

Children, Young People & Skills Committee

Date: **13 June 2022**

Time: **4.00pm**

Venue: **Council Chamber, Hove Town Hall**

Councillors: Clare (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Meadows and Nield

Co-optees: Diana Boyd, Trevor Cristin, Adam Muirhead
Simon Parr and Young People Representative

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Date of Publication – Friday, 3 June 2022

AGENDA

Part One

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78 PROCEDURAL BUSINESS

(a) **Declaration of Substitutes:** Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

(b) **Declarations of Interest:**

- (a) Disclosable pecuniary interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

(c) **Exclusion of Press and Public:** To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

Note:

Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.

A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.

79 MINUTES

7 - 34

To consider the minutes of the meetings held on 31st January 2022 and 7th March 2022.

80 CHAIR'S COMMUNICATIONS

81 CALL OVER

- (a) Items 85-89 will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

82 PUBLIC INVOLVEMENT

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions received by due date of 10 working days ahead of the meeting;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on 7th June 2022;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on 7th June 2022.

83 MEMBER INVOLVEMENT

35 - 40

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions notified by the due date of 26th May 2022;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion submitted directly to the committee.
 - (i) Make Your Mark (referred from Council 7th April 2022)
 - (ii) White Paper and Academisation

84 PRESENTATION - YOUNG PEOPLE AT RISK OF EXPLOITATION

85 PROPOSAL TO EXPAND HILL PARK SPECIAL SCHOOL BY ESTABLISHING A SATELLITE SITE AT THE CEDAR CENTRE

41 - 58

Report of the Executive Director, Families, Children and Learning (copy attached).

86 YOUTH INVESTMENT FUND UPDATE

59 - 64

Report of the Executive Director, Families, Children and Learning (copy attached).

87 EARLY HELP TRANSFORMATION AND DEVELOPMENT OF 'A FAIRER BRIGHTON & HOVE', A FRAMEWORK TO SUPPORT THOSE AT RISK OF DISADVANTAGE

65 - 178

Report of the Executive Director, Families, Children and Learning (copy attached).

88 SACRE ANNUAL REPORT

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Report of the Executive Director, Families, Children and Learning (copy attached).

90 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 21st July 2022 Council meeting for information.

In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting

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For further details and general enquiries about this meeting contact Clare Chapman, (01273 292515, email clare.chapman@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

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Brighton & Hove City Council
Children, Young People & Skills Committee

4.00pm 31 January 2022

Council Chamber, Hove Town Hall

Minutes

Present:

Councillor Clare (Chair) John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair and Meadows

Co-optees: Ms D Boyd, Mr A Muirhead and Mr S Parr

Part One

57 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

57.1 Trevor Cristin was substituted by Mandy Watson.

(b) Declarations of Interests

57.2 Councillor McNair declared he was a Governor at Carden Primary School and had been granted special dispensation to speak and vote on Item 62 - Admission Arrangements September 2023.

(c) Exclusion of Press and Public

57.3 The Committee considered whether the press and public should be excluded from the meeting during the consideration of any of the items listed on the agenda.

RESOLVED: There were no part two items in the agenda.

58 CHAIR'S COMMUNICATIONS

58.1 The Chair thanked everyone for the work that went into the report and all those who responded to the consultation. A special thanks was issued to the Head of School Organisation for his valuable contribution.

59 PUBLIC INVOLVEMENT

(a) Petitions

59.1 There were none

(b) Written Questions

59.2 The Chair stated that two written questions had been received from members of the public, Kamila Stedman and Esther Garibay. The Chair invited Kamila Stedman to present the first question.

59.3 Ms Stedman read out the following question:

This consultation has shown that families in Brighton and Hove will not let the smaller schools on the edges of the city take the hit for something that concerns the whole city. We think support from the LA could help these schools thrive alongside their larger counterparts. So how do you intend to improve working relationships between the schools across the area, fostering greater cooperation in tackling this issue of surplus spaces?

59.4 The Chair thanked Ms Stedman for her question. The Chair replied:

It is evident that the issue of surplus places in our city's primary schools has placed strain on our family of schools' approach. The government's ideological approach to parental preference is at odds with what we think we need to do in the city and whilst we know we are unlikely to achieve universal agreement we must look to build a stronger consensus across Headteachers, governors, political parties and residents. I think it is unlikely that people remain oblivious to the problem or the issues that have to be grappled with. This problem cannot be solved by money even if the council had any to direct at this issue.

I hope that if the committee agrees with not taking forward any proposals to change Published Admission Numbers (PANs) in 2023 it will provide the platform to work together as it is being acknowledged in the responses received, that it is not the right thing to do at this time.

Improving working relationships requires dialogue. We will bring Headteachers, Chairs of Governors and councillors together to talk more about these issues. We have heard the offer of responders to also contribute to the debate required with residents so that everyone understands the impact their actions have on others especially when they live in other areas of the city and we will consider how that can happen.

We will continue the dialogue with the dioceses and the governing bodies of voluntary aided schools.

We are working with schools to identify what can make them more resilient and what allows them to continue to provide a high standard of education. And we will share the learning with others. However more time and more talking is not guaranteed to foster the cooperation needed and so it is important to be clear that where consensus cannot be reached and schools come under more financial pressure the council will need to act.

59.5 The Chair asked Ms Stedman if she wished to ask a supplementary question. Ms Stedman declined.

- 59.6 The Chair noted that Esther Garibay was not in attendance at the meeting and read out her question:

At the CYPS meeting earlier this month, members of this Committee discussed a worrying development in our city: the pandemic has served to further widen the divide between those who do well at school and those who do not. I welcome the Committee's plan to address this through the Education Disadvantage Strategy. However, at the same time, you are discussing a proposal that will halve the maximum number of pupils at Carden Primary, which serves some of the most disadvantaged children in our city. Limiting our intake will not only reduce Carden's budget but diminish the richness of diversity in our school and the capacity of the parent community to fundraise for those most in need. For example, last year our PTA provided 20 laptops to enable students to continue learning during the lockdown. How do you plan to mitigate the impact on the most disadvantaged should this PAN reduction go ahead?

- 59.7 The Chair thanked Ms Garibay for her question. The Chair replied:

The council has heard clearly from responders the concerns about the proposals that were consulted upon in the autumn. The council is not recommending the PAN at Carden Primary or any other school should be reduced. If the committee agree to this later in this meeting then you can be assured that the school will be able to continue to support all its children in the way that we all would want and ensure the school's rich diversity continues.

However, on the wider point, the council has developed an Education Disadvantaged Strategy that was shared with Children and Young People Committee on 10th January 2022. It will also be developing a broader disadvantaged strategy in the coming year.

(c) Deputations

- 59.8 There were none.

60 ITEMS REFERRED FROM COUNCIL

- 60.1 The Chair confirmed that four petitions and one deputation had been referred from Council:

60.2 Petitions

- 1) Keep Rudyard Kipling School Admissions
- 2) Keep Carden Nursery & Primary School as a thriving 2 form entry
- 3) Bevendean Primary School - SAVE OUR SCHOOL
- 4) Stop Woodingdean Primary School from having its pupil numbers reduced

60.3 Deputation

- 1) School Admissions Consultation – reducing PAN at seven Primary Schools across Brighton

60.4 **RESOLVED:** The Committee agreed to note the petitions and deputation.

61 MEMBER INVOLVEMENT

(a) Petitions

61.1 There were none.

(b) Written Questions

61.2 The Chair noted that one Written Question had been submitted by Councillor Yates who was not in attendance. The Chair read out his question:

Given the potential short term and long term implications of reducing PANs at schools built for (and within) relatively isolated local communities across the city which have poorer access to a range of alternatives and mitigations that other schools previously considered for reductions - what impact of these proposals has been assessed in relation to:

- Walking distance to alternative schools
- The councils long term carbon reduction ambitions
- Avoiding focussing PAN reductions on areas of multiple disadvantage
- Protecting the long term delivery of specialist and targeted education within those schools
- Ensuring educational outcomes are protected/ enhanced

61.3 The Chair confirmed that Councillor Yates would be provided with a written response to his question.

(c) Letters

61.4 There were none.

(d) Notices of Motion

61.5 There were none.

62 ADMISSION ARRANGEMENTS SEPTEMBER 2023

62.1 The Committee considered the report of the Executive Director Families Children and Learning which provided details of the proposed school admission arrangements for the city's schools, for which the Council was the admission authority, for the academic year 2023-24. The report detailed the outcome of the consultation undertaken in November and December 2021 on the proposed changes to the Published Admission Number of seven primary schools. The report was introduced and summarised by the Head of School Organisation.

- 62.2 Councillor Brown supported the recommendations adding that the schools selected for the proposed reductions were all community schools serving a distinct area. Two had specialist facilities and all had a high number of disadvantaged children on role. Despite smaller class sizes they were successfully managing their budgets. She acknowledged the problem of empty spaces in schools remained, adding that a long-term solution was needed, rather than a piecemeal approach which caused turmoil for the schools involved. She wanted to work with all schools in an open and transparent way to identify a sustainable solution.
- 62.3 Councillor O'Quinn echoed Councillor Brown's sentiments. She was disappointed that that the biggest schools had appealed against the reduction of their Published Admission Number (PAN). She wanted to seeing a cross-city consultation and looked forward to developing a fairer strategy for the future.
- 62.4 Councillor Meadows agreed with Councillors Brown and O'Quinn and congratulated the parents and schools.
- 62.5 Councillor John acknowledged that the issue of falling pupil numbers would continue into the future and there were difficult decisions ahead. There were many factors to balance including a falling number of children, a growing number of empty places and limited options in terms of the solution. She did not wish to make decisions which disproportionately affected disadvantaged students and she stressed the importance of protecting children with special educational needs. The consultation had been a huge exercise in listening, learning and evaluating and she thanked everyone who had taken part.
- 62.6 Council John conceded that PANs needed to be reduced in order to meet the financial pressures of maintaining empty spaces but accepted it was hard to make an argument to reduce admission numbers in schools that were successfully maintaining their budgets. She felt that keeping schools open and financially viable was going to be difficult.
- 62.7 Simon Parr, on behalf of the Diocese of Arundel and Brighton, did not agree with the recommendations in general. The Diocese fully understood the consultation responses and would expect most schools to be against reductions. However, as in the report, if the number of surplus places was not addressed, some school would face significant financial issues. Delaying the problem would make things worse and initial first preference data reinforced the need to reduce PANs.
- 62.8 Councillor Hamilton's main concern was Carden Primary School. He did not understand the rationale for reducing their PAN given they had more first preferences than Bevendean or Coldean. He agreed with the recommendations in the report and felt these were the best options available under the circumstances.
- 62.9 Diana Boyd addressed the committee. PAC who represented the families of children with special educational needs had written a position statement which had been shared with councillors and officers. PAC had not made recommendations either way because they understood the complexity of the situation. She noted that children with special educational needs were more dependent on support staff than other pupils and stated this would have a disproportionate effect on these students if budgets were tightened.

She requested this be considered in future proposals. With regard to the specialist facilities at Carden and Bevendean, she asked these to be taken into account when determining whether to reduce the PAN at these schools. Lastly, she highlighted the importance of mitigating the negative impact on children with special education needs in any future decision making.

62.10 Cllr Grimshaw noted the contribution of those who had campaigned for their schools and to all those who had listened.

62.11 The Chair noted her pleasure at reaching a cross-party decision and thanked colleagues for attending consultation meetings.

62.12 **RESOLVED:** The Committee agreed to:

Make no changes to the council's school admission arrangements or secondary school catchment areas.

Make no change to the Published Admission Number (PAN) for Bevendean Primary School and Nursery.

Make no change to the Published Admission Number (PAN) for Carden Nursery & Primary School.

Make no change to the Published Admission Number (PAN) for Coldean Primary School.

Make no change to the Published Admission Number (PAN) for Queen's Park Primary School.

Make no change to the Published Admission Number (PAN) for Rudyard Kipling Primary School & Nursery.

Make no change to the Published Admission Number (PAN) for Saltdean Primary School.

Make no change to the Published Admission Number (PAN) for Woodingdean Primary School.

Make no change to the co-ordinated scheme for admissions or to the "relevant area".

63 ITEMS REFERRED FOR COUNCIL

63.1 **RESOLVED:** That no items be referred to the next meeting of Full Council.

The meeting concluded at 4.43pm.

Signed

Chair

Dated this

day of

Brighton & Hove City Council
Children, Young People & Skills Committee

4.00pm 7 March 2022

Council Chamber, Hove Town Hall

Minutes

Present: Councillor Clare (Chair) O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Heley, Lloyd, McNair, Meadows and Phillips

Co-optees: Ms D Boyd, Mr T Cristin, Mr A Muirhead and Mr S Parr

Part One

64 PROCEDURAL BUSINESS

64a Declarations of Substitutes

64.1 Councillor Phillips declared that she was attending as a substitute for Councillor Nield.

Councillor Heley declared that she was attending as a substitute for Cllr John.

64b Declarations of Interest

64.2 Councillor McNair declared that he was a governor at Carden Primary School.

Councillor Phillips declared that her husband was a Director at Unity Transport which provided services to the council and she would not take part in Item 71 – Home to School Transport.

Diana Boyd declared that she was employed by Amaze and would not take part in Item 73 – SENDIASS – Special Education Needs & Disabilities Information, Advice and Support Services Recommissioning.

Trevor Boyd declared that his wife was employed by Amaze and he would not take part in Item 73 – SENDIASS – Special Education Needs & Disabilities Information, Advice and Support Services Recommissioning.

64c Exclusion of Press and Public

64.3 The Committee considered whether the press and public should be excluded from the meeting during the consideration of any of the items listed on the agenda.

64.4 **RESOLVED:** There were no part two items in the agenda.

65 MINUTES

- 65.1 **RESOLVED:** That the Minutes of the meeting held on 10th January 2022 be agreed as a correct record.

66 CHAIR'S COMMUNICATIONS

- 66.1 If I ever feel like I'm shouting into a void with my Chair's communications, I'd like to report on two recent developments which suggest otherwise.

The first is that we have recently been written to by Government, indicating that as a city we will be able to make a 'substantial bid' to the Youth Investment Fund very soon. While the fund is smaller than the £500m advertised, these are encouraging signs.

The second is that I can confirm as of today, there are no Unaccompanied Asylum Seeking Children (UASC) being held in two hotels in our city. I believe this is simply because late last year, the Government made accepting transfers under the National Transfer Scheme (NTS), mandatory for a temporary period.

This temporary period of mandation meant that UASC were taken into care in other local authorities quickly and therefore the hotels which were operating as an extension of the Kent intake centre were able to be emptied.

These are both things that I have not only repeatedly spoken about in Chair's Communications, but also written to Government about on occasion and I'm delighted to give that positive news.

I would like to inform you that I have asked officers to begin a consultation process on the expansion of specialist provision for learners with autism.

The requirement for this additionality has been identified through the SEND Sufficiency work undertaken as part of the SEND Strategy. A full report detailing the outcome of the consultation and asking Members to make a decision whether to proceed with the proposals will come to June committee, however, we will ensure that the consultation papers are shared with relevant members of Children, Young People and Skills Committee in the meantime.

The proposal is around the creation of specialist Autistic Spectrum Conditions provision on mainstream school sites in the city. This will be for both the primary and secondary phases.

I am pleased that we are responding to the increased need in our city for this particular cohort of children and young people.

Committee will note that tomorrow is International Women's Day and last year I celebrated the work of the brilliant team of women who lead the Families, Children and Learning Directorate, and I would like to start by making that celebration again. I would also like to thank the vibrant community and voluntary sector organisations in our city who do brilliant work for young women and girls, including Black and Minority Ethnic Young People's Project and the Hangleton and Knoll Project.

Finally, due to illness the Young Carer's presentation will not be presented today but I'm hoping we can have it at a future meeting.

67 CALL OVER

67.1 The following items on the agenda were reserved for discussion:

- Item 71 Home to School Transport for Pupils with Special Needs and Other Social Care Transport Contract
- Item 72 Health, Special Education Needs and Disabilities' Children & Young People's respite recommissioning
- Item 73 Special Education Needs and Disabilities' Information, Advice & Support Service recommissioning
- Item 74 Education Capital Resources and Capital Investment Programme 2022/2023
- Item 75 Anti-Racist Education Strategy Report on Progress
- Item 76 School Ofsted Presentation

68 PUBLIC INVOLVEMENT

68a Petitions

68.1 There were no Petitions.

68b Public Questions

68.2 The Chair confirmed one Public Question had been received from Julia Basnett who was unable to attend the meeting. Councillor O'Quinn had been asked to present the question to the Committee on Ms Basnett's behalf.

68.3 Councillor O'Quinn read out the question as follows:

In relation to educational interventions that the council recommend, does this Committee agree with me that contested political beliefs should not form the basis of Early Years provision?

68.4 The Chair responded as follows:

The council makes recommendations to schools and early years providers in line with current legislation. All recommendations around educational interventions are research-based and age appropriate – and schools and early years providers draw their own conclusions and decide which to use.

68.5 The Chair invited Councillor O'Quinn to ask a supplementary question.

68.6 Councillor O'Quinn asked the following supplementary question:

I do indeed refer to the council document, Brighton and Hove Antiracist Education Strategy, and its previous iteration which confirmed that the approach to early years provision is based on the contested belief of Critical Race Theory and its offshoots. By what democratic process did the council choose Critical Race Theory and decide to hire external providers, Amber and Green, to train early years providers?

68.7 The Chair responded as follows:

There was a Notice of Motion which came to this Committee jointly via the Green and Labour Groups in June 2020. This Notice of Motion was voted on by all councillors present. The Conservative Group abstained. Following this Notice of Motion, a strategy was presented in November 2020 which was highlighted to councillors as one which would be iterative and reports would come back. Critical Race Theory is a number of theories being presented to staff in training and I want to be clear that it's staff and not young people that are being presented with these theories. I note that some reporting in the press suggested otherwise, however I wish to be clear that it is staff receiving this training and councillors were offered an insight into this training last week.

