over consultation, the educational rationale behind the funding formula and financial support and advice. The LEA is judged to be between poor and satisfactory for the rationale for the deployment of SEN funding.</p> <p>In addition to the making decisions about the deployment of funding within the schools block, the LEA seeks to direct resources towards service priorities in three further ways. First, by applying earmarked funding as part of the LPSA (eg on improving school attendance, achievement at KS3, and support for Looked after children). (See LPSA documentation) Second, by working with local partners to use funding allocated to local regeneration programmes, such as EB4U, to priorities identified within education and children's social care. Examples of this include the Learn to Talk, Talk to Learn programme in East Brighton, and the provision of extra classroom assistants and midday supervisors in East Brighton schools, or the use of the Children's Fund to support the provision of in-school counselling services. (See also Hollingdean programme case study.) Third, by bidding for project and pilot funding in areas identified as priorities for the development of the service. Examples of this include the Extended Schools programme (DfES trailblazer in 2001, DfES Pathfinder in 2002), the Children's Trust (Pathfinder Authority 2003), and Primary Modern Foreign Languages (Pathfinder Authority 2003).</p> <p>While the LEA generally takes the lead in these funding and service development initiatives, schools are increasingly taking a lead role in taking the programmes forward, as is appropriate in a relatively small authority with limited resources. For example, the MFL pathfinder is being supported by Hove Park School (specialist language college), and the sports co-ordinator programme is being led by Dorothy Stringer School (specialist sports college). The LEA has provided strong encouragement to schools seeking specialist status, in order to attract resources into the city to strengthen and take forward programmes in these specialist areas. This role is underpinned by a high level secondary strategy, drafted by LEA officers in consultation with all secondary heads, and agreed in May 2003 by the CFS Sub Committee. In addition the LEA supports all school in bidding for external grants, and in 2002 compiled and circulated a booklet entitled 'Finding Funding' to all schools.</p>			

The LEA meets all government targets for delegation and passporting.

Budget making is accurate in education. The outturn differentials for 2001/2 and 2002/3 are due to factors which were either known to be areas of pressure at the time of the budget setting (and a calculated decision was made to keep the budget extremely tight) or to unforeseen events or decisions taken outside the LEA. The two key areas of pressure within the education budget are home-school transport (where new contracting arrangements took effect for the current financial year, and are currently being reviewed) and SEN placements (reflecting a national trend). Despite the pressures, spending on SEN placements has come within budget for each of the past two years.

Budget making is generally accurate in social care. The main pressures in the current financial year are the cost of foster and residential placements, the increased payments agreed to foster carers, and the extra legal costs associated with a rise in court actions. Extra funding was provided to the CFS budget in 2003/4 to accommodate these pressures, with additional money set aside in contingency. It was recognised that this would only be sufficient if the numbers of looked after children did not continue to rise. In the event, the numbers have risen, although the rise is now slowing down, and this has resulted in a projected overspend for the current financial year. A corporate group has now been set up to review the long term budget position in these areas of expenditure, in the light of the strategies being pursued within the service to put more effective early intervention and prevention in place, so that the high costs associated with the acute end of the service can be reduced. (TMT paper)

As in education, outside funding is being used to develop areas of service which will, over time, provide a more effective preventive strategy and enable mainstream resources, currently absorbed in high cost work, to be redirected into preventive work.

Budgetary control is effective. No significant slippage or overspends occur in any area where spending is under the manager's control. The only areas showing overspends are the high cost, needs-led budgets mentioned above. Budget monitoring of all budgets is carried out by the Finance team on a monthly basis and reported to DMT and, in summary form, to TMT. Quarterly budget monitoring reports are presented to the service committees (CFS Sub in this case), to Policy and Resources, and to the Scrutiny panels. Budget managers are required to agree a month by month spending profile with Finance at the start of the financial year, to sign off their monthly returns, and to take any action needed to ensure that they stay within budget. In the case of the high cost areas, a special monthly Board, including the director, relevant assistant directors, senior finance officers and leading members of the CFS Subcommittee, was set up in 2002 to monitor these areas of the budget and the strategies being pursued to manage them. A senior social care manager was appointed in December 2002 specifically to manage this programme. Outcomes so far are a slowing in the rate of children coming into care, and a reduction in the unit costs of residential placements (against a rising national trend).

Budgetary control at school level is good. A regular programme of around 15 individual school audits are carried out each year by the council's internal audit team, targeted at schools where concerns have been raised about the quality of budgetary control. The results of these audits are always followed through by the Finance team, and if necessary, by the school's link adviser.

The 2003/4 financial settlement has proved particularly challenging for Brighton & Hove schools, and intensive work has been done by LEA officers, in liaison with a task group of headteachers, to support schools in managing their budgets in the current year. There are no schools with unlicensed deficits, and recovery programmes have been agreed with all schools where licensed deficits have been requested.

The school self-review procedures agreed between the LEA and all schools ensure that school budget planning is closely linked with development priorities and school improvement plans. The quality of budgetary control at school level is one of the factors used in categorising schools in terms of their need for LEA support.

Main Performance Indicators

CIPFA Databases:

For evaluative purposes Brighton and Hove Figures are compared to other similar sized Unitary Authorities: Milton Keynes (1) North Somerset (2), Peterborough (3), Southampton (4), and Stockton on Tees (5)

Excepted Items:		B&H	1	2	3
4	5				
Standards fund (000)	733	1,073	504	670	1,771
671 and other grants					
Centrally held budgets:					
Strategic Management	2,608	3,150	3,437	2,641	2,113
2,893					
Special Education		5,267	5,606	5,184	4,713
4,478	4,633				
School Improvement	1,013	884	508	757	438