68.8 The Executive Director Families, Children & Learning, was invited to respond to the question regarding the hire of external providers, Amber and Green. She responded as follows:

I'm not aware that we have procured any providers for early years but I can take that away and come back to you with an update on this.

68c Deputations

68.9 The Chair noted there were two deputations, the first from Ms Bola Anike and the second from Ms Catherine Fisher. Ms Anike was not able to attend and her Deputation was presented by Councillor Brown.

68.10 Councillor Brown read out the Deputation as follows:

I feel the need to write this as a British Nigerian resident of Brighton, as a parent, and - not least - as someone who cares deeply about the UK's liberal education system (a system which, I believe, is the hallmark of any democratic society), I'd like to make the following points to this committee.

You may recall that, on November 4th last year, I wrote to the CYPS committee about a powerful and unifying primary school KS2 video resource which I feel very strongly about. I sent you a link and I hope you had time to watch the video. Naturally, I understand how hard working you all are but, as yet, I have not heard back from any of you. Perhaps today will be the day! It is my hope that the committee will agree to endorse this resource and formally recommend it to the city's primary schools.

Colourblindness is the approach to anti-racist education that informs the content of this KS2 video. This is a universalist approach rooted in the classic liberal tradition of

equality before the law. It is an approach that promotes and emphasizes the content of a person's character over and above the colour of their skin (or any other immutable trait). A commitment to colourblindness is not a denial that racism exists or that there remains important work to be done to reduce and combat discrimination.

I believe that the 'one race, the human race' message of this video resource chimes with our vibrant city today. It is fitting that voices of children from this city and of experts from our university contributed to the production of this video. Colour blindness is my creed and the creed of many parents not just in our city but across the UK and the world. It unites people across racial religious and ethnic divides.

The tendency to propagate so called 'anti-racist' beliefs that centre racial difference over anti-racist beliefs emphasising common humanity is at odds with the values of many black and minority ethnic parents.

Teaching our children that they must focus on things they cannot control over and above things they can is in my view, a recipe for despair. If our schools propagate what many of us regard as an unbalanced and harmful approach to identity and race, then at the very least in the interest of fairness and equality they must ensure the promotion of liberal alternative approaches as well.

I am aware of other black parents who desperately want this unifying approach to how race and anti-racism are taught by this council.

I will email members with full direct quotes but, respecting confidentiality and the public nature of this Deputation I will paraphrase what one mother of an 8 year old said:

"The best way forward is educating our children about how we are all one. Skin colour is not a detriment! We should respect and love one another the same. Let's celebrate the diversity of our one human race!"

This was from a mother whose child had been called cruel names by a classmate at school - names that picked on the colour of that child's skin. But this mother does NOT believe her child's experience to be an indictment on daily life in our amazing city nor on the country as a whole.

I believe as do many other parents I know that an undue partisan and biased focus on skin colour doesn't help us. Let the message be one of unity - we are all humans together, there is so much we have in common. So together let's make a future defined by what unites us rather than what divides us. Thank you.

68.11 The Chair thanked Ms Anike for her Deputation and responded as follows:

Thank you for bringing this video, first developed in 2006, to the attention of councillors. Unlike the training being developed by the council for staff, this is a resource aimed at pupils.

Before using with pupils, individual schools should review any potential resources to ensure they are line with the values and ethos of their setting and meet the learning and development needs of pupils and students.

As a local authority we can review resources to ensure they support the principles and values of the anti-racist education strategy, and are educationally sound, before signposting them for use in schools.

Whilst this particular resource has its strengths, feedback from educators in schools and local authority advisers means there are elements which as a council we would not endorse. Unfortunately, there are parts of this resource which are not considered to support safe practice.

For example it includes a re-enactment of a serious racist incident which could be traumatising to pupils in primary schools.

The apparent message in the video that racism is only acts of individual unkindness, does not recognise or explain the lived experience of our black and ethnic minority populations who experience different and worse outcomes to their white counterparts in so many areas of life.

Ultimately it is up to schools what they choose to use as resources for pupils, and I believe this video has already been disseminated in the city, but for these reasons the Council will not be signposting schools to this resource.

68.12 The Chair invited Ms Alison Ali to present the second Deputaiton on behalf of Ms Catherine Fisher who was unable to attend.

68.13 Ms Ali read out the Deputation as follows:

On behalf of parents and carers from across the city, we want to express our support for the anti-racist education strategy currently under development in our city. We are proud that Brighton and Hove is taking a lead in this important and long-overdue area. Recent events, whether racist abuse at the Euros, ongoing allegations of racism in the Met police and the racism many of our children witness while online, while out and about, and indeed whilst at school, all illustrate just how needed it is.

We are disappointed at the attacks being made on the strategy, locally and in the national media many of which do not accurately represent the strategy and seem intended to provoke opposition. We have been sorry to see local Councillors sharing inaccurate articles on social media. And we are saddened that this scaremongering has meant our schools have received abusive messages.

Brighton and Hove's anti-racist education strategy is about creating an education system and a society where everyone feels safe and equal. We understand that it has been developed with people affected by racism and addresses the urgent need to tackle issues that have historically led to inequalities for people of colour.

We agree with the 80% of teachers recently surveyed in a YouGov poll¹ who think that introducing more culturally diverse, representational topics is equally enriching and vital

for white as well as ethnic minority students. It is important that all children have the opportunity to learn about black and ethnic minority achievement, giving them a more accurate and rounded world view.

The same survey revealed that 72% of teachers think the government should do more to support teachers in the teaching of cultural diversity in the curriculum. So, we are pleased that teachers in Brighton and Hove will be getting more support through the anti-racist education strategy.

Some of the opponents to having this strategy argue for the current “colour-blind approach” in schools that seems to advocate ignoring race and racism, making it somehow taboo to talk about difference or acknowledge the diverse histories and experiences of individuals and groups in society and our schools.

The criticism from some newspapers, politicians and indeed some parents illustrates exactly why we need to get better at talking about race and racism. We can't tackle racism by pretending it doesn't exist.

All moves toward greater equality meet with resistance. This strategy is no different. We urge you to continue to develop and implement the strategy in order that all our children feel valued at school and in society and, are supported to develop the knowledge, understanding and skills they need to thrive in modern multi-cultural Britain and our interconnected world.

68.14 The Chair thanked Ms Fisher for her Deputation and Ms Ali for presenting it, and responded as follows:

Thank you for such positive feedback. I'm really glad that as a group of parents you welcome the work we are doing. Sadly, this work is ever more necessary.

We're very fortunate to live in a thriving, multi-cultural city with the undoubted benefits that brings.

Sadly, we also live in a society where racism exists, and we know our young people suffer racism in educational settings.

Our safe and well at school survey in 2021 highlighted that 55% of young people have witnessed racism in school.

I spoke to a former teacher last week who described to me as leaving his role due to constant racist incidents, including monkey noises being made in the corridor and in his classroom.

I thank you for bringing to our attention too, the surveys that highlight teachers want more support in introducing cultural diversity in the curriculum.

I don't have direct experience of racism because I am a white woman from Essex.

But my experience is that I was able to not be aware of the colour of my skin, or where I'm from growing up – while peers who were from other ethnic backgrounds were hyper aware of it.

They were made to feel aware of it by the actions of others who behaved differently towards them because of the colour of their skin.

This is why educating young people about race, its history and its issues is so important. But to achieve this, everyone, including teachers and education staff, must feel be confident and supported in speaking about it.

I agree with you wholeheartedly that we can't tackle racism by pretending it doesn't exist.

We want education settings where every child can learn and thrive, where everyone feels safe and equal and where we all have a strong sense of identity and belonging.

68.15 **RESOLVED:** That the Committee note the Deputations.

69 MEMBER INVOLVEMENT

69a Petitions

69.1 There were none.

69b Written Questions

69.2 The Chair noted the submission of Written Questions by Councillor McNair who was invited to present these to the Committee.

69.3 Councillor McNair asked the following Questions

According to the Daily Mail on 6th February 2022, "The Education Secretary Nadhim Zahawi has sent officials to investigate Brighton and Hove Council over reports that 'concerning' race theories are being taught in schools run by the Green-led local authority." The Education Secretary has subsequently provided guidance to schools on how to approach the topic of racism.

1. Have Education officials started investigating the Council?
2. What kind of investigation is it?
3. Where does it sit in the legislative framework?
4. What feedback has been provided, or do you expect to be provided, to the council by the Department for Education?
5. How will the new guidance to schools on teaching racism affect the current teacher training material?

6. Is the Council concerned that its material might be breaking the Equalities Act?
7. Will the Local Authority be suspending its teacher training material while the Department for Education investigates its teacher training resources?

69.4 The Chair thanked Councillor McNair for his questions and responded as follows:

1. There was no formal investigation of the council by the DfE, just an informal discussion following the media interest and no further action is proposed. The media reports were incorrect in that the council is offering training to staff, not pupils.
2. There is no investigation
3. There is nothing in the training being offered to school staff which sits outside relevant legalisation or guidance.
4. The DfE have thanked us for discussing Brighton and Hove's anti-racism strategy with them and for explaining how the racial literacy training for school staff is being used.
5. It does not impact on the training being offered. This guidance does not include any new statutory requirements and is based on legal duties on political impartiality that have been in place for many years.
6. No – neither the training for staff, nor any other material being produced is breaking the Equality Act.
7. No – there is no investigation, the DfE are not taking any action, and the teacher training will continue.

69.5 The Chair asked Councillor McNair if he wished to ask a supplementary question.

69.6 Councillor McNair asked the following question:

Surely training for teachers is usually so it can be passed on to children. If this is not the case, why are teachers being trained?

69.7 The Chair responded as follows:

Teachers are being given support to talk about race and the issues surrounding race in their classrooms. The material that has been provided to councillors by email is clearly for staff. There is of course direct work being done with pupils, some of which is discussed in the report to this Committee today on which young people have given very positive feedback. It's not the case to say that we're offering scary, nefarious training to staff. Nor is it, as was reported, that the education secretary has sent his officials in. I would ask that you take your view on what's happening in our schools on the basis of what we're reporting to you today, and on the feedback we're receiving from pupils and families. Teachers are professionals and they attend training as part of their professional development to inform their teaching. This does not mean that every training we offer teachers is taught in the classroom. I would just like to end by adding

my concern that Councillor McNair has got his news from the Daily Mail. This is a paper that has repeatedly continued a steady stream of divisive headlines which have done nothing but stoke division. For example, they claimed there were no-go areas for white people in some British towns. They claimed that one in every five killers is an immigrant in 2009. And they have made headlines such as “Half of New Homes Built in Britain Go to Migrants”.

69c Letters

There were none.

69d Notices of Motion

There were none.

70 YOUNG CARERS' PRESENTATION

- 70.1 The Chair announced that due to sickness there would not be a presentation. She hoped the presentation could be delivered at a future meeting.

71 HOME TO SCHOOL TRANSPORT - PROCUREMENT

- 71.1 The Committee considered the report of the Executive Director, Families Children and Learning which provided an update and progress report on the Home to School Transport (HTST) service. The report was introduced by the Interim Head of Home to School Transport Service.
- 71.2 The Committee was informed that the HTST service was currently supporting 1,149 children of which 603 had Special Educational Needs and Disabilities (SEND). The service had a base budget of £3.8m and was very much demand led. Demand for the service had increased 10% since September 2021 and the number of children and young people with Education and Health Care Plans has doubled since 2015. The current Dynamic Purchasing System (DPS) would come to an end in August 2023 and it was necessary to start making decisions regarding onward procurement of this statutory service. The last procurement was undertaken in 2019 and was subject to a Local Government Association independent review and policy panel, both of which produced recommendations for the next procurement. As result of the difficulties in 2019, the council set up a Procurement Board to agree how to take forward the new contract. The Board's guiding principle has been to ensure that the comfort, safety and wellbeing of children and young people was at the forefront of decision making.
- 71.3 From the work the Procurement Board had carried out over the last 11 months, Members were presented with different models and options on how the contracts would be awarded. There had been consultation with stakeholders in preparation for the procurement including with councillors, operators, families and special schools. The preferred option was for an open bid DPS with a new contract, new service specification and no reverse auction bidding. This approach was endorsed unanimously by members of the Procurement Advisory Board.

- 71.4 Councillor Heley understood it was not the DPS that had previously been problematic but the reverse auction bidding. She asked what assurances could be given that this flexibility would not be used to the detriment of pupils and their families. The Interim Head of Home to School Transport Service gave assurances that reverse auction bidding was used for approximately a month at the beginning of 2019 and was then disbanded. She confirmed there was no intention to return to this.
- 71.5 Councillor Heley asked what the Sustainability Strategy would likely entail. The Interim Head of Home to School Transport Service informed Members this would include issues such as reducing traffic across the city, air quality and emissions, electric vehicles and centralised drop off points, where safe and appropriate to do so.
- 71.6 Cllr Heley noted that the DPS could not be restricted to local providers and asked how Members could be assured that drivers who were not licenced in Brighton and Hove were operating within the council's regulations. The Interim Head of Home to School Transport Service said the intention was that new entrants within the framework would be expected to contractually adhere to the council's licensing conditions. For example, the frequency of DBS checks and requirement to have CCTV in vehicles.
- 71.7 Councillor Brown was pleased to see such a detailed report and consultation with the Parent and Carer Council (PACC). She asked for further clarification on the obligation of operators to follow the council's blue book of licensing. The Interim Head of Home to School Transport Service confirmed that in the existing contract and in the new contract there would be a requirement for operators to ensure each of their transport personnel was aware of, and complied with, the requirements of the Brighton and Hove Blue Handbook.
- 71.8 Councillor Brown queried why the Contract Manager was still not in post after four recruitment attempts and asked why this position had been difficult to fill. The Interim Head of Home to School Transport Service felt that the part time hours of 2.5 days per week could be the reason for this but the service did not require this post to be covered full time. If the next recruitment round failed there would be a discussion with Legal colleagues about reallocating funds into their department to support some parts of the contract management role.
- 71.9 Councillor Brown was concerned that journey times of 45 mins for primary pupils and 75 mins for secondary pupils was too long and asked how many children were subjected to these journey times. The Interim Head of Home to School Transport Service confirmed these times were the maximum. There were 18 pupils who were in vehicles of six or more and these journeys were closely monitored because of the potential to exceed the maximum journey time. In cases where a journey exceeded the maximum, i.e. where children were driven out of the city, parental agreement was obtained.
- 71.10 Councillor O'Quinn was concerned about the impact on this service budget following the huge rise in petrol costs. It was apparent to her that the council would overrun on costs and she asked how the service would get around this. The Interim Head of Home to School Transport Service informed Members that the Procurement Board was mindful of this and that there was currently a clause in contracts for operators to request an annual uplift where they considered that there was a requirement for the Agreed Price to be altered. The rising demand and associated costs were well understood by the Service.

- 71.11 Councillor O'Quinn referenced the increasing number of young people accessing the service which she noted had doubled since 2015. She asked how this would be dealt with. The Interim Head of Home to School Transport Service understood the pressures on the service which were attributed to more children becoming eligible for free transport and a greater understanding of SEND and Social, Emotional and Mental Health (SEMH). She said this needed to be taken into account when setting the budget for 2023, and that forecasting showed a £440k cost pressure on the service, based on the rising demand.
- 71.12 Councillor Meadows thanked The Interim Head of Home to School Transport Service for her report. She referenced the 18 shared journeys with 6+ passengers. The Interim Head of Home to School Transport Service explained that each child who came into the service was risk assessed before any travel arrangements were made. Where children were deemed safe to share a vehicle, this was arranged in consultation with the relevant school and with parents and carers
- 71.13 Councillor Meadows was in favour of teaching young people with SEND to travel independently but only where this could be done safely. The Interim Head of Home to School Transport Service said this scheme was new with the intention to start in September 2022. She advised the initiative was recommended by the Member's Policy Panel and was aimed at promoting independence and supporting young people prepare for adulthood. She confirmed there would be strong criteria against which children would be assessed as ready for the travel training and it would be a voluntary offer discussed with families.
- 71.14 Councillor Meadows asked for clarity on the 10% increase in terms of the number of pupils. The Interim Head of Home to School Transport Service confirmed this would equate to around 115 more children.
- 71.15 Councillor Meadows enquired about the stand-alone and revised appeals policy. The Interim Head of Home to School Transport Service explained there was appeals information in the current Home to School Transport Policy, but that the objective of the standalone policy was to help families understand the process and make it clearer, and that this had been developed with the Parent and Carers Council
- 71.16 Councillor Meadows asked if the proposal to include a contractual clause requiring contractors to pay the living wage had been factored into the 2023 budget. The Interim Head of Home to School Transport Service explained there was already a requirement within the current contract that Operators pay crews, the living wage where they directly employed them, so this should be factored into the Operator's Agreed Price. However, it was not clear whether all Operators were paying their crews the living wage and this requirement needed to be made more robust in the next contract. As the Service did not know if Operators were currently paying the living wage, and how many of their crews were directly employed by the operator, the impact of this requirement had been difficult to financially forecast.
- 71.17 Councillor Meadows asked if the requirement for providers to invest in newer and more environmentally sustainable vehicles was a specific recommendation in the procurement process. She felt that this, in addition to the requirement to pay the living wage, could

price a lot of companies out of the business. The Interim Head of Home to School Transport Service understood the need to be realistic about this and cited delays with wheelchair accessible electric vehicles as an example of how this may not be achievable in the short term.

71.18 In response to a question from Councillor Grimshaw, the Interim Head of Home to School Transport Service could not offer a no-risk guarantee, stressing there were risks inherent in the re-procurement. She advised that a risk register was included in the Options Appraisal for Members and that this was closely monitored by the Procurement Board to best mitigate risks and avoid the mistakes made in 2019.

71.19 Councillor Grimshaw expressed concerns that children would run the risk of poor school attendance if they failed in their attempts to make their own way to school. She asked for a guarantee that such children did not vanish from the service. The Interim Head of Home to School Transport Service assured Members that every child who applied for transport was assessed by a Transport Panel and if they met the statutory eligibility criteria, they were entitled to and provided with transport

71.20 Councillor Grimshaw requested weekly Group updates on the service from September to November 2023. The Interim Head of Home to School Transport Service assured these updates would be provided.