Asset Management	800		756		748	281	207
Admissions/School places	419	174		849	218	283	363
Excluded pupils	180	11		42	10	124	0
Home School Transport	33						
Pupil Support	1,818	2,096		1,447	2,599	2,130	1,377
EWS	74	174		40	31	174	132
Total Access	426	326	356		397	222	403
	3,003	3,940		3,883	3,406	3,506	2,893
Totals and ISB:							
ISB and LSB totals							
ISB			78,918		90,193	63,653	75,676
LSB	79,552	76,578	94,762		107,894	78,750	90,791
ISB/LSB %	93,075	91,476					
Composition of the ISB							
Primary							
Pupil led funding			29,330		36,070	22,489	28,212
Non pupil led funding	31,382	30,828		9,575	4,583	4,542	6,755
Standards Fund	4,669		3,227		4,853	2,707	3,600
Strategic Management	3,368	4,571		2,222	1,224	1,150	1,678
Special Education	1,723		999		2,026	1,371	887
	1,648	2,515					
Secondary							
Pupil led funding			27,180		26,363	25,421	26,779
Non pupil led funding	30,239	29,107		1,068	2,206	2,278	3,802
Standards Fund	2,693		2,704		2,894	1,816	3,419
Strategic Management	2,586	4,874		803	1,472	1,271	395
Special Education	877		753		1,207	2,590	2,724
	584	1,586					
Special Schools							
Pupil led funding			341		103	123	39
Non pupil led funding	12	-		4,322	1,487	3,054	3,585
Standards Fund	4,750		405		355	117	229
Strategic Management	247	437		196	223	128	153
Special Education	144	275					
	2,981	897	4,077		2,452	1,629	2,058
AWPU:							
		Increase	2001-02			2002-03	
		B&H	B&H National	National		B&H	National
Age weightings							
Nursery		7%	2,100	1,481		2,254	1,574
Reception		1,547	1,595		1,654	1,644	
	7%	3%					

Year 1			1,504	1,471		1,551	1,533
	3%		4%				
Year 2			1,504	1,462		1,551	1,524
	3%		4%				
Year 3			1,476	1,408		1,552	1,480
	5%		5%				
Year 4			1,476	1,405		1,552	1,476
	5%		5%				
Year 5			1,476	1,417		1,552	1,487
	5%		5%				
Year 6			1,476	1,447		1,552	1,514
	5%		5%				
Year 7			1,987	1,905		2,049	1,989
	3%		4%				
Year 8			1,987	1,925		2,049	2,007
	3%		4%				
Year 9			1,987	1,952		2,049	2,033
	3%		4%				
Year 10			2,498	2,283		2,576	2,379
	3%		4%				
Year 11			2,498	2,385		2,576	2,477
	3%		4%				
AWPU comparative table 2002-03							
5							
		B&H		1	2	3	4
Nursery				2,254		1,941	1,677
Reception	1,036	1,606	1,705				
	1,873	1,582	1,654		1,687	1,585	1,813
Year 1				1,551		1,496	1,527
	1,305	1,564	1,582				
Year 2				1,551		1,496	1,520
	1,305	1,567	1,582				
Year 3				1,552		1,527	1,435
	1,376	1,572	1,564				
Year 4				1,552		1,527	1,435
	1,376	1,583	1,564				
Year 5				1,552		1,527	1,440
	1,376	1,634	1,564				
Year 6				1,552		1,527	1,440
	1,376	1,623	1,564				
Year 7				2,049		1,715	2,157
	1,839	2,080	1,987				
Year 8				2,049		2,362	2,157
	1,839	2,080	1,987				
Year 9				2,049		2,362	2,149
	1,839	2,258	1,987				
Year 10				2,576		2,362	2,188
	2,334	2,475	2,620				
Year 11				2,576		2,362	2,383
	2,334	2,666	2,620				
SEN and Education otherwise:							
Proportion of total spending on schools represented by different aspects of SEN funding							
		B&H		1	2	3	4
5							
Primary							
EPS / Assessments & Statementing			178		521	170	150
	951	385					
Provision for pupils with statements			5		103	579	192
	269	1,073					
Specialist support: pupils with s/ments			181		488	95	171
	-	1					
Specialist support: pupils w/o s/ments			359		364	107	176
	-	498					
Promoting Good Practice			153		89	60	180
	48	51					
Pupil Referral Units				-		-	71
	-		222				
Behaviour Support Plans			30		442	13	-

	20	173					
Education out of School			92		19	210	-
	362	63					
LEA fns in rel'n to Child Protection			-		-	6	15
	-	48					
Total Special Education			999		2,026	1,371	887
	1,648	2,515					
Secondary							
EPS / Assessments & Statementing			80		175	181	213
	205	201					
Provision for pupils with statements			5		18	769	272
	113	335					
Specialist support: pupils with s/ments			260		13	114	243
	-	2					
Specialist support: pupils w/o s/ments			117		13	46	136
	-	89					
Promoting Good Practice			98		52	83	254
	10	48					
Pupil Referral Units				107		322	460
	754	173	655				
Behaviour Support Plans			14		164	26	30
	4	129					
Education out of School			71		450	896	805
	78	80					
LEA fns in rel'n to Child Protection			-		-	15	22
	-	47					
Total Special Education			753		1,207	2,590	2,724
	584	1,586					
Special Schools							
EPS / Assessments & Statementing			99		298	109	152
	87	31					
Provision for pupils with statements			12		23	-	194
	147	50					
Specialist support: pupils with s/ments			238		78	33	173
	291	-					
Specialist support: pupils w/o s/ments			8		-	-	97
	56	-					
Promoting Good Practice			94		59	10	182
	4	47					
Pupil Referral Units				-		-	-
	-	1,684	-				
Behaviour Support Plans			24		1	2	-
	2	-					
Education out of School			23		10	58	-
	33	-					
LEA fns in rel'n to Child Protection			-		228	2	16
	-	13					
Fees for Pupils at Independent Schools			3,579		1,754	1,414	1,242
	677	757					
Total Special Education			4,077		2,452	1,629	2,058
	2,981	897					
Local Schools Budgets 2002-2003:							
Match to Government Spending targets – all spending targets met (Section 52 statement)							
Schools Budgets 2003-2004:							
Passporting the SFSS increase 2002/2003 to 2003/2004 (see							
Audit Commission School Survey							
A8 Consultation on the Education Budget; Schools judge this to be between satisfactory and good and very significantly improved since the last survey. Primary schools are significantly more satisfied than secondary schools.							
A9 The education rationale behind the funding formula. Schools judge this to be between satisfactory and good and improved significantly since the last survey. Primary schools are significantly more satisfied than secondary schools.							
A10 The effectiveness of LEA support to schools in bidding for external grants: Schools judge this to be between satisfactory and good. Secondary schools are significantly more satisfied than primary schools. This has improved slightly since the last survey.							
B12 The quality of the LEAs financial information. Schools judge this to be between satisfactory and good and very significantly improved since the last survey. Secondary schools are significantly more satisfied than primary schools. This has improved since the last survey.							
C3 The quality of financial support and advice. This is judged to be good overall, between good and very good by primary schools and in the top quartile nationally. Secondary schools judge this to be between poor and satisfactory and in the							

lower quartile nationally. This has improved overall since the last survey.
 E3 The clarity of the LEAs rationale for the deployment of SEN funding is rated poor to satisfactory. Ratings have improved since the last survey. Primary schools are more satisfied than secondary schools who place the LEA in the lower quartile nationally.