71.21 Councillor Hamilton was concerned about cost inflation and hoped the service would remain discretionary for post-16 pupils. The Interim Head of Home to School Transport Service said there were no current plans to change this.

71.22 The Chair thanked the Interim Head of Home to School Transport Service for the work that had gone into the scheme and the progress made since 2019.

71.23 **RESOLVED**

That the Children, Young People and Skills Committee:

1. Note the progress report on the Home to School Transport (HTST) Service.
2. Endorse the re-procurement of a contract for home to school transport for pupils with special educational needs and other transport for vulnerable children and adults on behalf of social care teams, for a term of four years from 1 September 2023 to 31 August 2027.
3. Endorse the option of an amended Dynamic Purchasing System, without reverse auction bidding, tendered on a route-by-route basis.
4. Grant delegated authority to the Executive Director of Families, Children & Learning to carry out the procurement and award of the contract referred to in Paragraph 2.2 of the report including the award and letting of the framework agreement. A progress report will be shared at each Committee meeting.
5. Endorse expectations that Operators pay (and verify that they pay) their staff the living wage, where they directly employ them (see 14.19 of the report).

72 CHILDREN & YOUNG PEOPLE RESPITE RECOMMISSIONING

- 72.1 The Committee considered a report by the Executive Director (Families Children, & Learning) in order to agree the recommissioning and procurement of existing children and young people's respite services. The children and young people's respite services help to support children and young people with health, special educational needs and disabilities within their own homes and communities. The report was presented by the Commissioning & Performance Manager.
- 72.2 Councillor O'Quinn thanked the Executive Director (Families, Children & Learning) for the report and noted that respite care was desperately needed. She conceded this was an area where there was more demand than the council could meet because of the costs involved.
- 72.3 Councillor O'Quinn proposed an amendment to the report in the form of an additional recommendation. The recommendation was that the Committee receive a report after 12 months' operation of the service in order to assess its effectiveness.
- 72.4 Councillors Grimshaw and Meadows supported Councillor O'Quinn's proposed amendment.
- 72.5 The Chair reminded Members that the deadline for amendments had passed but that Councillor O'Quinn's recommendation would be noted in the Minutes.
- 72.6 Councillor Brown recognised that families were under extreme pressure and a short break could help them to cope. She said it was also good for the children to meet and socialise with other young people and families in their community and she hoped this service would help to ensure that more young people were able to stay with their families rather than ending up in care. She agreed with Councillor O'Quinn that careful monitoring of the service was required and asked how this would be achieved.
- 72.7 The Commissioning & Performance Manager said they would hold monthly contract monitoring meetings and contractors would be operating against Key Performance Indicators.
- 72.8 Councillor Lloyd noted the great work already done by service partners and he recognised what a brilliant and important service it was.
- 72.9 Ms Boyd provided feedback from the Parent and Carers (PAC) Focus Group. In summary, PAC continued to flag that there were insufficient budgets for the level of need in terms of respite for families. They believed there was a need for a broad strategic overview of how to deliver sufficient and equitable social care for families with children and young people with SEND and this needed to be linked to the relevant strategies such as the SEND, Early Help and Disadvantaged strategies.
- 72.10 Councillor Brown asked that a date be agreed for a monitoring report to come back to Committee.

- 72.11 The Chair responded that she would like officers to have a chance to review their workload before a date be agreed.
- 72.12 **RESOLVED:** That the Children, Young People and Skills Committee grants delegated authority to the Executive Director of Families, Children and Learning to jointly procure the Children and Young People's Respite Services Contracts with NHS Brighton and Hove Clinical Commissioning Group, and award the contracts for an initial term of three years with the option to extend for a further period of up to two years, subject to satisfactory performance.
- 73 SENDIASS – SPECIAL EDUCATION NEEDS & DISABILITIES INFORMATION, ADVICE AND SUPPORT SERVICES RECOMMISSIONING**
- 73.1 The Committee considered a report by the Executive Director, Families, Children & Learning, in order to agree the joint recommissioning and procurement of existing Information, Advice and Support Service with East Sussex County Council in collaboration with Brighton & Hove and East Sussex Clinical Commissioning Groups. The report was presented by the Commissioning and Performance Manager.
- 73.2 Mr Muirhead was pleased that officers were able to resolve the issue with social value scoring across Brighton, Hove and East Sussex. He believed that achieving the right scoring was essential to ensuring the continued involvement of organisations such as the current contract holder, Amaze, who he felt were delivering the work with incredible social value.
- 73.3 Mr Muirhead noted that that the contract value had remained the same for the last five or six years with no uplift for cost of living rises or inflation. He said this represented a significant real-terms reduction in funding and asked if this could this have been an opportunity to sustain or add more investment to this very necessary statutory service?
- 73.4 The Commissioning and Performance Manager said he was looking at reviewing the specifications and that Brighton and Hove was committed to its annual contribution of £120,000. Some aspects of the delivery would be taken out which would release resources.
- 73.5 Mr Muirhead asked how officers had consulted with parents and carers on the SENDIASS procurement.
- 73.6 The Commissioning and Performance Manager said that as much as possible had been done to consult with parents and carers. He had worked with Amaze, looked at Key Performance Indicators and recognised areas of pressure. They had listened and this was feeding into the process of commissioning.
- 73.7 Councillors Lloyd and Grimshaw remarked that it was great to see that the method of setting social value had been formalised.
- 73.8 Councillor O'Quinn thanked Amaze for all their work and wished them success. She said that as elected Members they had a responsibility to monitor and scrutinise this service and she asked for this request to be minuted.

73.9 Councillor Meadows supported the request from Councillor O'Quinn.

73.10 **RESOLVED:** That the Children, Young People and Skills Committee grants delegated authority to the Executive Director of Families, Children and Learning to jointly procure the Information, Advice and Support Service Contract with East Sussex County Council in collaboration with Brighton and Hove and East Sussex Clinical Commissioning Groups and award the contract for an initial term of three years with the option to extend the contract for a further period(s) of up to two years, subject to review and satisfactory performance.

74 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2022/2023

- 74.1 The Committee considered the report of the Executive Director Families Children and Learning, which informed the Committee of the level of available capital resources allocated to support education buildings and recommended a capital programme for 2022/23 in respect of School Condition Allocation (SCA) and Basic Need funding. The report was introduced by the Head of School Organisation who outlined the contents therein.
- 74.2 Councillor Meadows asked when the toilet refurbishments at Carden Primary School and Patcham Infant School would be completed. The Head of Capital Strategy informed Members these works had come in over budget due to the addition of Covid surcharges and were therefore re-tendered. She could not guarantee the works would be finished by the end of the financial year but stated they would be done as quickly as possible.
- 74.3 In response to a question from Councillor O'Quinn regarding the Sackville Trading Estate scheme, the Head of Capital Strategy informed Members that £400,000 had been allocated for education. The first instalment of £48,000 would be submitted once a certain number of dwellings had been completed. This was why the money was not showing in the table within the report.
- 74.4 Councillor O'Quinn asked how the money previously intended for Homewood would be allocated following the decision to academise this school. The Head of School Organisation said the money had been allocated for Central Hub provision and the situation regarding Homewood would be reviewed.
- 74.5 Councillor Hamilton enquired about the Section 106 spending detailed on page 89 of the agenda. The Head of Capital Strategy explained that when money was requested under Section 106, it was essential to name the school which had to be located close to the development. Councillor Hamilton said that going forwards it would be good for councillors to be informed of which schools had received Section 106 money.
- 74.6 Councillor Lloyd asked why £150,000 had been allocated to deal with legionnaire's disease. The Head of Capital Strategy said they were required under the Health & Safety Executive's Approved Code of Practice to monitor water at all schools. Readings were occasionally high due to old pipework. £150,000 was allocated to carry out works to plumbing systems to reduce the occurrence of legionella bacteria.

74.7 At the request of the Chair, the Head of Capital Strategy updated Members on the works at St Luke's Primary School. The Head of Capital Strategy confirmed the works had been completed and the wall had been stabilised and made safe.

74.8 In response to a question from Councillor Grimshaw, the Head of Capital Strategy confirmed that delegated authority was being granted for a period of twelve months. They were still waiting for Central Government to confirm how much funding would be allocated in the new financial year.

74.9 **RESOLVED**

1. That the level of available capital resources totalling £5million for investment relating to education buildings financed from capital grant be noted.
2. That Committee agree the allocation of funding as shown in Appendices 1 and 2 and recommend this to Policy & Resources Committee on 24 March 2022 for inclusion within the Council's Capital Investment Programme 2022/23.
3. That Committee agree to recommend to Policy & Resources Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

75 **ANTI-RACIST EDUCATION STRATEGY - REPORT ON PROGRESS**

- 75.1 The Committee considered a report from the Executive Director of Families, Children & Learning, in order to inform the Committee of the level of available capital resources allocated to support education buildings and to recommend a capital programme for 2022/23 in respect of School Condition Allocation (SCA) and Basic Need funding. The report was presented by the Education Adviser (Anti-Racism) and the Partnership Adviser (Health & Wellbeing). They were accompanied by education professionals and students.
- 75.2 The Committee heard from education professionals from a cluster of settings who were working together to achieve change across all key stages. Shareen Hone, Kate Jordan, Dulani Kulasinghe, Mark Roberts, Angela Simmonds and Louise Tomlinson were welcomed to the meeting. Each spoke of their experience and how they were influencing and helping to deliver the strategy.
- 75.3 The Committee was invited to listen to student testimonies from the Students of Colour Workshop Programme. Regrettably the sound did not work so it was agreed that the testimonies would be emailed to Committee Members.
- 75.4 Councillor McNair welcomed much of the report and acknowledged there were lots of good things going on in schools. He said it was good that children's voices were being heard but felt the report needlessly incorporated a divisive and highly contested American-born theory of race inappropriate for Brighton. He cited the two deputations presented at today's committee meeting, each giving contrary opinions about the strategy, as evidence that the strategy was encouraging division and reducing trust

rather than encouraging cohesion. He felt that using language such as “educators of colour” and “white allies” was unnecessary and confrontational.

- 75.5 Councillor McNair referenced the report in which it was stated that 55% of key stage 4 students had witnessed racism in schools. Councillor McNair asked what benchmark reduction was aimed for if a colour-blind approach to tackling racism was not working in Brighton and Hove.
- 75.6 The Partnership Adviser responded that the data from the Safe and Well survey that had been used in the report had been obtained this year and it was necessary to have a more detailed look at the whole data set in order to understand what it conveyed. She said there was no doubt that the survey data would be used in the future to track and monitor progress but it was not possible to confirm at this stage what the benchmark figure was.
- 75.6 Councillor McNair asked why the training material for teachers referred to contested American research and included terminology such as “overt and covert white supremacy” in an American context. He asked if the children’s material taught such contested notions as white supremacy and decolonisation.
- 75.7 Councillor McNair noted the last census recorded 53,000 BAME residents in Brighton and Hove, of which around half were residents of colour. He asked if there was evidence of the various groups that comprised these communities and had they been properly consulted as to their views on the teaching of critical race theory beliefs as fact.
- 75.8 Councillor McNair asked if a public debate on the Anti-Racism Strategy involving a range of experts of differing opinions would be useful in helping to guide the council’s strategy.
- 75.9 The Education Adviser responded to the last three questions collectively. She stated that Critical Race Theory sought to understand how racism operated in order to overcome it. She explained that Critical Race Theory formed one of several theories underpinning the strategy. Colourblind approaches were not utilised in the strategy because research determined this approach did not work. She referenced the Principles and Values section on page 9 of the strategy which clarified the theoretical approach taken within the strategy and stated it would be more constructive for this to be the focus of any debate. She felt there was an unnecessary focus on particular aspects of theory and felt it would be more useful to look at the detail within the strategy.
- 75.10 Councillor Quinn and Labour colleagues strongly supported the strategy but advised they would be subjecting it to close scrutiny as it progressed.

75.11 **RESOLVED –**

That the Children, Young People and Skills Committee:

1. Note the progress made.
2. Agree updated version (3) of the strategy including road map.

76 SCHOOL OFSTED PRESENTATION

- 76.1 The Head of Education Standards & Achievement and the Head of Early Years provided an update on the latest Ofsted inspections for schools in the City.
- 76.2 Councillor Grimshaw congratulated the Early Years team on maintaining 98% of nurseries at Good or Outstanding which was higher than the national average.
- 76.3 **RESOLVED:** That the Committee agree the presentation be noted.

77 ITEMS REFERRED FOR COUNCIL

- 77.1 There were no items referred for Council.

The meeting concluded at 7.20pm

Signed

Chair

Dated this

day of

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item: 83d

Subject: **Make Your Mark** Items referred from the Council meeting held on the 7 April 2022

Date of Meeting: 13 June 2022

Report of: Executive Lead Officer for Strategy, Governance & Law

Contact Officer: Name: Clare Chapman
Tel: 01273 291515
Email: clare.chapman@brighton-hove.co.uk

Wards Affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To receive the following Notice of Motion which was debated at and referred from the full Council meeting held on 7th April 2022.

2. RECOMMENDATIONS:

- 2.1 That the Committee responds to the motion concerning the UK Youth Parliament's Make Your Mark ballot either by noting it or where it is considered more appropriate, calling for an officer report on the matter as requested, which may give consideration to a range of options.

3. CONTEXT / BACKGROUND INFORMATION

- 3.1 The following resolution from the full council meeting held on the 15 July 2021 for the committee to consider is detailed below:

BRIGHTON & HOVE CITY COUNCIL

COUNCIL

6.30pm 7 APRIL 2022

HOVE TOWN HALL - COUNCIL CHAMBER

MINUTES

Present: Councillors Robins (Chair), Allcock, Appich, Atkinson, Bagaeen, Barnett, Brown, Clare, Davis, Druitt, Evans, Fishleigh, Gibson, Heley, Henry, Hugh-Jones, Janio, Lewry, Lloyd, Meadows, Mac Cafferty, McNair, Moonan, Nemeth, O'Quinn, Osborne, Peltzer Dunn, Powell, Shanks, Simson, C Theobald, Wilkinson and Williams

PART ONE

99 MAKE YOUR MARK

- 99.1 The Notice of Motion as listed in the agenda was proposed by Councillor Clare, and formally seconded by Councillor Shanks.
- 99.2 Councillor O'Quinn and Councillor Brown spoke in favour of the Notice of Motion.
- 99.3 The Mayor then put the following motion to the vote:

This Council resolves to:

- Note the results of the UK Youth Parliament's 'Make Your Mark' ballot, which highlights in particular young people's concerns about health and wellbeing, jobs, money, homes and opportunities, education and learning and the environment as high priority concerns
 - Congratulate Brighton & Hove Youth Council school staff and organisations who support young people on increasing engagement this year and raising the concerns and voices of young people across our city
 - Request a report to Children, Young People & Skills Committee in November, once a full breakdown of local results are known which:
 - Details action being taken on the local priority issues highlighted by young people and further steps that directorates across the council are taking on them
 - Highlights discussions held at the 'Youth Manifesto' event at Brighton Youth Centre at the end of March
 - Gives an update on the work to enhance youth voice at the council
- 99.4 The Mayor confirmed that the motion was agreed.

Brighton & Hove City Council

Council

Agenda Item 99

Subject: Make Your Mark

Date of meeting: 7 April 2022

Proposer: Councillor Clare

Seconded: Councillor Shanks

Ward(s) affected: All

NOTICE OF MOTION FROM THE GREEN GROUP

This Council resolves to:

- Note the results of the UK Youth Parliament's 'Make Your Mark' ballot, which highlights in particular young people's concerns about health and wellbeing, jobs, money, homes and opportunities, education and learning and the environment as high priority concerns
- Congratulate Brighton & Hove Youth Council school staff and organisations who support young people on increasing engagement this year and raising the concerns and voices of young people across our city
- Request a report to Children, Young People & Skills Committee in November, once a full breakdown of local results are known which:
- Details action being taken on the local priority issues highlighted by young people and further steps that directorates across the council are taking on them
- Highlights discussions held at the 'Youth Manifesto' event at Brighton Youth Centre at the end of March
- Gives an update on the work to enhance youth voice at the council

Supporting Information:

<https://www.byc.org.uk/uk/uk-youth-parliament/make-your-mark>

Children, Young People and Skills Committee

Agenda Item 83d

Subject: Schools White Paper & Academisation

Date of meeting: 13 June 2022

Ward(s) affected: All

Proposer: Councillor Nield

Seconder: Councillor John

NOTICE OF MOTION

This committee:

- regrettably notes that as a result of an inadequate OFSTED judgement an academy order has been placed for Homewood College
- regrettably notes the inadequate OFSTED judgement at Brighton Aldridge Community Academy published in May 2022 and the resulting consequence that secondary schools in Brighton & Hove are no longer all Good or Outstanding
- notes LGA research published in May 2022 which shows that 92% of council-maintained schools were ranked good or outstanding by OFSTED in January 2022 compared to 85% of academies graded since converted
- refutes the ideology that academisation is the best path to school improvement
- reiterates its support for our family of local authority schools
- notes the publication of the Schools White Paper, Opportunity for All, in March 2022 which includes ambitions to:
 - o ensure that all schools are academies by 2030
 - o allow local authorities to set up local authority backed trusts
- agrees that academisation, including the creation of local authority backed trusts, is not an ambition we share for our schools, but agrees that we need to be as informed as possible about what this ambition means.

Therefore, this committee resolves to:

- request a report to a future meeting of this committee outlining the council's response to the schools white paper, including the pros and cons of setting up local authority backed trusts.