Form 2

Comparative data for LEA activities and school balances

Form 2 demonstrates continued passporting over SSA; reduction in centrally held percentage of finance and increase in proportion delegated to primary schools.

Comparison of Section 52 Budget Returns for 2002/03 and 2003/04

Devolved Schools Budgets (excluding Nursery Education)

			2002/03 Gross £,000	2003/04 Gross £,000	Increase £,000
	£,000	%			
Individual Schools Budget (ISB)	76,681		81,247		
Adjustment for Insurance*		-425		-	
Adjusted ISB		76,256		81,247	
4,991	+6.5%				
Schools Standards Grant (SSG)		2,237		2,865	
628	+28.1%				
Devolved Standards Fund (revenue)		6,335		5,416	
-919	-14.5%				
Total Funding for Schools		84,828		89,528	
4,700	+5.5%				
Additional Grant			-		960
960					
Revised Total		84,828		90,488	
5,660	+6.7%				

Source: submission to DfES 12 May 2003

The above table attempts to compare the budgets directly received by schools. Nursery education has been excluded because of changes in funding arrangements between the years and an adjustment has now been made for insurance, which was devolved to schools last year but the budget and expenditure has now been centralised.

The increase in the ISB of 6.5% suggests that schools have been fairly treated within the overall education schools budget, as the increase in the block allocation for schools was 6.7% after adjusting for changes in the Nursery Education Grant.

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.5	The extent to which the LEA has in place strategies to promote continuous improvement, including Best Value	3	2
<p>Current performance against key indicators:</p> <p>The Council's framework for achieving continuous improvement is set out in the current Corporate Plan (2003-7). This includes commentary on both statutory performance indicators and local indicators across all areas of service, and sets out key service objectives and specific targets agreed with central government, both as part of the LPSA process, and in individual service areas (particularly education).</p> <p>Following two years as a Best Value pilot authority in 1999-2000, where the emphasis was on individual service reviews, the Council took a strategic decision in 2000 to embark on a programme of cross-cutting reviews. Two of these were carried out in areas which relate specifically to CFS business – lifelong learning, and services to children and families. Lifelong learning was chosen because of the need to clarify the council's role in this field in the light of the establishment of the Learning and Skills Council, and children's services was chosen because of a recognition that this area of service needed considerable attention both locally and nationally. The action plans arising from both these reviews (and from the previous service specific reviews) have been incorporated into relevant CFS service plans and into the DDP. The children's services review was a three-way partnership between education, social care and health, and foreshadowed current Children's Trust developments (which are now building on it).</p> <p>Since 2002, the changes to the statutory requirements concerning best value mean that there is now a more targeted programme of work agreed corporately to review services and seek improvements, using established best value principles of challenge, compare, consult and compete. For example, the current strategic review of SEN provision is using benchmark financial data to help determine the optimum 'size' of that provision for the future, and data from the service is being used to determine what changes need to be made in the pattern of provision, particularly in the light of the success of ACE since it was established in 2001, and the establishment of the Children's Trust. More broadly, the Children's Trust itself is being established with a remit to carry out a systematic review of around 25 services for children, young people and families, which will over the coming 3-5 years bring all of these services into a new commissioning relationship with the Council.</p> <p>The Council's Corporate Plan is supported by Directorate Development Plans for each directorate. The CFS DDP sets out the key strategic objectives for the service, including areas for improvement. It is backed up by team plans for most of the teams in the service (except where these are identical with all or part of an existing service plan), and these in turn feed down to the personal objectives agreed between each member of staff with their manager. Personal objectives vary in nature, according to any performance management framework which applies to an individual part of the service. For example, the performance management of front line social workers is determined by the supervision arrangements which are in place for that part of the service, while the performance management of school advisory staff is derived from the standards currently being introduced for school improvement professionals.</p> <p>The core of the performance management arrangements has recently been published within the council. These arrangements build on procedures which had already been in place in the education part of CFS, and are flexible enough to accommodate the different professional requirements outlined above.</p> <p>Both the former Education and Lifelong Learning Department and the former Social Care and Health Department had Investors in People status, and CFS is aiming to be the first of the new council directorates to gain this status. A significant number of schools also have IIP status.</p> <p>All major inspections of the service, as well as Best Value Reviews, result in the drafting of an action plan, which is always agreed by the CFS Subcommittee and reported subsequently to the relevant scrutiny panel. In addition to the regular monitoring of performance through the monthly basket (to TMT and DMTs), and full quarterly returns (to CFS Sub, P&R and scrutiny), progress against all specific action plans is routinely reported on 6 months after the action plan was agreed. Any outstanding or long-term actions are then picked up in the following year's overall service plan.</p> <p>The scrutiny panel has an important role in monitoring the implementation of action plans following best value reviews, inspections and scrutinies. It also receives brief summaries of all internal audit reports and school Ofsted inspection reports, in order to be part of the process of identifying any areas in need of particular attention. (Papers from last scrutiny panel)</p> <p>The Council aims to be a learning organisation, and to that end performance monitoring focuses not only on areas which are underperforming and need attention, but on areas which have shown particular improvement and where lessons can be passed on to others. One such example, which was presented to TMT as a success story in June 2003, is in the proportion of SEN statements prepared within the timescale.</p> <p>Analysis of performance against the key indicators shows that in most areas the LEA is improving faster than the national rate. It is on target to reach its LPSA targets. In social care, some indicators have improved in the past year but a number have declined, and these are all subject to concerted management action at the present time, mainly through the High Cost Placement Board.</p> <p>The main work with schools in seeking continuous performance improvement, including best value, is centred round the introduction over the past two years of a robust framework for school self-evaluation. Early work on this was carried out as</p>			

early as 2000, as part of a British Council project in Volgograd, Russia, and a group of headteachers from Brighton & Hove have recently visited Volgograd to share experiences with their Russian counterparts. Schools have been enthusiastic about adopting the self-evaluation procedures, which have now been built into the Ofsted inspection framework.

Overall CPA judgement and CA assessment Grade:

Brighton & Hove Council received a measurement of 3 out of 4 for the way it is run. Similarly, education was rated 3 out of 4 – a good service.

CPA Education scorecard

The LEA received a score of 2.3 for the current performance of strategic management and 3 for its capacity to make further improvement. It is judged to be good for overall effectiveness and for decision making. It is satisfactory for the effectiveness of strategies to promote continuous improvement.

Audit Commission School Survey

A18 The survey shows a significant improvement year on year in the score for its capacity to develop and implement strategy. It is now rated as being between satisfactory and good. Primary schools are more favourable than secondary schools on this indicator.