Supporting Information:

LGA Research published in the Guardian 10 May 2022

<https://www.theguardian.com/education/2022/may/10/council-run-schools-outperform-academies-england-analysis-shows>

Schools White Paper, Opportunity for All

<https://www.gov.uk/government/news/schools-white-paper-delivers-real-action-to-level-up-education>

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item: 85

Subject: Proposal to expand Hill Park Special School by establishing a satellite site at the Cedar Centre

Date of meeting: 13th June 2022

Report of: Executive Director Families Children & Learning

Contact Officer: Name: Georgina Clarke-Green
Tel: 07827 880742
Email: Georgina.Clarke-Green@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 The purpose of the report is to acknowledge that there is currently a review of special educational needs and disability (SEND) educational provision in the city. This is in response to the SEND Sufficiency work under Priority 6 in the SEND Strategy. The first phase of this work is to consider the additional provision required to meet the needs of children and young people in the city who are on the autistic spectrum.
- 1.2 This report focuses on the first of the formal consultations that will be carried out, and the proposal to expand Hill Park School to establish a satellite site at the former Cedar Centre. The satellite will provide a 30-place provision for autistic children and young people who have anxiety and mental health issues, but who do not have a learning disability.
- 1.3 To inform the Committee of the arrangements in respect of the capital funding for the setting up of a satellite site at the former Cedar Centre

2. Recommendations

- 2.1 To note the outcome of the recent consultation to expand Hill Park School by establishing a satellite site at the former Cedar Centre for autistic children and young people who have anxiety and mental health issues but not a learning disability attached at Appendix 1.
- 2.2 To agree that the Local Authority should now proceed to publish Statutory Notices to progress this proposal.

3. Context and background information

- 3.1 The Local Authority published a SEND Strategy 2021-2026 which had 6 key priority areas:
1. Inclusion
 2. Early identification and intervention
 3. SEND Pathways
 4. Achievement and Outcomes
 5. Transitions and preparing for the future
 6. Sufficiency of SEND Services and Provision
- 3.2 As part of the SEND Sufficiency priority number 6, our vision is to ensure that the right provision is available at the right time for all children and young people with SEND.
- 3.3 We have worked in co-production with parent/carers and have carefully looked at the data on children and young people's needs in the city. This has identified gaps in provision for autistic children and young people who have anxiety and mental health issues without a learning disability. To improve the range of provision and better meet the needs of this group, we are planning to expand the number of places at Hill Park School.
- 3.4 A significant number of these students are not currently accessing education or are placed in independent non maintain special schools. By developing this provision, we will be increasing the attendance at school of vulnerable learners and be supporting them to attend school locally and within their own community.
- 3.5 We are proposing to expand Hill Park School by 30 places onto a satellite site at the Cedar Centre. This will be for 30 secondary age students (aged 11 to 16 years of age, school years 7 to 11), these students will be on the roll of Hill Park School. Although the needs of the additional students will not be the same as the current Hill Park cohort, they are covered by the current registration so there is no need to change either the school's designation or categories of SEN provision.

4. Analysis and consideration of alternative options

- 4.1 Hill Park is a complex needs school for pupils aged 3-19. There is pressure in Brighton & Hove to increase our Secondary provision for students who do not have a learning disability but who are on the autistic spectrum. These students do not currently have an opportunity to access a local special school that meets their needs and are therefore receiving their education in out of area independent provision. The rise in independent non maintained placements for this profile of need has sharply risen in the last 12 months from 27fte to 44fte with an increase in spend from £0.89m to £1.44m today. This is not in the best interests of the students or financially sustainable in the long term.
- 4.2 Hill Park also has a cohort of Secondary students with Autistic Spectrum Condition (ASC) and a Moderate Learning Disability (MLD) who would have enjoyed a more mainstream curriculum offer, but for whom a mainstream school was too large and busy. Since the merger of Hillside (PMLD/SLD), and Downs Park (MLD) in 2018 to create Hill Park, the population of the Secondary site is becoming more SLD and PMLD. An extension of the school to a third site with

an ASC population, who are working at age related expectations, would meet existing needs and provide some further opportunities for sharing resources across sites that can be accessed by some of the current Hill Park students.

- 4.3 Expanding the school onto a separate satellite site would also provide Hill Park with the potential to create a one-year Y12 Sixth Form, should the city need this in the future. There is not sufficient space on the current site to provide a Sixth Form, and the new site would offer a wider offer for Post 16 provision and enable this parity across the city with the East Learning Disability Hub.
- 4.4 It is not possible to increase the number of classrooms on the Hill Park site as the school are already struggling to identify enough classroom space to accommodate the number of pupils who are currently attending. Continuing to increase classes on site is not considered an option since it not only reduces the quality of provision but also puts too great a pressure on shared resources such as the Hall, Playground, Sensory Room, Individual Learning and Specialist Rooms, and space for Home to School Transport to operate safely.
- 4.5 There is limited space for pupils to withdraw from their peer group when experiencing sensory overload or dysregulation, and this can increase the incidents of challenging behaviour, and thereby reduce a student's access to learning.
- 4.6 The Cedar Centre building is mainly on one level, giving good access. A scheme has been designed for the Cedar Centre building which includes complete refurbishment and re-modelling of the building which will enable the building to meet the needs of pupils with ASC as their primary need. If this proposal goes forward, the building works involve internal refurbishment together with a small extension at the front of the building creating a small first floor level. Planning consent for the building work was obtained when it was proposed to use the site for a different special school provision (**planning Consent number BH2021/03029**).
- 4.7 If this proposal is agreed and taken forward, the building work will commence in January 2023 with pupils being admitted into the school in September 2023.
- 4.8 The funding for these works is available within the existing capital resources available to the LA. Capital funding of £4million had been allocated to the previous intended project at the Cedar Centre from the Basic Needs funding granted to the LA by the Department for Education.

Following the tender process, it has become apparent that the cost of undertaking the work in accordance with the planning consent is slightly above that estimated pre-tender. It is now recommended that the capital allocation for the work is increased from £4million to £4.2million for the project to create the satellite site of Hill Park School on the site of the Cedar Centre.

5. Community engagement and consultation

- 5.1 At the CYPS Meeting on 7th March, Members were informed of the launch of a formal public consultation on the proposal to expand Hill Park by establishing a satellite site at the Cedar Centre.

- 5.2 The formal consultation process began on 4th April 2022 and ran for a period of 8 weeks until 29th May 2022. This consisted of key questions to consider (further details on these questions and the consultation responses can be found at Appendix 1).
- 5.3 The consultation was promoted through:
- The Council's consultation website
 - Amaze and Parent Carers' Council communications with parents
 - SEND Partnership Board Members and their networks
 - BHISS networks
 - SENCO Forums and School's links
 - Letter to residents in the Cedar Centre area
 - Letter from Hill Park Senior Leadership Team/Governors to Hill Park community
- 5.4 Feedback was invited:
- Via the Council's consultation portal
 - By email
 - Via a face-to-face resident event that was organised on 5th May at The Central Hub, Lynchet Close and offered an opportunity for residents to talk through the proposals with representatives from Families, Children & Learning Directorate and Hill Park Senior Leadership Team/Governors.
 - The Assistant Director (Health, SEN and Disability) attended a Full Governing Body Meeting on 28th March, where the Headteacher and Full Governing Body at Hill Park were consulted and were fully supportive of the proposal.
- 5.5 A more detailed analysis of the consultation can be found at Appendix 1.

6. Conclusion

- 6.1 The purpose of proposals is to respond to the increased need in the city for this particular cohort and offer an enhanced curriculum with fully integrated education health and care support and improved support for families.
- 6.2 The results of the consultation concluded that 97% of respondents strongly/tended to agree to develop additional places for children, young people with SEND without a learning disability who have a diagnosis of Autism, anxiety and mental health needs in the city. Of this 87% strongly agreed/tended to agree to Hill Park Special School expanding its provision, and 79% strongly agreed/tended to agree to Hill Park opening a provision for 30 pupils at the Cedar Centre.
- 6.3 There is strong support for this proposal, and we will continue to co-produce these proposals with families and professionals to ensure that there is a strong consultative basis which will meet the identified needs.

7. Financial implications

- 7.1 The capital costs of the proposal have increased from an original estimate of £4m to a revised figure of £4.2m. The additional £0.2m will be met from existing education capital grant which is already set aside within the Education Capital Budget in the Council's Capital Investment Programme.

- 7.2 The introduction of a 30-place satellite provision managed by Hill Park will also have revenue funding implications. As part of the SEN sufficiency strategy, work has already been carried out to identify new local provision required to meet needs of children and young people with SEND. The estimated full-year cost effect of establishing an additional 30 places is £0.6m. The Department for Education has provided additional funding to local authorities through high needs block allocations with the Dedicated Schools Grant. Funding has been earmarked within this budget to fund the planned new provision. The proposed new local provision will provide a more cost- effective option than out of area, independent non-maintained school provision.

Name of finance officer consulted: Steve Williams

Date consulted: 28th April 2022

8. Legal implications

- 8.1 As indicated in the body of the report capital funding of £4million had been allocated to a previous intended project at the Cedar Centre which will not now proceed, and so is available for investment in this project, if so required.
- 8.2 The Local Authority is required to comply with relevant school organisation legislation- the Education and Inspections Act 2006, the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, and statutory guidance published by the Department for Education- in seeking to expand Hill Park School. Both the legislation and guidance set out the steps which the LA must take before making any final decisions on the proposals.
- 8.3 As the proposed expansion is on to a satellite site rather than on the existing school premises the LA is required to demonstrate that the new provision is genuinely a change to an existing school and not in reality the establishment of a new school. DfE Statutory Guidance “Making significant changes (‘prescribed alterations’) to maintained schools” (October 2018) sets out a list of factors which LAs should consider to determine the level of integration between the two sites, namely the reasons for expansion, admission and curriculum arrangements, governance and administration and the physical characteristics of the school. The more integrated the two sites will be the more likely the change will be considered to be an expansion.
- 8.4 A formal consultation has now been carried out with all interested parties. If the decision is taken to proceed with the expansion proposals following this consultation, statutory notices must be published. This is followed by a period of 4 weeks within which any person may comment or object to the proposals. At the end of this representation period a final decision on the proposals will need to be taken by the Children Young People and Skills committee within two months. It is anticipated that this will be at the committee meeting in September 2022.

Name of lawyer consulted: Serena Kynaston

Date consulted: 10th May 2022

9. Equalities implications

- 9.1 The proposals are based on a vision for improving the provision and outcomes

for children and young people requiring specialist provision and their families. Improving outcomes for all in the City with SEND is a key priority for all partners.

- 9.2 The Equalities Impact is continuing to be monitored as the strategy is implemented by the SEND Partnership Board. Actions identified from this will be incorporated into the priority action plans, where appropriate. This will ensure that those actions will be part of the regular monitoring of progress and scrutiny of data.

10. Sustainability implications

- 10.1 Brighton & Hove City Council is committed to taking responsibility for its own impact on the environment. Sustainability considerations and benefits will form part of the evaluation of bids for the contract in line with the Council's Sustainable Procurement Policy and Climate Change Strategy.
- 10.2 Contractors have demonstrated how they will achieve best practice, value for money, and innovations. This includes minimising non – recyclable waste and promoting recycling.
- 10.3 The SEND Strategy and SEND sufficiency work is establishing the infrastructure needed to support SEND in the future considers the location of where the provisions are going to be developed, to make sure that families, children and young people do not have to travel far and are able to remain part of their local community.

SUPPORTING DOCUMENTATION

Appendices:

1. Analysis of the consultation feedback to expand Hill Park School by establishing a satellite site at the Cedar Centre.
2. Full Statutory Proposal and Statutory Notice for the expansion of Hill Park School on to a satellite site
3. Glossary of Terms

Appendix 1:

Feedback on the formal consultation phase on a proposal to expand Hill Park Special School by establishing a satellite site at the Cedar Centre

1. Introduction

As part of the SEND Sufficiency Priority Number 6, there is a commitment and vision to ensure that the right provision is available at the right time for all children and young people with SEND.

The Local Authority, working in co-production with parent/carers and carefully looking at data on children and young people's needs in the city, identified that there are gaps for autistic children and young people who have anxiety and mental health issues without a learning disability. To provide a better range of provision in the city for this group of children and young people, a formal consultation was conducted on the proposal to expand the number of places at Hill Park School to accommodate these needs. proposing to open a 30-place provision for Secondary aged students (aged 11 -16 years of age, Years 7-11) based at the Cedar Centre. The site will form part of Hill Park School, and the students will be on their roll, but their needs will not be the same as the current Hill Park cohort.

2. Consultation Process

The formal consultation process began on 4th April 2022 and ran for a period of 8 weeks until 29th May 2022.

The consultation was promoted through:

- The Council's consultation website
- Amaze and Parent Carers' Council communications with parents
- SEND Partnership Board Members and their networks
- BHISS networks
- SENCO Forums and School's links
- Letter to residents in the Cedar Centre area
- Letter from Hill Park Senior Leadership Team/Governors to Hill Park community

Feedback was invited:

- Via the Council's consultation portal
- By email
- Via a face-to-face resident event that was organised on 5th May at The Central Hub, Lynchet Close and offered an opportunity for residents to talk through the proposals with representatives from Families, Children & Learning Directorate and Hill Park Senior Leadership Team/Governors

Respondents were asked 6 questions and were offered the opportunity to add any specific comments at the end of each question. Throughout the consultation period the number and range of responses were reviewed to make sure that all groups were

represented in the responses and to identify any further promotion required with stakeholders to ensure that they were aware of the consultation process.

3. Process for analysing responses

The responses were collated and reviewed looking at key themes and recording significant issues for further consideration. The information provided as part of this report is both statistical and from comments made by participants in the engagement period.

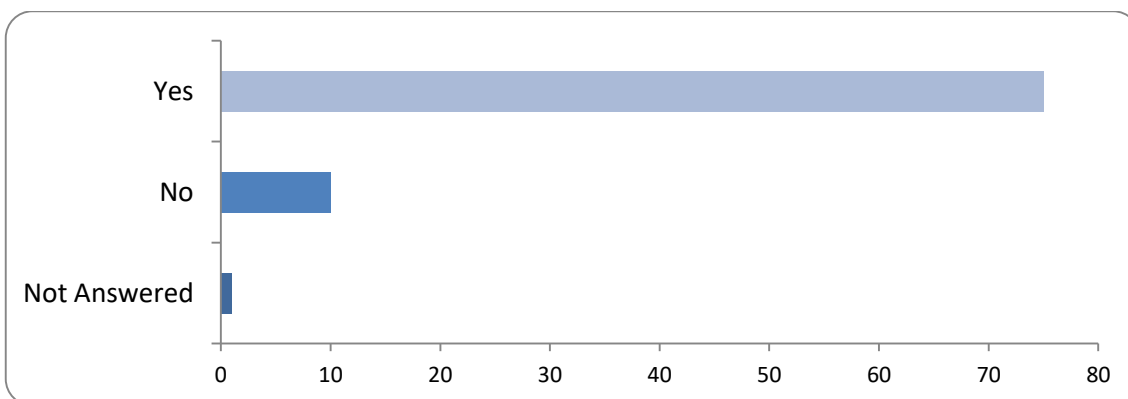
Respondents were encouraged to participate via the Council's online consultation portal but were also able to respond via a specific email account that was created for the consultation.

86 responses were submitted via the online consultation portal, and the quantitative data in this report reflects these responses. Of the 86 respondents, 75 identified as being a Brighton & Hove resident and 11 identified as not being in this group (or not responding to this question). No respondents identified as representing an organisation or group, whilst 40 responded as a parent/carer directly affected by the proposals. All respondents used the online consultation portal to give their views. No additional responses were received by email, the email correspondence was around the building proposals/plans and issues associated with the current state of the grounds.

Collated responses to the consultation are detailed below.

Q1: Are you a resident in Brighton and Hove?

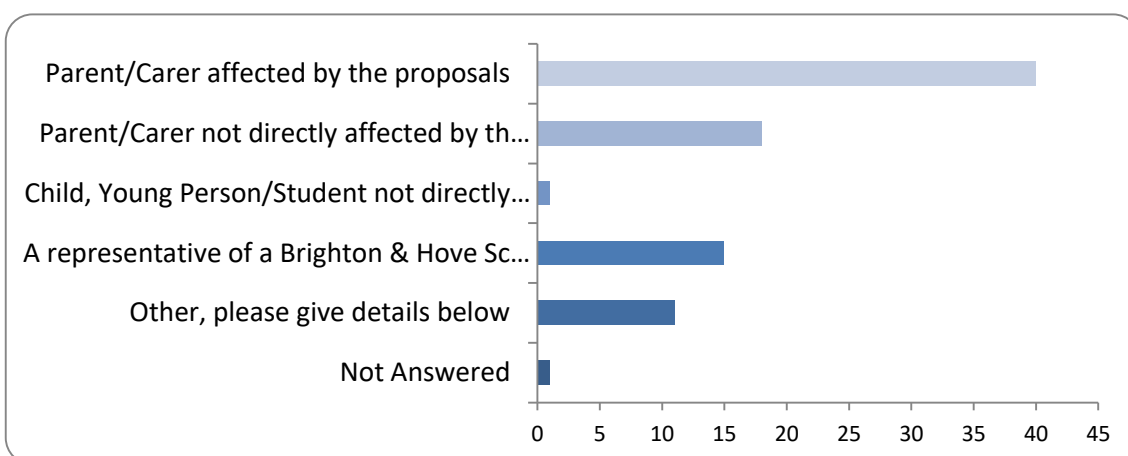
Option	Total	Percent
Yes	75	87.21%
No	10	11.63%
Not Answered	1	1.16%



Q2: How are you responding to these proposals?