Evaluation of progress towards targets

See 1.3

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.6	The leadership provided by elected members (including quality of advice received)	2	2

Current performance against key indicators:

Elected Members demonstrate their commitment to and vision for education through the work of the Children, Families and Schools sub-committee, Overview and Scrutiny Committee and the development of the Community Plan, the Corporate Plan and the Best Value Performance Plan. These strategic plans place education and social care for children at the heart of the Council's work.

The Council has been radical in its approach to service improvement through the restructuring and realignment of services to create the integrated service for Children, Families and Schools. This is a long-term improvement strategy. Progress is reviewed systematically through the implementation and review of the Directorate Development Plan.

Members exercise accountability for standards and improvement through monitoring and review of the school categorisation process and the framework for school self-evaluation. Both are sequenced in the reports to CFS Committee and Overview and Scrutiny panel. Members are aware of their responsibilities in regard to the Code of Practice on LEA School relations as set out in the School Improvement Strategy.

The Constitution of Brighton & Hove Council sets out clearly the scheme of delegation to officers. Illustrative evidence demonstrate that this is used to good effect to enable effective accountability alongside efficient decision making. In addition these examples demonstrate how CFS sub-committee and Scrutiny Committees are effective in monitoring the work of the directorate and the improvement of schools.

Members of the CFS committee, in particular the chair, vice chair and opposition spokesperson, are active in their support for the work of the service, turning up regularly at consultation meetings, governor network meetings and special events, as well as visiting teams within the service on an informal basis from time to time. Relationships between leading members and senior officers are positive and supportive, with a clear understanding of one another's roles. The Director holds weekly briefings with the CFS chair, and monthly joint briefings with the chair, vice chair and opposition spokesperson. As a hung council, there is balanced cross party representation on both CFS Subcommittee and the education scrutiny panel. In nearly every case decisions are taken with cross party support. A recent decision to consult on the future of COMART was taken with both main parties in agreement, and an abstention from the representative of the third party.

In addition to regular briefings and committee meetings, leading members sit on strategic boards with senior officers established to oversee the management of 'hot spot' issues. Two such boards have been established – one dealing with the service pressures in social care (including high cost placements), and the other dealing with the implications of a possible closure of COMART. The aim of these boards is to achieve a better quality of decision making, by involving leading members in the process from the outset, so that they can have a proper input to the discussions along the way, and thus provide a better basis for making the formal committee decisions. (case study)

Members have a clear understanding of their strategic role for education, and for the wider CFS service, in the context of autonomous schools. Most members of the council sit on one or more school governing bodies, and are encouraged to attend governors' briefings. Members of the CFS Subcommittee are clear that their role in relation to schools is to agree appropriate budget and service strategies, and to monitor performance. School results are reported to the committee annually, and other performance indicators (eg absence rates) on a termly basis.

The scrutiny panel is the key member body involved in monitoring the work of the education service. This includes receiving regular reports on PIs, audits and school inspections, and identifying areas of service where a more detailed scrutiny is required. Members have taken the lead in three education scrutinies to date, dealing with school mergers (2000) the COMART Fresh Start (2001), and school admissions (2002). Each of these has led to an action plan being drafted and agreed by the CFS subcommittee, including modifications to existing policy. A further scrutiny of the education PFI and COMART will take place in early 2004.

Audit Commission School Survey

A2 The effectiveness of leadership by elected members is considered to be between poor and satisfactory but has improved since the last survey. Primary schools are more critical than secondary schools. The more critical response of primary schools is probably related to three proposals for merging junior and infant schools which were made between 2000 and 2002, all of which were abandoned at different stages during the process, but which led to a general feeling of dissatisfaction with the administration among primary headteachers. The position has now been resolved by the development, in consultation with a group of primary headteachers, of a much clearer policy and protocol concerning school mergers, which is due to be agreed by the CFS Sub Committee shortly.

A18 The survey shows a significant improvement year on year in the score for its capacity to develop and implement strategy. It is now rated as being between satisfactory and good. Primary schools are more favourable than secondary schools on this indicator.

D14 The LEA is judged to be satisfactory to good for promotion of access to education and social inclusion. There is a significant improvement since the previous inspection. Primary schools are more favourable than secondary schools on this indicator