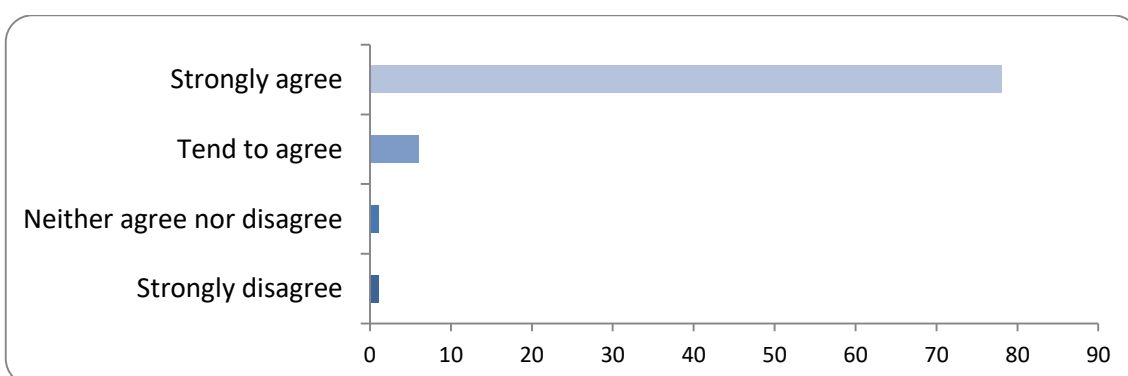
Option	Total	Percent
Parent/Carer affected by the proposals	40	46.51%
Parent/Carer not directly affected by the proposals	18	20.93%
Child, Young Person/Student affected by the proposals	0	0.00%

Child, Young Person/Student not directly affected by the proposals	1	1.16%
A representative of a Brighton & Hove School	15	17.44%
A representative of a local community or voluntary organisation	0	0.00%
Other, please give details below	11	12.79%
Not Answered	1	1.16%



Q3: Do you agree or disagree that we need to develop additional places for children, young people with SEND without a learning disability (LD) who have a diagnosis of Autism, anxiety, and mental health needs in the city?

Option	Total	Percent
Strongly agree	78	90.70%
Tend to agree	6	6.98%
Neither agree nor disagree	1	1.16%
Tend to disagree	0	0.00%
Strongly disagree	1	1.16%
Don't know / not sure	0	0.00%
Not Answered	0	0.00%



Q3a Please provide a short explanation of your answer to the above question if you are happy to:

Key Themes from Comments Received:

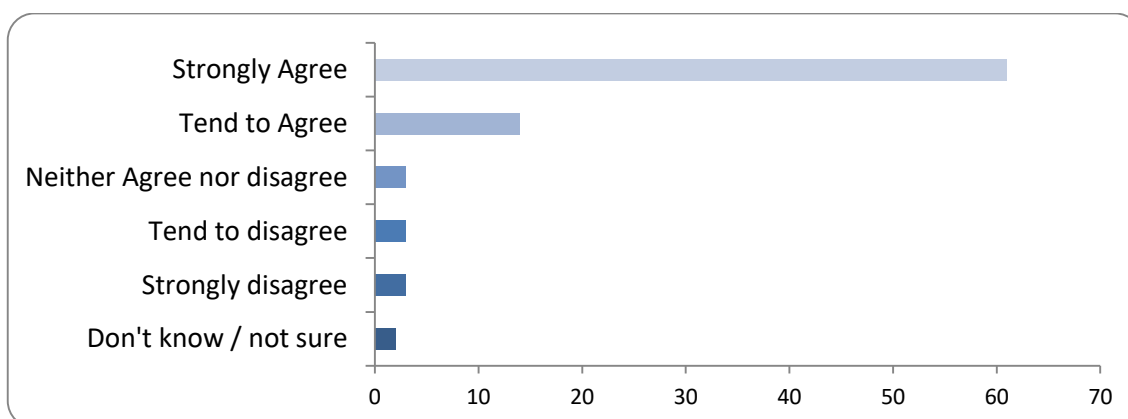
- This provision will meet the needs of young people where Mainstream Secondary

Schools are too big to meet this cohort's needs. These smaller specialist environments will bridge the big gap in provision and give them the opportunity to access a placement where they feel that they "fit in"

- There is a high demand for specialist school places, and it is becoming increasingly difficult to place children and young people who require this provision.
- Although this is a good start, there will be a need to increase the number of places in specialist provision.
- It was raised in the feedback by a number of respondents that previous specialist provision had been closed in the city and that this had been cause of concern for families. It was felt that no suitable alternative was provided at the time, and this had caused families and young people some distress.

Q4: Do you agree or disagree with Hill Park Special School expanding its provision to cater for children and young people with Autism, anxiety, and mental health?

Option	Total	Percent
Strongly Agree	61	70.93%
Tend to Agree	14	16.28%
Neither Agree nor disagree	3	3.49%
Tend to disagree	3	3.49%
Strongly disagree	3	3.49%
Don't know / not sure	2	2.33%
Not Answered	0	0.00%



Q4a Please provide a short explanation of your answer to the above question if you were happy to:

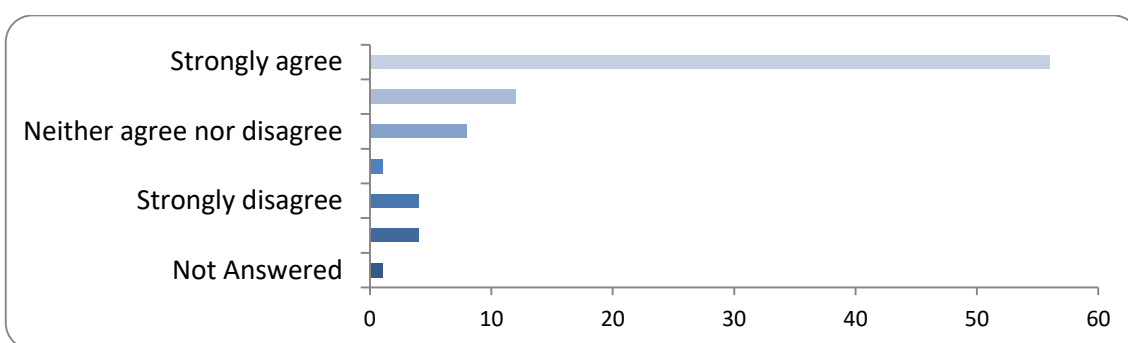
Key Themes from Comments Received:

- It is important that this provision is adequately funded.
- Hill Park is an outstanding provision, and the staff provide excellent teaching and learning.
- A small number of respondents raised a concern as to whether Hill Park would be able to meet the needs of young people with ASC who do not have a learning disability. This is because the young people who are going to attend have a different profile of need, this is a new area of expertise that they would need to develop.
- There would need to be assurance that the provision will have experienced staffing with expertise in this particular profile of need.

- Mainstream is not a good fit for all ASC children and young people as sensory overload and self-identity make it difficult for these children not to “stand out” which can have a negative impact on them. This provision has the potential to provide an environment that is inclusive in all aspects and is what they need.
- Provision needs to be trauma informed, offer a flexible approach to learning, provide lots of nurture and support and access opportunities to become part of a community
- A small number of comments suggested that this provision should be attached to a mainstream school to enable young people to be supported to access mainstream clubs and provision.
- There was a concern that demand for these places will be high, and that without providing more specialist provision there will still be a reliance on out of city placements.

Q5: Do you agree or disagree with Hill Park School opening a department based at the Cedar Centre for 30 children and young people with Autism, anxiety, and mental health needs?

Option	Total	Percent
Strongly agree	56	65.12%
Tend to agree	12	13.95%
Neither agree nor disagree	8	9.30%
Tend to disagree	1	1.16%
Strongly disagree	4	4.65%
Don't know / not sure	4	4.65%
Not Answered	1	1.16%

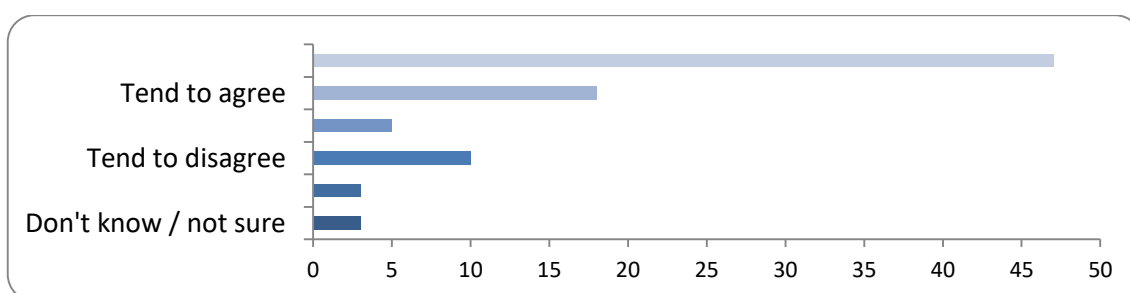


Key Themes from Comments Received:

- There was strong support for the provision as it is recognised that it is needed in the city. However, there was concern that 30 places will not be sufficient for the numbers of children and young people that will need to access this type of provision.
- There was a view expressed that all Schools should be accessible and SEND friendly. There was a concern that when placing children and young people with similar issues together on one site, this will not encourage the wider inclusion agenda across all schools.
- Management structures will be key in ensuring that this provision is successful.
- This will offer a smaller setting that is peaceful and specifically geared towards the needs of this cohort. Any provision and site renovations need to consider Autism Specialist Input as well as being demand avoidance and trauma informed.

Q6: Do you agree or disagree for the provision to be for children and young people aged 11 to 16 (Year 7 – Year 11)?

Option	Total	Percent
Strongly agree	47	54.65%
Tend to agree	18	20.93%
Neither agree nor disagree	5	5.81%
Tend to disagree	10	11.63%
Strongly disagree	3	3.49%
Don't know / not sure	3	3.49%
Not Answered	0	0.00%



Q6a Please provide a short explanation of your answer to the above question if you were happy to:

Key Themes from Comments Received:

- There would be benefits in extending the age range to incorporate KS1, KS2 and a provision to 18, as Primary, Secondary and Mainstream Colleges do not meet all of this cohort's needs.
- More details needed around the facilities the provision will have, the qualifications that will be offered and the timetables that will be put into place, as well as information on the staffing need to be provided as things progress.

Appendix 2:

Full Statutory Proposal information on a proposal to expand Hill Park Special School by establishing a satellite site at the Cedar Centre

In accordance with section 19(1) of the Education and Inspections Act 2006 Brighton and Hove City Council proposes to expand Hill Park Special School by establishing a satellite site at the Cedar Centre with effect from 1st September 2023.

Local Authority Details:

Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove, BN3 3BQ

School Details:

Hill Park School
Foredown Road
Portslade by Sea
BN41 2FU

Hill Park School is a registered community special school for pupils which makes day provision for pupils aged 2-19 who have severe learning difficulties, profound and multiple learning difficulties, or autistic spectrum disorders. The Category of Need to meet the admission criteria is a Learning Disability together with an additional special educational need such as a physical disability, autism. There are currently 198 pupils on roll.

Description of the proposed alteration

To expand Hill Park by establishing a satellite site on the Cedar Centre site. The full address of the Cedar Centre is The Cedar Centre, Lynchet Close, Hollingdean, BN7 7FP. The Cedar Centre is approximately 4 miles (6.5Km) as the crow flies from the upper site of Hill Park School on Foredown Road Portslade, BN41 2FU. The shortest route by road is just over 5.5 miles. The satellite provision at the Cedar Centre site, will offer an additional 30 places for Secondary aged students (aged 11 – 16, Years 7-11) for autistic children and young people who have anxiety and mental health issues but not a learning disability.

Reason for the proposed change

Brighton & Hove City Council has a statutory obligation to provide enough school places for all young people in Brighton & Hove, including those with special educational needs and disabilities (SEND). The council has identified a gap for children and young people who have Autism, but not a learning disability. To address this gap, it is proposed to expand Hill Park Special School by opening a satellite provision at the Cedar Centre site, which will offer an additional 30 places for Secondary aged students (aged 11 – 16, Years 7-11). The site will form part of Hill Park School and the students will be on their roll. It is proposed that this site will offer provision for 30 students with effect from 1st September 2023.

Hill Park has increased in commissioned numbers by 25% in the last 5 years and the demand has continued to grow, particularly for pupils with ASC. The capacity of the school is 198. The number of classes across both sites has increased by 2 classes from 10 - 12 in the last 3 years. This is without any additional classroom capacity being built on either site. The increase of pupils on the primary site has an impact on secondary numbers, and this combined with pupils coming in from mainstream at Y7 has increased pupil numbers. There is already a need for a 13th classroom which there is no room to provide.

Building works undertaken between 2019 and 2020 increased the accommodation available at the school. The building works included remodelling but did not increase the number of classrooms and does not have enough classroom space to meet a wider range of student needs. Continuing to increase classes is not considered an option since it not only reduces the quality of provision but also puts too great a pressure on shared resources such as the Hall, Playground, Sensory Room, Individual Learning and Specialist Rooms, and space for Home to School Transport to operate safely. There is limited space for pupils to withdraw from their peer group when experiencing sensory overload or dysregulation, and this increases challenging behaviours and reduces learning. Hill Park, therefore, needs to reconfigure and expand its provision to a new site, thus enabling the correct pedagogy and learning environments, for 1-1 and small group spaces.

Hill Park is a generic needs school for pupils aged 3-19, and there is pressure in Brighton & Hove for an increase of our Secondary provision for students without a learning disability and Autism that cannot access a traditional school environment, which needs to be reflected in the provision of their EHC plans. These students do not currently have provision that meets their needs, so are having to access this in expensive, out of area, independent provision because the integrated education, health, and care provision they need is not provided locally. This is not sustainable in the long term and is not generally in the best interests of the students.

Hill Park also has a cohort of Secondary students with ASC and a Moderate Learning Disability who would have enjoyed a more mainstream curriculum offer, but for whom a mainstream school was too large and busy. Since the merger of Hillside (PMLD/SLD), and Downs Park (MLD) in 2018 to create Hill Park, the population of the Secondary site is becoming more SLD and PMLD. An extension of the school to a third site with an ASC population, who are working at age related expectations, would meet existing needs and increase the number of children and young people that are presenting with these needs in the city.

Expanding the school onto a separate satellite site would also provide Hill Park with the potential to create a one-year Y12 Sixth Form, should the city need this in the future. There is not sufficient space on the current site to provide a Sixth Form, and the new site would offer a wider offer for Post 16 provision and enable this parity across the city with the East Learning Disability Hub.

The effect of other educational institutions within the area

It is not intended that the proposal would impact adversely on other schools and academies or the educational provision in the wider area. The proposal would provide additional places for children with special educational need across Brighton & Hove.

Consultation

The public consultation, which ran from 4th April 2022 to 29th May 2022 was posted on

the consultation portal on the council's website, and publicized on social media, through AMAZE and PaCC links, as well as being circulated to a wide range of professionals via SENCO forums and School's representative groups.

There were 86 respondents to the consultation, and 56 supported the proposal. A more detailed breakdown of the consultation feedback is attached as Appendix 1. The outcome of the consultation was presented to the 13th June 2022 meeting of the Children, Young People and Skills (CYPS) Committee.

Where and when the Statutory Notice and Full Proposal information will be available

Brighton & Hove City Council will publish the Statutory Notice for this proposal from 24th June 2022. The Notice will remain in force for a period of 4 weeks, i.e., until 22nd July 2022. Copies of the notice will be placed:

- **At the entrance to the school**
- **At the entrance to the Cedar Centre**
- **In other places in the Community**

On 24th June 2022 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The Governing Body of Hill Park School
- The parents of every registered pupil at the school
- Any Local Authority which has commissioned a place at the school
- The Secretary of State for Education
- Members of the Children, Young People and Skills Committee
- Local Ward Councillors
- The Members of Parliament for Brighton & Hove

It will also be published on the Council's website at the following address:

www.brighton-hove.gov.uk/school-statutory-notice.

Any person may request a copy of the full proposal information either by writing to Michelle Hunt at Brighton & Hove City Council, 2nd Floor, Hove Town Hall, Norton Road, Hove, BN3 3BQ or by contacting them via email at cedarcentreconsultation@brighton-hove.gov.uk

How to make representations or comment on the proposal

Any person may object or make a representation or comment on the proposal. This can be done by writing to Georgina Clarke-Green, Assistant Director Health, SEN and Disability, Brighton & Hove City Council, 2nd Floor, Hove Town Hall, Norton Road, Hove, BN3 3BQ before the closing date of 22nd July 2022 or via email at cedarcentreconsultation@brighton-hove.gov.uk

Following the closing date for representations, comments and objections, a report will be prepared for the Children and Young People's Committee to decide the proposal within 2 months, i.e., no later than 13th August 2022. At the present time, it is anticipated that the report will be considered at their meeting scheduled in September 2022.

Brighton & Hove City Council
**Statutory Notice: Proposal to expand Hill Park Special School by establishing a
satellite site at the Cedar Centre site**

Notice is given in accordance with Section 19(1) of the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, East Sussex BN3 3BQ is proposing to permanently expand Hill Park School, Foredown Road, Portslade, Brighton BN41 2FU onto a satellite site at the former Cedar Centre Community Special School site, Lynchet Close, Hollingdean, BN7 7FP from September 2023.

Hill Park school is currently registered for 197 pupils between the ages of 2 and 19 years old. There are two sites, one for Primary and one for Secondary aged students, each with 12 classes on each site. It is proposed to increase the capacity by a further 30 pupils aged 11 to 16 (Years 7 to 11) with Autistic Spectrum Condition. The increase in capacity will be achieved by expansion onto a satellite site at the premises of the former Cedar Centre Community Special School.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Michelle Hunt at Brighton & Hove City Council, 1st Floor Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting them via email at cedarcentreconsultation@brighton-hove.gov.uk. The Full Proposal is also on the Local Authority's website and can be found at <https://www.brighton-hove.gov.uk/schools-and-learning/school-statutory-notices>.

Within four weeks from the date of publication of this proposal (i.e. by 22nd July 2022), any person may object to or make comments on the proposal by sending them by email to cedarcentreconsultation@brighton-hove.gov.uk by post to Michelle Hunt, Brighton & Hove City Council, 1st Floor Hove Town Hall, Norton Road, Hove, BN3 3BQ.