Evaluation of progress towards education targets

See 1.3

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.7	The quality of the leadership provided by senior officers	2	2
<p>Current performance against key indicators:</p> <p>The leadership of senior officers is visionary, purposeful and effective. The director and his senior management team have set out a clear vision for the new CFS service, including its five key objectives, and are diligent in engaging staff and external partners in pursuit of these objectives. This includes regular meetings of managers, an annual staff conference (to be held on 1 December this year), regular meetings of heads and governors, regular meetings with partners in established partnership fora, such as the Children and Young People's Strategic Partnership, and regular communications. The recent bid to become a pilot Children's Trust received the endorsement of all the local NHS trusts, the Police, the Probation Service, the local governors network, and both local universities.</p> <p>The director and his team, together with most third tier managers, are actively involved in a number of leading edge initiatives, often in conjunction with schools, and all linked to the directorate's strategic objectives. The breadth and range of the leading edge and pathfinder initiatives which have been pursued within the directorate testifies to the ambition, energy and professional leadership of senior officers, and the capacity of the LEA to secure change and improvement. None of this work is randomly pursued. Potential projects are turned down if there will be no clear benefit to the service. No pilot work is pursued unless it fits directly with the directorate's five key objectives and can be related to specific areas of work set out in the DDP and associated plans.</p> <p>Often developments build on each other. For example, in 2000, a concern about standards at Key Stage 3 led to the director agreeing with all 10 Secondary heads that the LEA would take part in piloting the KS3 strategy, one of 17 pilot authorities and the only one which involved all of its schools. The following year Brighton & Hove was the most improved LEA in the pilot in its KS3 results. A focus on standards, and the effectiveness of the LEA's leadership on literacy and numeracy, also led to the authority being the fourth most improved LEA at KS2 in the four years to 2001, and results at this key stage are still moving ahead slightly faster than the national average. Both these factors contributed to the successful Primary languages pathfinder bid in 2003, which was again spearheaded by the director, building on the establishment of the City Languages Strategy (believed to be the first in the country).</p> <p>The LEA strategy for school improvement ensures that there are still no schools judged by OFSTED to require special measures, have serious weaknesses. There is one underachieving Primary school. This judgement was challenged by the school and the LEA but upheld by OFSTED although there is a qualifying statement attached to the report. The school was a category 2 school receiving intensive support from the LEA. The school improvement strategy is based on preventative measures and interventions to ensure that all schools are developing a sustainable capacity for improvement. The school categorisation process and validation of school self-review ensures that there is early indicators to trigger support and where necessary intervention.</p> <p>A further example of leading edge innovation within CFS is the establishment by the director of a workforce development partnership including the local FE and HE sectors, together with key leaders within the service, in late 2002. This partnership aims to stimulate changes in the range of initial and inservice training provision offered across education and children's social care, so that new staff coming to work in Brighton and Hove do so with an expectation and a preparedness for a more integrated service. With the success of the Children's Trust bid, this partnership has been expanded to include health, and now also includes the key national regulatory bodies for all three sectors. The Green Paper 'Every Child Matters' has now given a strong national legitimacy to this work.</p> <p>With the establishment of the new directorate (apparently rather suddenly) it was clear that work needed to be done in reassuring schools that they were not going to be forgotten, or lose resources, in the new service. Similarly, a number of the social work teams expressed concerns about an 'education take-over'. The task of reassuring both sides of the service was made more challenging by the fact that four out of six Assistant Directors left for other posts during 2002. Evidence from informal feedback now suggests that the new team of Assistant Directors has gained respect in their particular areas of service (Schools or social care), so that the Directorate's leadership is once more regarded with confidence by key stakeholders. Early fears expressed on both sides of the old service divide have largely been allayed, and the extent to which the rationale and objectives of the new service are 'owned' by staff and stakeholders has grown considerably.</p> <p>Regular means of communication with schools and other parts of the service include the weekly electronic bulletin, a twice termly magazine 'Children First', and termly letters from the director, picking up key themes in the development of the service. Communications with schools are carefully targeted to ensure that no unnecessary bureaucratic burdens are imposed. The electronic bulletin was introduced in 2000, and ran alongside the old paper bulletin until 2002, when the latter was discontinued, following agreement with the heads steering group to do so. A recent review of the effectiveness of the LEA's electronic communications has resulted in a redesign of the 'education online' intranet, and the electronic bulletin is now emailed to headteachers as well as being posted on the intranet. The changes have been well received.</p> <p>Relationships between schools and senior officers are now good, with a high degree of trust and collaboration. Examples include the development of the current year's EDP, which was led by the AD Quality and Leadership with a number of volunteer heads; the work done by the AD Strategic Planning with a task group of headteachers over the schools budget crisis; and the work done by the AD Community and Families and her team on developing the extended schools programme.</p> <p>The key task of the DMT over the past 18 months has been to establish the new directorate, set its strategic direction, and build a wide understanding both internally and externally about its rationale and objectives. Feedback from staff indicates</p>			

that the rationale for the new service is generally understood, but that there is some frustration that true service integration is happening rather slowly. The directorate has embarked on a radical programme of change and improvement, but some of the changes are so fundamental that they cannot be done quickly. The best example of this is the re-establishment of a family support service, which was agreed in outline in early 2003, but which is only now coming into effect.

The DMT had a number of issues to address on the social care side when the new directorate came into being. These included a crisis of morale among front line staff, a very high vacancy rate, worsening performance and budget problems. Quick action had to be taken to restore morale, and a decision was taken immediately to improve pay, and restructure the management of the front line service, to provide better supervision leading to safer practice. Senior managers, including the director, spent considerable time visiting and talking to staff at all levels, to hear their views and help inform the DMT's decision making. An immediate improvement in morale was seen, and this has been backed up by both an improvement in recruitment and retention of staff, and gradually improving professional practice. While there are still areas of weakness, these are now known to senior managers, and are being tackled through normal performance management procedures.

Audit Commission School Survey

A1 The leadership provided by senior officers is viewed by schools to be between satisfactory and good. There is no change since the last survey. There is little difference between primary and secondary schools.

A18 The survey shows a significant improvement year on year in the score for its capacity to develop and implement strategy. It is now rated as being between satisfactory and good. Primary schools are more favourable than secondary schools on this indicator

B17 The LEAs capacity to support school improvement is considered to be between satisfactory and good and has improved since the last inspection. Primary schools are more favourable than secondary schools on this indicator

D14 The LEA is judged to be satisfactory to good for promotion of access to education and social inclusion. There is a significant improvement since the previous inspection. Primary schools are more favourable than secondary schools on this indicator

Evaluation of progress towards education targets

See 1.3

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.8	The effectiveness of partnerships and collaboration between agencies in support of priorities	2	2
<p>Current performance against key indicators:</p> <p>Working in partnership is at the core of the directorate's work. The Corporate Plan sets out a commitment to build partnerships across the city, and this is exemplified both in the establishment of a local strategic partnership, and in the various community based partnerships working to improve services and stakeholder participation throughout the city. The CFS directorate has taken a leading role in a number of these partnerships, through programmes such as On Track, Sure Start and the Education Action Zone (shortly to be transformed into an Excellence Cluster). A number of these partnership programmes are demonstrating positive outcomes. A good example is furnished by the establishment of a unique (and uniquely successful) joint Sure Start/Neighbourhood Renewal programme in Hollingdean, where the quality of the partnership work and community involvement, and the service improvements being achieved as a result, have recently been praised in an evaluation of neighbourhood renewal programmes carried out by the South East of England Development Agency.</p> <p>Three of the five key objectives in the DDP focus on different aspects of partnership working – service integration, consultation with stakeholders, and workforce development. The vision for CFS held by senior managers is of a service that is wider than any existing organisational boundaries, and embraces a number of partnerships at a strategic level. These partnerships include schools. Examples of successful partnership working in the educational sector include the 14-19 strategy, Connexions, the Learning Partnership, the work with secondary schools on the Building Schools for the Future programme, the establishment of a cluster based primary languages strategy, the establishment, in conjunction with Dorothy Stringer school, of a sports co-ordinator programme.</p> <p>Strong partnership working was noted in the 2000 Ofsted inspection. This has continued and deepened in the past four years. EDP2 includes partnership working to improve standards as one of its 7 priorities. The first year evaluation of this priority shows improvements in provision for excluded pupils, 14-19 education, early years, vulnerable children, standards at Key Stage 3, ICT and specialist schools as a direct result of partnership working. The recently agreed secondary strategy emphasises the importance of schools working in partnership with one another, and with the LEA, to secure better educational outcomes for their pupils.</p> <p>Partnerships between schools have had a beneficial impact on student achievement. These include Varndean School's support for COMART, building on earlier work with Falmer School, under the auspices of the Leadership Incentive Grant, to give GCSE students curriculum opportunities which cannot be offered in their own school.</p> <p>The recruitment and retention partnership with Hays education personnel has been effective in attracting newly qualified staff to Brighton & Hove.</p> <p>A partnership between the LEA and the Brighton Festival provides funding to the Festival's Education Unit, which in turn offers a rich programme of activities to schools and young people, complementing and furthering the arts curriculum.</p> <p>A key partnership at the present time is the Children and Young People's Strategic Partnership, which is one of the elements of the Children's Trust governance arrangements. The CYPSP brings together key players from health, education and social care, with voluntary sector organisations, parent groups and young people's organisations. Its remit is being developed alongside the development of the Children's Trust, led by the Children's Services Commissioner, who is jointly funded by Brighton and Hove PCT. The increasingly close collaboration with health which developed during the course of the Best Value Review has now been formalised in the vision set out in the Children's Trust bid. It is intended that this will lead over a 3-5 year period to full service integration, pooled budgets and a single service for children, young people and their families in the city. In the meantime, the commitment to partnership working is exemplified in the joint working between the current CFS service and the health sector over services for children with disabilities, speech and language support, mental health, and early years. There is a high level of trust, and a growing common understanding of service objectives, between managers across the three service areas at all levels, which is building a good basis for tackling the more challenging aspects of service integration.</p> <p>A similarly productive partnership exists with the Police and Probation services in connection with Youth Offending Services (The Brighton & Hove YOT was recently the fourth best performer in the country), and child protection.</p> <p>The YOT is a good example of an integrated service team. Others include the teen pregnancy team, the Young People's Substance Misuse team (RUOK), and the Clermont Child Protection team.</p> <p>Audit Commission School Survey</p> <p>The Audit Commission schools survey places the LEA between satisfactory and good for each of the five key indicators. There is significant improvement against each indicator since the last survey. Primary schools are more critical of the LEAs support for bidding for external grants. Secondary schools are more critical of the LEAs support for encouraging schools to work together.</p>			

	<p>Progress against targets for education Overall progress at a faster rate than nationally see 2.5, 2.6, 2.7; 4.1; 5.1</p> <p>Lifelong learning Increasing proportions successful at Key Stage 4. Increase in staying on rates (1.10 contributing data); BV review of lifelong learning</p> <p>Social inclusion Improvements in provision and outcome for pupils with special needs (section 4); improved provision for pupils out of school (section 5.2) improved behaviour support. Slow progress for attainment of Looked After Children.</p>
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Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.9	Support for Early Years' education		1
<p>Current performance against key indicators:</p> <p>The Division has established an effective multi agency provision for young children through the work of the EYDCP. The EYDCP plan is comprehensive and has been judged to be very good. The partnership is comprehensive in membership and across education and social services and health. It is representative of the maintained, private and voluntary sectors. Its work is closely linked with Brighton & Hove Sure Start programmes. The service has provided universal early years education for 3 and 4 year olds in Brighton.</p> <p>Early Years Education: We have a very strong team of 9 early years consultants, 4 lead practitioners, 2 advanced skills teachers and an adviser with responsibility for early years education. There are 99 pre-school, voluntary and private settings and 46 schools with early years children, 14 schools have an attached nursery and there are two nursery schools. 94% of 3 year olds are receiving nursery education and above 100% of 4 year olds.</p> <p>The work of this team is outstanding and we have put in an application for beacon status. We intend to apply next year for a 'Sure Start Partners in Excellence Award'. The team is highly effective in meeting our targets. The team work predominately with the non-maintained sector but their work in the maintained sector is increasing. The team offers a comprehensive service which can fall into three areas: (1) Training, (2) Quality Assurance, (3) Support</p> <p>Together they have resulted in the following statistics:</p> <ul style="list-style-type: none"> • We meet the ratio of 1 qualified teacher for every 10 settings. • We will meet the best value target of 4 days training for each practitioner. • Ofsted results have significantly improved. • In 1999 23% of pre-school settings were judged to be less than satisfactory by Ofsted. • In 2001 6% of pre-school settings were judged to be less than satisfactory by Ofsted. • In 2003 we have one setting which we are still awaiting an Ofsted inspection but we feel confident that it is now in a position to pass. <p>There have been no key issues for early years in the maintained sector. Ofsted reports are analysed for early education. Many of the teachers who received positive reports on quality of teaching are now working for the team to disseminate good practice.</p> <p>(1) TRAINING To meet our best value target of 4 days training for each practitioner. We offer:</p> <ul style="list-style-type: none"> • Courses at the Learning Development Centre: In 2002/2003 714 practitioners attended. Evaluations of these courses are nearly always graded as excellent/very good. We offer 27 education courses on a rolling programme. • In house training in their school or setting • Drop in surgery times • Training held at the nursery schools • Modelled good practice training by our lead practitioners and advanced skills teachers. • Post certificate in Early Education at the University of Brighton • Effective Early Education Project. <p>An Early Years Education file has been sent to each school with training notes and supporting material for each area of learning, planning and assessment and outdoor play.</p> <p>Since 1999 23 schools have undertaken E.E.L and 14 non-maintained settings.</p> <p>(2) QUALITY ASSURANCE Brighton & Hove have written and devised their own Quality Assurance package named QUILT. It has recently been endorsed with Investors in Children. At present 80 of our settings are using QUILT. All settings are required in their Brighton & Hove registration to undertake a QA package. Each setting receives 2 support and training visits per term.</p> <p>(3) Support Additional support is offered to settings that are causing concern. An action plan for support is written, delivered and monitored by our multi -agency team. This support has been very effective. Additional support is given to pre-registered groups, newly registered groups, pre and post Ofsted schools and settings. School advisers also request additional support following a school visit. Network and cluster group and surgery times are also offered to practitioners.</p> <p>Special Educational Needs One of the Early Years Consultants has the responsibility for behaviour management. She offers training and support. Brighton & Hove piloted the Area SENCO project initiative and expanded the role offsite team to offer training to all non-maintained settings. We are continuing to fund this and have one area SENCO for every 20 non-maintained settings, meeting the 2004 target. The Pre School SEN service PRESENS offers a flexible range of educational assessment and early intervention and support for children 2-5.</p> <p>EAL One early years consultant has responsibility for EAL in early years. She is based with the SEAL team and working on a comprehensive Welcome package.</p>			

Foundation Stage Profile

All practitioners received training and support for the FSP. Schools were moderated by early years consultants and lead practitioners. We are awaiting the results to analyse and look at areas for support.

Transfer

Brighton & Hove have written a transfer document for children transferring into reception. These are annually reviewed discussed at network meetings. Data is not collected by Brighton & Hove at present.

Inspections of schools show of work with under 5's as follows:

Teaching: All satisfactory or better, 80.7% good or very good – in line with national averages and slightly below statistical neighbours.