Signed:

Publication Date:

Appendix 3:

Summary of acronyms used in the report

ASC	Autistic Spectrum Condition
BHISS	Brighton & Hove Inclusion Support Services
CYPS	Children, Young People & Skills (Committee)
EHF Plan	Education, Health & Care Plan
MLD	Moderate Learning Difficulties
PaCC	Parent and Carers' Council
PAN	Published Admission Number
PMLD	Profound and Multiple Learning Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-Ordinator
SEND	Special Educational Needs and Disabilities
SLD	Severe Learning Difficulties

Subject: Youth Investment Fund Update

Date of meeting: 13th June 2022

Report of: Executive Director Families, Children & Learning

Contact Officer: Name: Deborah Corbridge
Tel: 01273 292953
Email: Deborah.corbridge@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

To update this Committee of the Youth Investment Fund (YIF), and revised proposal to bid for funding in partnership with Brighton Youth Centre (BYC) and neighbourhood, commissioned youth providers in the East, West, and North of the city.

2. Recommendations

- 2.1 That the Committee notes the imminent launch of the Department of Culture, Media, and Sports (DCMS) Phase 2 of the Youth Investment Fund.
- 2.2 That the Committee agrees to the Council forming a partnership with BYC and neighbourhood, commissioned youth providers in the East, West, and North of the city, to consult and agree a submission to bid for Phase 2 YIF funding.

3. Context and background information

- 3.1 In September 2019 the Government announced a £500m YIF to help build new youth centres and refurbish existing centres; as well to support the provision and coordination of high-quality youth provision.
- 3.2 There has been significant delays in launching the YIF, however this has recently progressed, with the DCMS announcing that the application process for £368 million is expected to launch summer 2022.
- 3.3 Phase 1 of the YIF was launched on 31st January 2022 and was closed by 25th February. This initial phase allocated of £12m for youth provision in left-behind areas of England, and was for funding for small-scale capital projects, including capital equipment, small redevelopments and other capital projects and was required to be delivered by 31 March 2022. This was not considered to be a viable option for the council or youth providers.
- 3.4 The DCMS are currently finalising their recruitment of an intermediary grant maker for the Youth Investment Fund Phase 2.

- 3.5 The Youth Investment Fund Phase 2 will be launched later in the Year (July – September 2022). £368 million of funding is required to be delivered by the end of the 2024/25 financial year, delivering up to 300 facilities that represent positive value for money, are environmentally sustainable and enable positive activities for young people aged 11 to 18 (up to 25 for young people with Special Educational Needs and Disabilities) in eligible places across England, by 2024/25.
- 3.6 The DCMS's initial objectives for the YIF Phase 2 are as follows:
1. Increase the number of regular positive activities undertaken by young people in the targeted areas by 45,000 per year, by 2026/27.
 2. Provide new and redeveloped facilities delivering positive activities to young people, funded through self-reliant funding models.
 3. Improve the environmental sustainability of the youth sector estate in target areas through energy efficiencies and/or low carbon heating.
 4. Reduce the environmental impact of construction activities across the programme, by funding facilities with the lowest reasonable carbon footprint across their lifetime.
 5. Reduce build and ongoing running costs, by supporting new or redeveloped youth facilities that demonstrate 20% reduced annual running costs by 2025/26, compared to ageing youth facilities.
- 3.7 There are no other details regarding the application process available at this time, however, the DCMS have stated that they estimate that the majority of capital grants awarded will be between £300,000 and £8.7 million.
- 3.8 The Brighton and Hove City Council 2020 to 2023 Corporate Plan outlines its commitment to deliver high quality youth services, including:
- Identify Council owned premises suitable for partners to offer youth services.
 - Protect funding and review youth services across the city to improve coordination, establish a central youth hub and deliver services directly where possible.
- 3.9 A review of youth services was completed, and the report presented to this Committee on 14th September 2020 where it was agreed that Brighton Youth Centre is recognised as one of the key youth providers in the city and for the Council to decide how to support with its refurbishment or rebuild.
- 3.10 The Youth Review considered the development of a central Youth Hub in the city, working in partnership with OnSide and BYC to develop their site as a Youth Zone.
- 3.11 In March 2021 this Committee agreed the proposal to form a partnership with BYC and OnSide to bid for funding from the impending YIF to develop a Youth Zone in the centre of Brighton, with the suggested site being the current BYC site in Queens Park ward.
- 3.12 The Committee noted that if the partnership YIF bid was successful it consisted of a financial capital commitment from the Council of £2.7million

and £200k per annum contribution for three consecutive years towards revenue costs.

- 3.13 Following recent discussions with representatives from OnSide, the partnership between them, BYC and the Council is now not an option. This was due to the significant differences that emerged between BYC's vision and OnSide's prescriptive building and business model.
- 3.14 As the YIF provides a significant opportunity to support the rebuilding/ expansion of the BYC offer, it is proposed that the Council continue to work on a partnership with BYC to bid for funding.
- 3.15 With a successful bid and investment, BYC would operate as a central youth hub, a city wide, 7 day a week programme (minimum of 40 hours week of activity including school holidays), working with partners to provide multiple activities at any one time, with open access youth groups, sports programme, specialist groups (e.g. for young people previously in care, young people with SEND, unaccompanied asylum seeker, etc.) and a 'surgery' for young people to gain advice on a range of issues.
- 3.16 The partnership would assist in improving the co-ordination of general youth provision and specialist services that support young people, particularly around mental health, including Council provided services. Health and Well-being was voted for by young people in Brighton & Hove in the recent Make Your Mark campaign, as their top issue.
- 3.17 The 2020 Youth Review highlighted the significant value young people place on neighbourhood youth provision and data indicates that these projects work with young people from a significantly higher percentage of young people from areas of deprivation and their provision is targeted at more disadvantaged young people. In September 2020, the Committee agreed that neighbourhood provision should remain and not be impacted on if any future investment towards a central youth hub is agreed
- 3.18 Given the value placed on neighbourhood projects and the lack of youth focused venues in some of these deprived areas; it is proposed that any bid submitted to the YIF when launched should include the commissioned neighbourhood youth providers.
- 3.19 A partnership bid with the Council, BYC and neighbourhood youth providers would enable a proposal that considered the views and needs of young people (highlighted in the Youth Review), including the lack of youth focused venues in the city's more deprived area.
- 3.20 This approach would give precedence to the full refurbishment/ extension of BYC (costed at approximately £6m) as a central youth hub, however, could include boosting the connecting network of youth provision in our most deprived areas. An example is a modern method of construction, built offsite and assembled on a site that would become an instant local youth venue in an area of deprivation, or a smaller scale (than BYC) refurbishment/ extension of a current site, such as the Knoll Pavilion.

- 3.21 An agreed partnership to bid for funding via the YIF would be subject to consultation with young people and commissioned youth providers.

4. Analysis and consideration of alternative options

- 4.1 Alternative options have been explored. For example:

1. The Council bidding as a partnership with BYC
This option would not take into consideration the current provision and needs of the neighbourhood youth projects in the East, West, and North of the city.
2. Council bidding alone to secure council owned youth buildings
This option would not engage the wider commissioned youth providers and the council does not provide inhouse traditional youth services. In addition, there is a well-used BYC owned building in the centre of Brighton in need of refurbishment and options to extend other youth venues in the neighbourhood areas.
3. BYC or other neighbourhood youth providers bidding alone
This Council values youth work and has committed to supporting the development of a Central Youth Hub and neighbourhood youth provision. In addition, as a commissioner of youth services across the city, the Council play a key role in coordinating services and monitoring standards and performance of those services.

- 4.2 The Council bidding as a partnership with BYC and neighbourhood youth Providers in the East, West, and North of the city (targeting areas of deprivation), if successful, will result in having the widest reach and positive impact on young people living in the city.

5. Community engagement and consultation

- 5.1 Any bid to the YIF would consider the views of young people and all commissioned youth providers.
- 5.2 An initial consultation event would be organised for all commissioned youth providers, followed by workshops to establish the detail, and the writing of the bid would be in collaboration with providers.
- 5.3 Youth providers would consult with young people attending their facilities and a city-wide consultation would be organised, with the views of young people informing the YIF bid.
- 5.4 The bid would also take into consideration the recommendations of the 2020 Youth Review where young people and community groups were widely consulted.

6. Conclusion

- 6.1 Phase 2 YIF bids are expected to be up to the value of £8.7m. This funding if successful, alongside the Council's proposed contribution of £2.7m

provides the city with a significant opportunity to invest in, not only a central youth hub, but a wider network of, highly valued, neighbourhood youth projects.

- 6.2 The Parameters of the YIF bids are unknown at this stage. Once the application process is clarified, detailed financial reports will be prepared. Discussions will be held with Brighton Youth Centre and other youth providers to agree delivery plans and costings.

7. Financial implications

- 7.1 The 20/21 budget proposals included an agreement to set aside £0.150m to cover match funding for both the capital financing and operational running costs of the Youth Zone project. The basis of the bid to the Youth Investment Fund requires a commitment from the Council of £2.700m capital investment and £0.200m ongoing annual revenue funding. The annual cost of financing the borrowing required to raise £2.700m capital (repaid over 50 years) is currently estimated to be £0.105m. This leaves just £0.045m per annum to fund the ongoing annual operational running costs.
- 7.2 With regard to operational running costs, the original estimate for the project required a minimum of £0.200m revenue funding per annum. Detailed service delivery plans and costings have yet to be finalised and this figure may vary depending on the outcome of these discussions. However in the best-case scenario, assuming operation running costs for the service are £0.200m per annum, there will be an ongoing shortfall each year of £0.155m. If the recommendations of this report are agreed, consideration should be given by Policy & Resource Committee to setting aside resources to increase the funding available to meet this commitment as far as possible.

Name of finance officer consulted: Davis Ellis Date consulted: 26/05/22

8. Legal implications

- 8.1 The purpose of the bid will assist the Council in fulfilling its legal obligations to provide youth services.
- 8.2 If the committee agrees in principle to the Council forming a partnership With BYC and neighbourhood commissioned youth providers, in due course a partnership agreement will be needed, which will be the subject of tailored legal advice. Policy and Resources Committee will need to approve any legally binding agreements which have budgetary implications.
- 8.3 In the event that a successful bid places the Council in a position where the total investment for the Council exceeds the threshold for Public Contracts Regulations 2015 (currently in excess of £4m) the Council will be Required to engage in a compliant procurement process.

Name of lawyer consulted: Natasha Watson Date consulted: 27/05/22

9. Equalities implications

- 9.1 The three Equality Youth Providers will be consulted and invited to form a partnership with the Council and neighbourhood commissioned youth providers to bid for YIF funding with their needs being fully considered.
- 9.2 All commissioned youth providers are required to have equality, diversity and inclusion embedded in their activities, governance, and management arrangements with plans on how they will promote inclusion within their service. This is reviewed regularly via the Youth Service Grant Programme (2021-25) monitoring agreement.
- 9.3 In addition, providers promote a culture of collaboration and joint working with all youth provision and specialist services that support young people, particularly around mental health, including council provided services.
- 9.4 In the 2020 Youth Review it was acknowledged that youth workers have a significant role to play in supporting young people with their mental health. If successful with a partnership YIF bid, a wider youth offer, would result in more preventative support for mental health.

10. Sustainability implications

- 10.1 Any partnership bid to the YIF would need to include the following:
 - Improve the environmental sustainability of the youth sector estate in target areas through energy efficiencies and/or low carbon heating.
 - Reduce the environmental impact of construction activities across the programme, by funding facilities with the lowest reasonable carbon footprint across their lifetime.
 - Reduce build and ongoing running costs, by supporting new or redeveloped youth facilities that demonstrate 20% reduced annual running costs by 2025/26, compared to ageing youth facilities.

SUPPORTING DOCUMENTATION

Appendices:

Documents in Members' Rooms: None **Background Documents:** None

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item: 87

Subject: Early Help Transformation and development of 'A Fairer Brighton & Hove', a Framework to support those at risk of disadvantage

Date of meeting: 13 June 2022

Report of: Executive Director – Families, Children & Learning

Contact Officer: Name: Jo Templeman
Email: jo.templeman@brighton-hove.gov.uk

Name: Carolyn Bristow
Email: Carolyn.bristow@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 This report provides an update on the city's Early Help Review; provides a suggested model of delivery, developing Family Hubs for the city; and launches 'A Fairer Brighton & Hove' - a Framework to support those at risk of disadvantage.

2. Recommendations

- 2.1 That Committee agrees the 'A Fairer Brighton & Hove' Framework proposed in Appendix 1
- 2.2 That Committee agrees to the principles for Early Help transformation set out in this report, and that these principles should inform the further development of a Family Hub model

3. Context and background information

Why Early Help and supporting families at risk of disadvantage matters

- 3.1 Brighton & Hove has many strengths and successes when it comes to supporting families. We have an extensive range of services and support available, delivered by a wide range of partners. We also have good outcomes for many, with a high percentage of schools good or better, strong academic achievement for the majority and most of our young people moving into education, employment, or training as they transition into adulthood.
- 3.2 However, for too many children, young people and families, experiences and outcomes are not where they need to be. Some children face barriers due to characteristics they or their family hold such as additional needs or

disabilities, living in poverty, experiencing racism, having English as an additional language and for some, where they live in the city impacts on their opportunities. Too many families do not have access to the same opportunities as others. The Covid pandemic has negatively heightened this gap and continues to impact in ways we have not yet fully seen or understood.

- 3.3 Getting Early Help and prevention right is one of the main ways we can raise outcomes for all. This is about building resilience, providing support to families when additional needs are identified, and preventing further problems arising.
- 3.4 Local needs analysis indicates that for children in families facing multiple disadvantages, the outcomes gap in the city is growing. The overarching Fairer Brighton & Hove Framework proposed in Appendix 1 brings together the range of local initiatives aimed at tackling disadvantage. A new model for Early Help based around Family Hubs will be a key component and driver for addressing the outcomes disparity too many children and families experience in the city.
- 3.5 The proposed Early Help model ensures that intervention is targeted towards the families who need it most, whilst promoting delivery of universal services in a different way - making better use of partners, parents, local communities, and digital resources. This is necessary to ensure the council's limited resources are focused on improving outcomes for those families most at risk of developing chronic or acute needs and requiring costly statutory interventions.
- 3.6 A partnership approach is essential to embedding the proposed new model, particularly to strengthen the universal offer and ensure a joined-up approach. A multiagency Early Help Partnership Board is in place with responsibility for overseeing the proposed Framework and development of the new model.
- 3.7 There is also a need to have a more strategic approach to overseeing the work planned and in place with disadvantaged children, young people, and families. There are several city-wide strategies already in place and much work underway directly with families. The section below sets out the proposed approach.

A Fairer Brighton & Hove: a cohesive Framework to support families at risk of disadvantage 2022 - 2025

- 3.8 There is a city-wide commitment to improving outcomes for the most disadvantaged families and children. There are several significant strategies in the city which work to support families at risk of disadvantage. These strategies have a focus such as SEND (Special Educational Needs and Disabilities), educational disadvantage, health and wellbeing, early years, corporate parenting, and anti-racist education. All focus, in their own way, on getting the right support or service to the right families or individuals at the right time, to make a difference.

- 3.9 The Fairer Brighton & Hove Framework set out in Appendix 1 provides a mechanism for monitoring and overseeing the breadth of work which is concerned with addressing disadvantage. It also provides a set of guiding principles, developed directly from service user and front-line worker feedback.

The Framework offers elected Members, council officers, partners, and families a 'lens' through which all can have oversight on the work in the city supporting those at risk of disadvantage. It is a framework to help drive the work. It can be a critical friend to what we are doing to support improved outcomes so we do things the right way at the right time. It supports reversing the polarity of disadvantage to enhancement.

- 3.10 The Framework has been informed by the extensive Early Help Review, the cross-party members' working group, by discussions at the Early Help Partnership Board including cross sector partners and by a 'call for assistance' with the Voluntary and Community sector undertaken in January and February 2022. A summary of the feedback from this process is given in Appendix 2.

- 3.11 The Framework will deliver on the following points:

- It hears directly from families and those who work with them about their experiences
- It provides a citywide definition of what is meant by children, young people and families being at risk of disadvantage
- It sets out the vision and ambition for those at risk of disadvantage in the city
- It provides a snapshot of what the risk of disadvantage currently looks like for families
- It agrees a set of principles through which to identify, respond to and support those at risk of disadvantage – now and in the future
- It sets out some of the current work in place to tackle disadvantage for families
- It provides a reporting mechanism for allowing the Children, Young People and Skills Committee to maintain oversight of these areas of work

- 3.12 It is essential that the Framework links closely with the Best Start for Life (the first 1001 days) and the Supporting Families programmes, and at every stage informs the development of the Early Help transformation work. The framework also sets out what key strategies it will link to in Year 1, which includes the city's Health and Wellbeing Strategy.

- 3.13 The Fairer Brighton & Hove Framework set out in Appendix 1 is intended to be the start of a three-year programme. Year 1 will focus on several (majority of which are Families, Children & Learning led) strategies and trialling a new approach of providing an oversight lens. Year 2 will expand to wider Brighton and Hove City Council areas of work and Year 3 will be a wider look across the city. This will be an iterative process, with the framework being reviewed and developed over time. This does not replace

the sovereignty or status of the component strategies themselves or replace existing reporting or governance arrangements. It is an overarching oversight framework to monitor progress at a strategic level, looking across a number of areas of work.

The case for change – what the Early Help Review has told us

3.14 A holistic review of existing preventative services and Early Help provision was undertaken between 2019-22 via an LGA (Local Government Association) peer review, a detailed self-assessment using the national Early Help System Guide framework, and consultant-led work. Appendix 3 summarises the findings of each of the 3 aspects of this review work and makes recommendations across 5 key areas:

- Leadership and Governance
- Workforce
- Service delivery and practice
- Information, communications, and engagement
- Systems and data

3.15 Further documents to support the Review findings are included as Appendices 4 and 5: the report by consultants Peopletoo plus a service map, referrals diagram, options appraisal, and Theory of Change. These illustrate some of the current challenges and align these with a proposed model focused on achieving better outcomes for families.

The need for Early Help transformation to Family Hubs

3.16 The Early Help review has identified the need for an integrated whole family approach to supporting families with children aged 0-19 (25 with SEND) and highlighted Family Hubs as the suggested delivery model.