Standards: 60.2% satisfactory or better, below national average and that of statistical neighbours

Achievement: All satisfactory or better, 73% good or very good. Above national average and close to statistical neighbours.

Quality and range of learning opportunities: 81.3% good or very good – above statistical neighbours and national averages.

Statutory curriculum in place: Satisfactory an above for all schools – in line with national and statistical neighbour averages.

Form 4 PI 104: There were 3368 pupils under compulsory school age on the register at primary and nursery schools at 17th January 2002. This has decreased to 3298 in 2003.

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade
1.10	Support for 14-19 Education		2
<p>Current performance against key indicators:</p> <p>Brighton & Hove has developed a clear and effective strategy for 14 – 19 education. The strategy has been developed through very strong partnership working which involves schools with sixth forms, sixth form colleges and further education colleges along with other stakeholders and representation of the local Learning and Skills Council. The Strategy sets out clear targets for improvement in standards achieved, quality and range of provision. Brighton and Hove has four schools with sixth forms, two sixth form colleges and one college of further education. The Directorate has set a priority in the new EDP to improve progression in 14 – 19 education and training through working in partnership with agencies, providers and the LSC. The objectives are to:</p> <ul style="list-style-type: none"> • Provide effective transition 14 –19 • Improve progress of pupils transferring into Key Stage 5 • Raise standards for 14 –19 year olds, particularly the proportion gaining 5 A*-G grades <p>A seminar to bring all providers together and develop the strategy for the future of 14-19 education. The agreement to collaborative working and offer of joint courses between the four sixth forms led to a feasibility study on joint time tabling. This proved to be unavailable but open offer of courses was established. A conference in 2001 led to the Memorandum of Accord on collaborative working and collaborative planning. The group knew that there were insufficient level 2 places in the city and commissioned a report on level 2 qualifications. This has led to increase in the opportunities for students to follow level 2 qualifications especially SLDD provision post 16.</p> <p>Alternative curriculum provision 14-19 has been established through partnership with the Further Education College. Pupils are able to take taster courses, which now have clear progression routes into post 16 education. The initiative has been very successful with 56% of students continuing in further education and 27% moving to full-time employment.</p> <p>A 14 –19 consortium has been established across the City and has developed into the 14-19 curriculum group which is now the operational arm of the 14-19 Management group of the Learning Partnership. The group ensures that all providers are up to date on national developments, match changing curriculum needs and ensure that the needs of vulnerable students are addressed.</p> <p>Participation rates post 16 for 2002 show that 75.6% continue into full time education. Two schools have participation rates of 40% and 52% and are a cause of concern to the Directorate. Aim Higher is undertaking targeted work with these schools.</p> <p>239 pupils are on link courses; Increased Flexibility students number 65; 6 students are at a training provider and 7 at NVQs com.</p> <p>Raising standards at Key Stage 4 has developed through schools building on the Key Stage 3 Strategy. Advice and support has been targeted at schools causing concern to ensure that best practice from the strategy is embedded in GCSE/GNVQ and other provision.</p> <p>Statistical profile indicators demonstrate that all schools are achieving good value added against prior attainment and most against FSM benchmarks. Overall three secondary schools are cause for concern on the % achieving 5A* - C grades. These schools are category 2 and receiving intensive support. Results at Key Stage 4 have been improving annually but have yet to reach the Council's challenging target.</p> <p>Alternative courses have been developed to improve the quality and range on offer to pupils who are less successful on academic routes. These courses have been provided in partnership across secondary schools. The results for 2003 indicate significant improvement and attainment at national average and in line with statistical neighbours.</p> <p><u>Statistical profile</u></p> <p>4.21: Percentage of pupils achieving 5+A*-C GCSEs/GNVQs has improved steadily since 1997 and is in line with statistical neighbours and the national average overall. However, girls are performing below that of statistical neighbours. Percentage of pupils achieving 5+A*-G GCSEs/GNVQs has improved since 1997 and is in line with statistical neighbours and the national average for both boys and girls. Percentage of pupils achieving 1+A*-G GCSEs/GNVQs has improved steadily since 1997 and is above that of statistical neighbours and in line with the national average overall. Boys in particular are above that of statistical neighbours and the national average, and girls are in line with both.</p> <p>4.22: Average GCSE/GNVQ point scores are in line with statistical neighbours and the national average for both boys and girls and have been increasing steadily for both since 1997. Capped APS are in line with statistical neighbours and the national average overall, although are below for girls.</p> <p>4.23: Percentage of pupils achieving less than two GCE A/AS slightly improved from 1997-2000 and was in line with statistical neighbours and above the national average in 2000. Percentage of pupils achieving more than two GCE A/AS was well below that of statistical neighbours and the national average in 2000. Percentage of pupils achieving Advanced</p>			

GNVQs was well below that of statistical neighbours and below the national average in 2000.

4.25: The APS of 16-18 year olds entered for GCE/VCE A/AS levels was below the statistical neighbours and national average (both boys and girls) in 2002. The APS per GCE/VCE A/AS entry was below statistical neighbours for both boys and girls and in line with statistical neighbours for boys and girls.

2.2.16: Subject Learning Inspection Judgements Jan 2000-July 2002:

- KS3 Art: The percentage of schools achieving very good or good judgements was 75%, higher than that of statistical neighbours and the national average.
- KS4 Art: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.
- KS3 Design & Technology: The percentage of schools achieving very good or good judgements was 75%, significantly higher than that of statistical neighbours and the national average.
- KS4 Design & Technology: The percentage of schools achieving very good or good judgements was 75%, significantly higher than that of statistical neighbours and the national average.
- KS3 English: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.
- KS4 English: The percentage of schools achieving very good or good judgements was 75%, higher than that of statistical neighbours and the national average.
- KS3 Geography: The percentage of schools achieving very good or good judgements was 25%, significantly lower than that of statistical neighbours and the national average.
- KS4 Geography: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.
- KS3 History: The percentage of schools achieving very good or good judgements was 50%, lower than that of statistical neighbours and the national average.
- KS4 History: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.
- KS3 ICT: The percentage of schools achieving very good or good judgements was 75%, significantly higher than that of statistical neighbours and the national average.
- KS4 ICT: The percentage of schools achieving very good or good judgements was 75%, significantly higher than that of statistical neighbours and the national average.
- KS3 Mathematics: The percentage of schools achieving very good or good judgements was 75%, significantly higher than that of statistical neighbours and the national average.
- KS4 Mathematics: The percentage of schools achieving very good or good judgements was 75%, significantly higher than that of statistical neighbours and the national average.
- KS3 Modern Foreign Languages: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.
- KS4 Modern Foreign Languages: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.
- KS3 Music: The percentage of schools achieving very good or good judgements was 50%, lower than that of statistical neighbours and the national average.
- KS4 Music: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.
- KS3 Physical Education: The percentage of schools achieving very good or good judgements was 50%, significantly lower than that of statistical neighbours and the national average.
- KS4 Physical Education: The percentage of schools achieving very good or good judgements was 50%, significantly lower than that of statistical neighbours and the national average.
- KS3 Religious Education: The percentage of schools achieving very good or good judgements was 50%, slightly lower than that of statistical neighbours and the national average.
- KS4 Religious Education: The percentage of schools achieving very good or good judgements was 75%, significantly higher than that of statistical neighbours and the national average.
- KS3 Science: The percentage of schools achieving very good or good judgements was 67%, higher than that of statistical neighbours and the national average.
- KS4 Science: The percentage of schools achieving very good or good judgements was 100%, significantly higher than that of statistical neighbours and the national average.