3.17 The National Centre for Family Hubs identifies Family Hubs as a system wide model of providing high quality, joined up, whole family support services, delivering services from conception to 19 (25 with SEND). The hub model consists of three core principles:

- Access: there is a clear and simple way for families with children of all ages to access support through a Family Hub building and Family Hub approach.
- Connection: Services work together for families, with a universal 'front door', shared outcomes and effective governance. Professionals work together through co-location, data sharing and a common approach to their work. Families only have to tell their story once, the service is more efficient, and families receive more effective support. Statutory services and Voluntary and Community Sector (VCS) partners work together to get families the help they need.
- Relationships: The Family Hub prioritises strengthening relationships and builds on family strengths. Relationships are at the heart of everything delivered via Family Hubs.

- 3.18 A successful funding bid for £980,900, to be used over 2022/23 and 2023/24, to support the transformation of Family Hubs in the city has been made. The programme includes roles to support the transformation process, in particular around data transformation which is a vital component of Family Hub development and is now a requirement attached to the Supporting Families grant, which currently funds most of the early help provision provided by the council. The breakdown of the funding is as follows:
- £194,000 for programme management and support posts
 - £51,900 for Community engagement and consultation
 - £535,600 for data and digital transformation
 - £41,400 for workforce development
 - £158,000 for capital costs including ICT upgrades
- 3.19 The proposal is for Family Hubs to retain the seven current Children's Centres within the hub and spoke Family Hub Network with 4 main hubs, extending the offer to children 0-19 years (25 with SEND) using a whole family approach to assessment and support. Family Hubs would deliver against the Supporting Families outcome areas using whole family assessment and outcome measures.
- 3.20 The development of Family Hubs would enable integration of services for children of all ages, streamline processes and systems to reduce duplication and support integrated services. Extending the co-location arrangements in place with key partners including Health Visiting, Midwifery, Speech and Language and Mental Health services.
- 3.21 Family Hubs would provide a multi-agency response to support for families using a centralised allocation system for referrals and delivery of services via a multi-agency Family Hub allocation pod.
- 3.22 The redesign of core Early Help services and development of a Family Hub team under one structure will reduce inefficiencies within the current Early Help system and build capacity to help meet demand.
- 3.23 In Brighton & Hove Family Hubs would be delivered using a hub and spoke model with core hub buildings and alternative 'spoke' delivery sites dependant on community need including the seven Children's Centres across the city.
- 3.24 The Family Hub model will provide interventions, groups and support across all levels of need both face to face and digitally utilising resources across the multi-agency team and to meet the requirements for the Supporting Families outcomes framework.
- 3.25 The Early Help Review and self-assessment considered data maturity which has been rated as basic and data transformation will be a key priority of the Family Hub transformation and vital to retain earned autonomy status for the Supporting Families Programme.

- 3.26 Early Years will be a key component for Family Hubs with a clearly defined start for life offer as identified within the national vision for Early Years: The Best Start for Life: a vision for the first 1001 days (March 2021). The Early Years Strategy will be revised to reflect the key priorities for Early Years as part of the family hub model.

4. Analysis and consideration of alternative options

- 4.1 The Early Help review summary report shown in Appendix 3 highlights the detailed recommendations for Early Help transformation that have been reviewed and agreed by the cross-party working group, Early Help Partnership Board and wider engagement sessions.
- 4.2 The Peopletoo review completed an options analysis which identified that maximizing Early Help effectiveness will reduce demand for statutory services, which would in turn reduce expenditure. It outlined four options which could be considered. These are summarised below and detailed in Appendix 5.
- Option 1: Do nothing. This would not address the current demand issues for Early Help or identified inefficiencies. It could lead to increase in demand for statutory services.
 - Option 2: Redesign in-house Early Help services. This would provide opportunities to address the identified inefficiencies for FCL services, but it would not support or increase wider multi-agency strategic ownership and delivery of Early Help.
 - Option 3: Commission Early Help externally. This would require significant redesign and would not build on the existing strengths of Early Help services currently delivered by BHCC. This would not address the inefficiencies identified through the Early Help Review.
 - Option 4: Redesign Early Help around a place-based model. This would see the redesign of Early Help services and development of Family Hubs, working closely with VCS partners, wider agencies and communities. It would enable systemwide resources to be focused on support across the levels of need bringing together services, processes and systems under a shared model and approach.
- 4.3 The preferred option for Brighton and Hove is to redesign Early Help Services and develop Family Hubs as the delivery model. Family Hubs would build on the existing work of Children's Centres, Integrated Team for Families, Youth and Parenting Service and the Family Information Service, offering services under one structure for families with children 0-19 (25 with SEND); whilst enabling a move to more integrated work with wider partners in the best interest of children and families. This model would help reduce demand for statutory services, reduce inefficiencies within Early Help and provide a robust service offer for children and families.

5. Community engagement and consultation

- 5.1 The Fairer Brighton & Hove Framework proposed in Appendix 1 is directly informed by feedback from children, young people, families and services that support them. It is also informed by the wide range of feedback provided throughout the Early Help Review.
- 5.2 The Early Help Review consulted with many stakeholders over a two year period. This included group and individual engagement sessions, surveys and service visits. It explored in detail with eight families their journey through Early Help support and services; the subsequent report is included as Appendix 6.
- 5.3 Following the review, feedback and co-production sessions have started with staff and stakeholders to explore the findings and discuss a new model of Early Help.
- 5.4 If the Committee agrees with the development of the Family Hub model public, staff and stakeholder consultation and co-production will be planned through June, July and August 2022 to develop the proposed model. These will include a Stakeholder Consultation and Co-Production Conference with a series of sessions with service users and families, as well as public consultation via the consultation hub.
- 5.5 A Communication and Engagement Strategy will be developed as part of the transformation delivery plan.

6. Conclusion

- 6.1 The Fairer Brighton & Hove Framework to support families at risk of disadvantage is an important tool for the city to enable a more collective view on families at risk of disadvantage and oversight of the work underway to mitigate that risk.
- 6.2 The Early Help Review has identified the need to move to a systemic integrated approach to providing Early Help support via whole family and relationship-based practice. The need to streamline services, processes and systems to build capacity and reduce inefficiencies is key in providing seamless support for families.
- 6.3 Family Hubs have been identified as the proposed model for the delivery of Early Help and support building on the existing Children's Centres, Integrated Team for Families, Youth and Parenting Service and Family Information Service and extending support to 19 (25 with SEND) within one structure and working with wider stakeholders and partners across all sectors.
- 6.4 Family Hubs would provide a coordinated multi-agency response to support families across all levels of need with shared ownership and governance arrangements.

- 6.5 The Family Hubs Transformation Fund will support a 2 year transformation programme of the Early Help system across the city.

7. Financial implications

- 7.1 The redesign of Early Help services to a Family Hub model will be funded from within the existing employee budgets for Early Years, Integrated Team for Families, Youth and Parenting Service and the Family Information Service. The total employee budgets for these teams is £3,477,140 including funding from the Supporting Families programme.
- 7.2 The successful funding bid will support the transformation programme over a 2-year period as broken down below:
- £194,000 for programme management and support posts
 - £51,900 for Community engagement and consultation
 - £535,600 for data and digital transformation
 - £41,400 for workforce development
 - £158,000 for capital costs including ICT upgrades
- 7.3 Name of finance officer consulted: Louise Hoten Date consulted:05/05/2022

8. Legal implications

- 8.1 Under section 10 of the Children Act 2004, local authorities have a responsibility to promote inter-agency co-operation to improve the welfare of all children. Section 17 of the Children Act 1989 puts a duty on the local authority to provide services to children in need in their area
- 8.2 'Working Together', the statutory guidance to inter agency working to safeguard children (2018) provides that local organisations and agencies should have in place effective ways to identify emerging problems and potential unmet needs of individual children and families. Local authorities should work with organisations and agencies to develop joined-up early help services based on a clear understanding of local needs.
- 8.3 The guidance recognises that providing early help is more effective in promoting the welfare of children than reacting later. Any strategy now developed will need to ensure that the specific expectations of Working Together can be met. Early help provides a focus on intervention before a challenge facing a family escalates to the point where statutory services are required.
- 8.4 In due course any proposals arising from the development of a family hub model will need to be the subject of consultation and review.

Name of lawyer consulted: Natasha Watson Date consulted (30/05/2022)

9. Equalities implications

- 9.1 The Early Help transformation programme and the framework to support families at risk of disadvantage will have a focus on supporting disadvantage within vulnerable communities including those with protected characteristics ensuring inclusivity, accessibility and equity within its development.
- 9.2 A full Equality Impact Assessment will be completed as part of the consultation process on Family Hubs development with consideration to implications of the proposed redesign of services and model.

10. Sustainability implications

- 10.1 The utilisation of property and services may have implications to the local community so it will be important to engage members and community stakeholders in this work. Any future plans for the continued or change use in physical assets such as buildings will consider sustainability and environmental concerns.
- 10.2 The work of the Early Help transformation plan and the oversight provided by the framework enables a better focus on supporting and developing sustainable and resilient communities across the city.
- 10.3 The digital family hub will support sustainability by offering an alternative delivery model which can be accessed with limited travel and at any time.

11. Other Implications

Social Value and procurement implications

- 11.1 Commissioning arrangements for wider children's services will need to be considered as part of the transformation including Public Health commissioning of the Healthy Child Programme.

Crime & disorder implications:

- 11.2 Crime and anti-social behaviour is one of the 10 Supporting Families headline areas. The Family Hub team would work to achieve outcomes as per the Supporting Families outcomes framework to address any identified issues.
- 11.3 Through the Family Hubs development we will be working alongside the Violence Reduction Unit to consider the links between the programmes.
- 11.4 As the Framework to support families at risk of disadvantage develops into Years 2 and 3 links with the Police and the community safety partnership will be key to ensure the right links to the Framework are made.

Public Health implications:

- 11.5 The Family Hub model will include the delivery of the Healthy Child Programme to provide support and interventions to reduce health inequalities and improve outcomes for children and families.

- 11.6 The Best Start for Life Offer for Early Years will include the delivery of services to meet the six high impact areas for Health Visiting.
- 11.7 Mental Health and Wellbeing is one of the Supporting Families 10 headline areas and outcomes identified against this will be addressed through the Family Hub model.
- 11.8 The Starting Well chapter of the city's Health and Wellbeing Strategy is a key link within Year 1 of the Fairer Brighton & Hove Framework to support families at risk of disadvantage, recognising the importance of the link with the work overseen by Public Health and will link to development of the Early Years strategy for the city.

Supporting Documentation

1. Appendices

1. A Fairer Brighton & Hove: A cohesive framework to support families at risk of disadvantage 2022 - 2025
2. Summary of Voluntary and Community Sector feedback
3. Early Help Review Summary Report
4. PeopleToo Early Help Review Report
5. PeopleToo Report Appendices
6. PeopleToo Customer Journey Mapping

Appendix 1

A Fairer Brighton & Hove

Proposing a cohesive framework to support families at risk of disadvantage 2022 - 2025

This document sets out the proposed framework, the monitoring and reporting process and the plans for Year 1: 2022-2023

Section 1. What do we know and our vision for family support at risk of disadvantage?

- 1.1 What is this framework and how will progress be monitored?
- 1.2 What families and front-line workers tell us
- 1.3 A city definition of what we mean by being at risk of disadvantage
- 1.4 City Context Infographic
- 1.5 Our aim and vision for supporting children, young people and families at risk of disadvantage – a set of guiding principles to create a fairer city

Section 2. BHCC Strategies in place for supporting families at risk of disadvantage – an overview

Section 3. Reporting Framework

What is this Framework and how will progress be monitored?

“Breaking down the bureaucracy of different strategies – better communication and connections between the different spheres of a person’s life”

Quote from a Brighton & Hove Community Group March 2022

This Framework offers Members, council officers, partners and families a ‘lens’ through which to have oversight of the work in the city supporting those at risk of disadvantage. It is a framework to help drive the work. It can be a critical friend to what we are doing to support improved outcomes so we do things the right way at the right time. It supports reversing the polarity of disadvantage to enhancement to create a fairer city.

This Framework for children, young people and families at risk of disadvantage sets out the principles through which work with and for them should be delivered. Evidence of these principles should be seen in existing and new work. We want families to be able to hold us to account against these principles.

These principles are informed by direct feedback from communities and those who work with them, the recent Early Help Review and by learning from existing strategies, programmes of work and interventions with families.

These principles can continue to develop during the lifespan of this Framework (2022-2025) as further work is undertaken with families to better understand their experiences and needs.

Section 1 of this report sets out the city context and the proposed principles in the Framework.

Section 2 sets out the strategy areas this Framework will focus on for Year 1. The aim of this exercise is to allow a combined view and oversight of the work already underway to support families at risk of disadvantage.

- Year 1 will focus on some key areas of work across Families, Children & Learning plus a link with the Starting Well chapter of the city’s Health & Wellbeing Strategy.
- For Year 2 the intention is to widen out to further BHCC strategies.
- For Year 3 the intention is to work wider with partners and incorporate further citywide strategies into this Framework.

It is important to note that the sovereignty of the strategies overseen within this Framework will remain as is. This Framework does not supersede, replace or take on ownership of them. Rather it is a lens through which we can all have a better collective view at the impact of work with families in the city.

Section 3 proposes that an update on the collective view will be collated twice yearly and taken to the Children, Young People and Skills Committee and the city's Early Help Partnership Board. It is also intended that an accompanying communication update be developed alongside the formal reports which can be shared with a wide range of interested partners.

During this time the Framework itself can continue to be developed and evolve based on feedback and close working with families themselves, services that support them and a range of other key partners and stakeholders in the city. This will include the city's education providers as they are uniquely placed to inform and be informed by this Framework.

What do we know and our vision for family support at risk of disadvantage?

What families and frontline workers tell us

We collect feedback and views from families in a number of ways from service user feedback, learning from complaints and compliments, co-production exercises, service reviews, advocacy casework, through to surveys and engagement around new proposals for families in the city.

Appendix 2 provides a range of feedback and quotes from service users around being at risk of disadvantage and has directly influenced the drafting of this Framework.

The Framework has also been directly influenced by the work and findings of the Early Help Review which has sought out views from service users and families in a number of ways.

Achieving a city definition of what we mean by being a risk of disadvantage

Throughout the development and lifetime of this Framework we want to ensure that all stakeholders can reach an agreed definition of who we consider to be at risk of disadvantage. This will help with effective and impactful service planning and delivery.

Currently there are a wide range of ways in which different services and interventions consider a child, young person or family to be at risk of disadvantage.

These include, but are not exclusive to:

- Where there is worklessness in the family
- Those in low-income working families
- In care or have been care experienced
- Where someone in the family has special educational needs and/or are disabled
- Where someone in the family has experienced racism
- Where a parent or carer has poor mental health, learning disabilities, substance misuse, or may be subject to domestic violence
- Where they live in emergency housing
- Where the child is on a Child in Need or a Child Protection Plan
- Where they might live in the city

There is an increasing recognition and understanding that children and families may be at multiple risk of disadvantage, and that this further compounds their likelihood of poorer outcomes than others in the city.

We know from families and those who work directly with them, it is clear the responsibility for fixing the 'problem of disadvantage' must not sit with those that are at risk of it. Being at risk of disadvantage is not a fault or deficit of the individual or group concerned, but rather it is a reflection on the barriers placed by society and communities. Tackling and changing this must be at the heart of our work going forward.

By recognising the factors that may make a child, young person or family at risk of disadvantage, does not mean that we assume they will be disadvantaged. It is the recognition of a factor which may mean that person comes up against a barrier or multiple barriers. This barrier increases the chances of them having poorer outcomes than those without barriers. We recognise the intersectionality in individuals and families and the strengths these bring, but also recognise how those very characteristics or experiences may lead to a multitude of barriers which compound the risk of disadvantage.

It is for services, commissioners, leaders, decisions makers and for wider society to respond to this issue.

This Framework aims to further develop this definition and understanding of those at risk of disadvantage. This understanding is to be shared with those working with families in the city and built on collaboratively.

“This should not be deficit model. Strategies, programmes and interventions should recognise the strengths of those who they are responding to”

Quote from a family March 2022.

“

City Context

The following content is from the recent PeopleToo Early Help Review report 2022.

Brighton & Hove is a diverse city with a ranging profile of needs. There is a contrast of many affluent areas and some areas of high deprivation, some of which is concentrated in areas but there are also some pockets of deprivation within wealthy areas. There is an increasing gap between outcomes for children generally and outcomes for the most disadvantaged.

The population of Brighton and Hove is around 291,738 and has been increasing year on year. ONS mid-202 estimates indicate 50,322 young people aged between 0 and 17 around 17% of the population.

Based on ONS mid-2018 data the table below shows households with dependent children projected to 2043. The data shows an increase in households with one dependent child, but decreases where there are two, or three or more dependent children.

Households with dependent children	2018	2043
Households with one dependent child	16,134	16,309
Households with two dependent children	10,549	10,215
Households with three or more dependent children	3,538	3,346

Comprehensive demographic and needs analysis is contained within the local authority's [Joint Strategic Needs Assessment](#).

A slightly higher proportion of children in Brighton live in poverty, compared to regional neighbours.

A slightly lower proportion of children achieve a good level of development at the Early Years Foundation Stage than the regional average.

Maternal and infant health measures generally compare with national comparators.

However, substance misuse and sexual health issues are amongst some of the highest in the country.

Social Care Demand *Source: LAIT*

The rate per 10,000 of referrals to Children's Services has decreased significantly but it still slightly above the average of Statistical and regional neighbours and the England average.

The re-referral rate has reduced and reduced since a peak in 2020, but is still higher than comparators and the England average

The rates of CIN, CP and LAC are above the average of comparator authorities, although significant decreases have been seen in recent years.

Demographic changes, societal pressures and the Covid-19 pandemic have impacted volume and complexity of demand for Children's Services, as well as the ability of the council to respond. Some key challenges include:

- An increase in financial deprivation and homelessness. Access to affordable housing is a key challenge within the city and for families on low incomes and out of work benefits in receipt of housing benefit the gap between market rates and the Local Housing Allowance is very wide.
- An increase in the proportion of children and young people presenting with SEND and in particularly Autism Spectrum Disorder (ASD). Data shows an increase of 127% of contacts presenting at the Front Door for Families with Autism over the last four years. Now 11.9% of all contacts to FCL mention Autism in the initial conversation.