Number	Required Inspection Judgement	Previous Inspection Grade	LEA self-evaluation grade																				
1.11	The effectiveness of the LEA in discharging asset management planning		4																				
<p>Current performance against key indicators:</p> <p>Officers of the Council meet the Asset Management Plan (AMP) Steering Group on a regular basis. All schools have been informed of the updating exercise, which has provided an opportunity for them to express their own view of their needs. Schools also participate in the development of the AMP and plan the use of devolved and delegated funding in accordance with the agreed priorities. Issues of capital investment are raised at termly Headteachers' Business Meetings. Intensive meetings are now being held with the secondary sector to plan collaboratively for the 'Building Schools for the Future' initiative.</p> <p>Investment in maintenance and improvements is clearly inadequate across the city. However this situation is exacerbated in schools occupying listed buildings. A group has been formed to address this specific issue. St Luke's Infant and Junior schools will receive an investment of around £325,000 over two years to repair decorative stonework which sets back essential window replacement programmes at the schools.</p> <p>The Council has agreed with schools a clear order of priority for investment. Where ever possible partnership schemes involving schools devolved formula capital and the councils own resources are promoted. Children, Families and Schools has successfully negotiated the full use of capital receipts in school building programmes. The council supports bids to other funding streams such as 'Early Years' funding and the 'New Opportunities Fund'.</p> <p>From Asset Management Plan</p> <p>Condition Backlog:</p> <table border="0" data-bbox="316 925 1374 1055"> <thead> <tr> <th></th> <th></th> <th>Condition 1</th> <th>Condition 1 - 3</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td></td> <td>80.100</td> <td></td> </tr> <tr> <td></td> <td>20,633,764</td> <td></td> <td></td> </tr> <tr> <td>2002</td> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>20,917,208</td> <td></td> <td></td> </tr> </tbody> </table> <p>2002 Assessment of AMP : 2</p> <p>Form 2 Capital: The LEA Capital programme has £5.9 million allocated for condition backlog. The gap between needs and funding is growing. Brighton and Hove faces particular pressures given the urgency and proportionally very high costs of maintaining historic buildings. Overall the impact on funding available to meet condition needs demands a very long term strategy.</p> <p>The figures presented in this section of Form 2 do not include the major impact on four secondary schools achieved through the PFI programme. This is a major part of the Council's Capital Strategy</p> <p><u>Audit Commission School Survey</u></p> <p>C6: The quality of building maintenance services is viewed by schools to be satisfactory, as with last year.</p> <p>C7: The quality of programming and management of building projects is viewed to be between satisfactory and good, as with last year. Secondary schools have viewed improvements since last year.</p> <p>D2: The transparency of the LEA's asset management planning process is viewed to be satisfactory, with little difference between primary and secondary schools. Secondary schools have rated this significantly higher than last year (when it was considered poor),</p>						Condition 1	Condition 1 - 3	2003		80.100			20,633,764			2002		0			20,917,208		
		Condition 1	Condition 1 - 3																				
2003		80.100																					
	20,633,764																						
2002		0																					
	20,917,208																						

Meeting/Date	Children Families & Schools 1/12/03
Report of	Director of Children, Families & Schools
Subject	Report on preparations for the Ofsted/SSI Inspections and the required self-evaluation
Wards affected	All

<p>Financial implications A sum of £50,000 has been set aside by Corporate Services to pay for the additional administrative costs of the inspection and for the services of a Consultant to help in preparing for the Inspections. The overall financial implications cannot at this stage be quantified. There is no doubt that in carrying out the preparation for Ofsted and SSI staff time and energy has been diverted from existing work and priorities, and therefore there has been a 'lost opportunity cost' which is difficult to quantify. It can however be estimated to be in the region of two days for each Service Manager and five days for each member of the Directorate. This equates to over 100 days for Ofsted and a similar time commitment for SSI. This excludes the time that will be spent during the two weeks of fieldwork. For a unitary authority this is a significant drain on resources. <i>Finance Officer consulted: Louise Hoten</i></p>	
<p>Legal implications There is a legal requirement to co-operate with the SSI/Ofsted in undertaking these inspections. <i>Legal officer consulted Natasha Watson</i></p>	
<p>Corporate/City-wide implications The Inspection grading and judgements from Ofsted and SSI will be reported nationally. We are one of the few merged services and following the launch of the Green Paper 'Every Child Matters' in September 2003 which recommends a merged service will be of wide interest to other LEA as well as the Council as a whole. Ours is also one of the first inspections under the new 2004 Ofsted Framework. In addition the grades achieved in these inspections will be used to inform the CPA grade for the whole Council and are crucial elements in achieving an improved grading.</p>	<p>Risk assessment Any risks associated with the proposals have been identified and addressed within the main body of the report.</p>
<p>Sustainability implications There are no specific sustainability issues.</p>	<p>Equalities implications There are no specific equalities issues although many of the services being inspected will be provided to those children and families at greatest risk of social exclusion</p>

Implications for the prevention of crime and disorder

There are no specific issues although many services within CFS that will be inspected are involved in the prevention of crime and disorder

Background papers

Ofsted Inspection Framework

SSI Inspection Framework

Guidance from Ofsted/SSI on the process of joint inspections (received 24th September 2003)

SSI/OFSTED Briefing Paper August 2003

SSI/OFSTED Briefing Paper September 2003

OFSTED/SSI Self-Assessment Report October 2003 (Hard Copy in the Members Library)

Please note the appendices 1 & 2 attached to this report are taken from the Ofsted/SSI Self-Assessment Report October 2003

Contact Officer

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