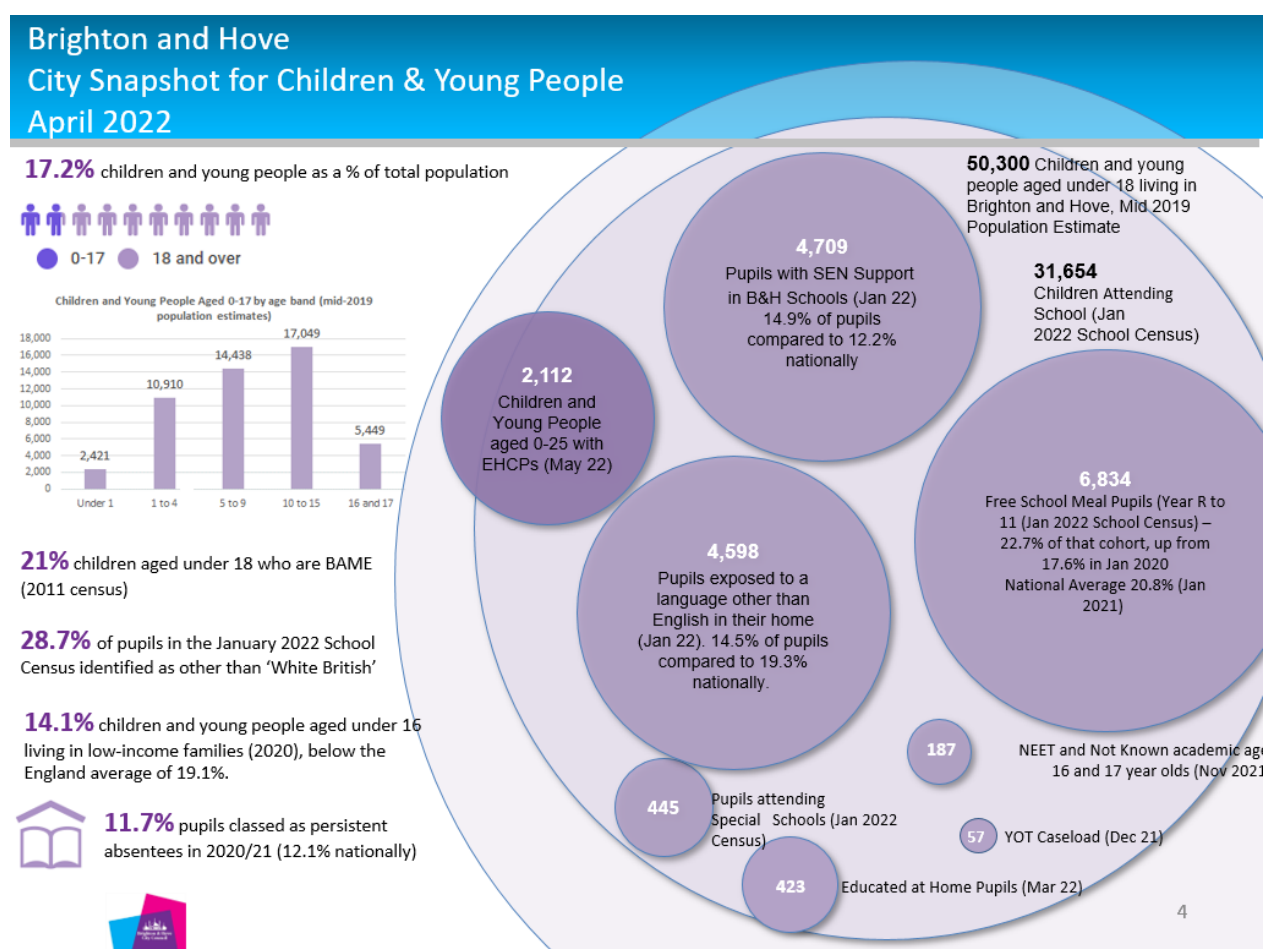
An increase in the proportion of children and young people presenting with emotional or mental wellbeing needs.

Developing a Fairer Brighton & Hove – using data to understand needs and demonstrate impact of work to address the risk of disadvantage

As this Framework develops, further data sets will be collected and presented in the twice-yearly update to both Committee and to the city's Early Help Partnership Board.

This data will show overarching population data to help us understand the breadth and depth of the risk of disadvantage across the city. We will also explore the use of data to show the impact of multiple disadvantage and examples of how existing and future work to mitigate these risks is having an impact.

The data provided below is from the June 2022 Families, Children & Learning annual Self-Evaluation document provided to Ofsted. It shows some current citywide data on our families to help us better understand who lives in our city and what potential barriers they may face.



Our aim and vision for supporting children, young people and families at risk of disadvantage – a set of guiding principles

The feedback from communities, the work of the Early Help Review, learning from existing strategies and programmes supporting families at risk of disadvantage, formed a set of guiding principles we want all to adopt when working with children or families in the city. During the maturing of this Framework, we want to continue to develop these.

Respect and relationships

Responsibility

It is not the responsibility of those at risk of disadvantage to solve all of the problems they face. It is for wider society and services who work with and for them, and most importantly, those who make decisions which affect them. Be relentless and unerring in this work.

Acceptance and agency

Give communities the acceptance and welcoming they deserve and work with them to give them decision making roles in the work and support which will affect them. Ensure there is a family / child centred approach meaning putting their views, their experiences and their needs at the centre of decision making and service design.

Dignity, trust, respect and relationships

Families report that things feel most positive for them where there were good community relationships and that they felt respected and trusted. Services must better position service users and stakeholders as experts and value their input as such. Consider the relationships, within the services, with the family, within the family and consider the role of mentors to enhance and develop these.

Knowledge and Understanding

Trauma informed

Our work and how we approach it should be trauma informed. Do not expect those who have experienced trauma to provide the emotional energy or time to solve the problems. Use understanding and empathy when working with communities and do not assume who may and may not have experienced trauma. We recognise that behaviour is a form of communication and that an individual or communities' lived experiences are valued.

Intersectionality

We must better understand and recognise the range of ways someone may be at risk of disadvantage and how the negative impact can be compounded by multiple factors. Recognising this may stop the possibility of a 'spiral of disadvantage'.

Understanding stigma

People described as 'disadvantaged' can feel stigmatised and 'done to' by this definition, and it can also exclude those who does not fit into the categories. It can make people feel like an 'outsider' or 'on the margins' of society. It is important to recognise those who are at risk of being disadvantaged rather than labelling the individual as being disadvantaged.

Inclusion not exclusion

Tackling disadvantage should be more positive and impactful, making sure services and society include everyone. People are disadvantaged by the system, rather than being disadvantaged by their characteristics. Systems need to include and work for everyone, rather than viewing those at risk of disadvantage as outsiders, or as failing, who need to be helped to fit in to the current system. A sense of belonging is essential.

Community voice and communication

Seeking input from the under-served

Hearing and responding to the voice of the under-served is essential. Services must rethink the way they communicate to ensure messages are inclusive, accessible and fit for purpose e.g. for the user to understand, not the service to impart.

Genuine coproduction

Involve communities at the beginning of discussions about what they need and how services might be changing. Create opportunities and make efforts to ensure communities can be meaningfully involved.

Use of language

We want an approach which aims for inclusive systems which does not disadvantage anyone, and the language should match this approach. A no deficit approach should be taken. Strategies, programmes and interventions should recognise the strengths of those who they are responding to

Connecting across priorities

Linking with the environment and considering sustainable futures

Creating a sustainable future is essential for us all but especially for those who are at increased risk of disadvantage. Services must work to ensure the needs of those who may be disadvantaged are given priority when considering environmentally sustainable policies and services.

Early Help Transformation Programme

Better supporting families at risk of disadvantage is an essential element of the proposed Early Help transformation. This will enable families who need help to access it earlier, when they need it and before problems may get worse. By transforming how we use data we are also able to better identify and work with families at risk of disadvantage, including stronger evaluation of our work with them.

Supporting Families

Brighton & Hove's involvement in the Supporting Families Programme is a key part of how to better improve the lives of families at risk of disadvantage and we must continue to support the outcomes of this programme.

Improving How Services work

Whole Family Working

For families with multiple problems an integrated "whole family" approach which recognises and deals with their interconnected problems is most effective. Whole family working means transforming services from a number of unconnected professionals with their own assessments, thresholds and measures to integrated, family-focussed, outcome based working. Whole family working will improve outcomes for families and reduce the demand on costly specialist services. This is essential at a time when public services are facing an increased demand for specialist services while the funding to provide these services is reducing significantly.

Use of data

Services should explore more options for appropriate collection, sharing and analysis of data. *Do more to understand it, be curious.*

Section 2. Brighton & Hove City Council strategies in place for supporting families at risk of disadvantage – an overview

Year 1 of the Fairer Brighton & Hove Framework will focus on the following strategic areas of work.

This section provides an overview of the strategies and programmes we will be following in detail and those we will be providing a collective overview on in six months time.

It's important to note that the list below is by no means a full look at the work supporting those at risk of disadvantage across the city. It is intended to provide a focussed and targeted list to work with in Year 1, to test this new Framework and provide learning before expanding into Year 2. The intention is that this Framework will become more scalable in Years 2 and 3 and will link with a wider group of partners and stakeholders in the city. Year 1 is about setting out and developing the principles and testing the proposed mechanism for providing a collective oversight on the progress of these areas of work.

It is also important to note that any learning and progress about how better to react to and support families at risk of disadvantage will provide benefits across the system.

Strategic Area: Addressing educational disadvantage

Strategy / Programme	Main aim / objective
The Strategy for Tackling Educational Disadvantage	<p>This plan runs from 2022 to 2026 and focusses on education from age 4-19. It builds on significant work which has been undertaken in the city including the development of a Toolkit and Pupil Premium reviews. The plan, informed by evidence-based research, is centred around six themes each with an objective and associated actions. These themes are:</p> <ul style="list-style-type: none">• Leadership and Governance• Quality First Teaching• Targeted Academic Support• Pupil Voice & Pastoral Support• Language and Literacy• Attendance

Strategic Area: Starting Well

Strategy / Programme	Main aim / objective
Starting Well chapter of the City's Health and	<ul style="list-style-type: none">• The health and wellbeing of children and young people in Brighton & Hove will be improved.

Wellbeing Strategy	<ul style="list-style-type: none"> • A focus on early years will maintain our good breastfeeding rates and improve the uptake of childhood immunisation. • Healthy lifestyles and resilience will be promoted, including in school and other education settings, to reduce the risk of experiencing health problems in later life. • Risks to good emotional health and wellbeing will be addressed, including parental substance misuse and domestic abuse, and mental health services will be easier to access. • High quality and joined-up services will consider the whole family and, where appropriate, services will intervene early to provide support to prevent problems escalating • High quality and joined-up services will consider the whole family and, where appropriate, services will intervene early to provide support to prevent problems escalating
Early Years Strategy	This strategy is being revised in terms of priorities as a part of Early Help system and Early Help Review. To include: Best Start for Life, Family Hubs Development and Supporting Families Programme.

Strategic Area: Antiracist practice and approaches

Strategy / Programme	Main aim / objective
Antiracist Schools Strategy	<p>The aim of the strategy is to create a community of anti-racist education settings where the complexities of our diverse interwoven histories are acknowledged, where every child can learn and thrive, where everyone feels safe and equal and where we all have a strong sense of identity and belonging.</p> <p>The strategy is taking action over 5 years in the following areas:</p> <ul style="list-style-type: none"> • BAME governor and staff recruitment and retention • Responding to issues and incidents • Setting values and policies • BAME pupil, student and parent support • Diversifying and decolonising the curriculum • Training for staff and governors • Racial Literacy for pupils and students <p>The strategy takes an intersectional approach including considering the needs of disadvantaged pupils and students.</p>
Antiracist social work practice project	<ul style="list-style-type: none"> • The project will support the development of an anti-racist organisational culture and anti-racist social work practice. • The project will identify, challenge and tackle racism.

	<ul style="list-style-type: none"> • The project will support an improvement in the experience of staff from Black and minoritised communities so they feel that Brighton & Hove is a safe and supportive place to work. • The project will also improve social work practice with families from Black and minoritised communities, making sure issues around race, culture and ethnicity are considered when we are assessing, supporting and recording our work with families.
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Strategic Area: Early help transformation and development of Family Hubs

Strategy / Programme	Main aim / Objective
Early Help Transformation Programme	<ul style="list-style-type: none"> • Seamless support for families including streamlining of 'front doors' and complex referral routes • Services, interventions, and digital offer mapped to outcomes and levels of need • Greater integration of services, not just co-location • A whole-system commitment to developing an Early Help relational practice model • Clear Early Help roles under streamlined management lines • Streamlining of multiple assessments – a common assessment approach, supported by a single view of the family • Clear pathways for support and agreed interventions and approaches • Shared tools, resources and information easily accessible for practitioners and families • Workforce development in shared models and approaches • Significantly improved data sharing/information sharing and integrated data systems and processes • Co-ordinated approach to co-production and family engagement in shaping services • Governance focused on data and insight

Strategic Area: Effective support for all with Special Educational Needs and Disabilities

Strategy / Programme	Main aim / objective
Special Educational	Our children and young people with Special Educational Needs and adults with Learning Disabilities will achieve the

Needs and Disability Strategy	<p>very best they can so that they can lead happy, healthy and good lives.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Inclusion • Early Need Identification & Intervention • Sufficiency of SEND Services and Provision • Smooth Seamless Supportive Transition & Preparing for Future • Achievement and Outcomes through Health and Social Care and SEND Pathways <p>Some commitments from the strategy:</p> <ul style="list-style-type: none"> • There will be a commitment from all schools and early years settings to a city-wide charter for Inclusion • Co-production will be central to the design and development of all services and provision • Adults with LD will be able to access health services more easily, and more LD Annual Health checks will be undertaken • There will be a reduction in the number of families reaching crisis point through timely Early Help intervention • Our pathways will be clear, accessible and linked up across education, health and care for families • There will be a reduction in the duplication of meetings and families will only need to tell their story once • There will be a short-breaks / respite service for children and adults that meets the needs of families • Children and young people with SEND will have their achievements recognised and celebrated • There will be a reduction in the attainment gap for children and young people with SEND at all key stages • Adults with LD will engage in 'lifelong learning' pathways and increase their independence • We will have increased employment and training opportunities for young people and adults with SEND • A commissioning strategy for children and young people with SEND and adults with LD will be in place
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Strategic Area: Supporting Children and Young People in social care

Strategy / Programme	Main aim / objective
Corporate Parenting Strategy	<ul style="list-style-type: none"> • Delivering excellent parenting and stable placements • Providing access to educational achievement • Offering a wide range of opportunities to develop talents and skills • Supporting your health and emotional wellbeing. • We want to 'reach for the stars' for our children and young people. We will listen to their wishes and feelings and work with them to achieve their goals and hopes. <p>The promises are that we will:</p> <ul style="list-style-type: none"> • Support and engage you to take up and develop your own interests, hobbies and activities. • Help you to achieve your aspirations and dreams. • Respect you and help you develop a strong sense of personal identity and maintain your cultural and religious beliefs. • Help you to have the same social worker for a long time. • Support you to be as physically and emotionally healthy as you can be. • Always involve you in decisions made about you. • Provide a home where you feel safe and secure and support you if you return to your family or move to another home. • Help you to keep in regular contact with family and friends if it is in your best interest and is what you want to do. • Make sure that your carers are trained and supported to care for you • Support you to get the most from your education and to help you to achieve the best you can. <p>Through our Local Offer to Care Leavers we are committed to working with young people to help them:</p> <ul style="list-style-type: none"> • Develop healthy and safe relationships • Promote physical and emotional health and wellbeing • Access education, training and employment opportunities • Have access to high quality supported accommodation • Prepare for independent living and supported into their own tenancy • We will continue to consult with young people in care and care leavers so that we can provide the service you need and will need in future

Strategic Area: Supporting complex adolescents

Strategy / Programme	Main aim / objective
Complex Adolescent Strategy	<p>The strategy sets out how we plan to address and respond to the needs and challenges faced by complex adolescents within Brighton & Hove. It will also look at how we aim to reduce the harm caused by some of the behaviours. The strategy will incorporate the Youth Justice Strategy.</p> <p>The following themes will underpin all of the activity outlined within this Strategy:</p> <ul style="list-style-type: none"> • Wherever possible and appropriate a whole-family approach will be used in the delivery of services • The service will strive to best meet the diverse needs of the residents and communities of Brighton & Hove • All of the service delivery will be child-centred; and • Services will use trauma-informed approaches



Section 3. Reporting Framework

For each of the strategies / programmes of work listed in Section 2 above, a template will be developed to collect the following information and report on twice yearly.

Information about:

- The vision, objectives and aims of the strategy or programme of work
- Measures of success which have been identified
- Summary of how service user voice has been captured and informs the work
- Actions taken in the previous period and what is planned for the period ahead
- Identified risks / issues / barriers for the work and what actions are being taken to address these

The collated report will then be taken to the CYPS Committee and to the Education Partnership twice yearly along with an updated set of data.

It is also proposed that, based on the information collected above, a twice-yearly update on the Framework will be produced which will be shared with a wide range of partners. The intention is that this communication can then be used by partners to inform their own work with families at risk of disadvantage.

At any point we will also welcome feedback and input from families and those who work with them and wider communities. This Framework is designed to develop and adapt as it progresses.

It is also recognised that this Framework needs to be mindful of and informed by existing wider work in the city/region. These include, but are not restricted to:

- Foundations for our Future
- Employment and Skills Plan
- Strategic partnerships in the city including Education Partnership, Brighton & Hove Connected, Employment and Skills Partnership
- Brighton & Hove Children's Safeguarding Board
- Work responding to Government agendas such as Levelling Up, Schools White Paper, the SEND and Alternative Provision Green Paper and the Care Review

Contact

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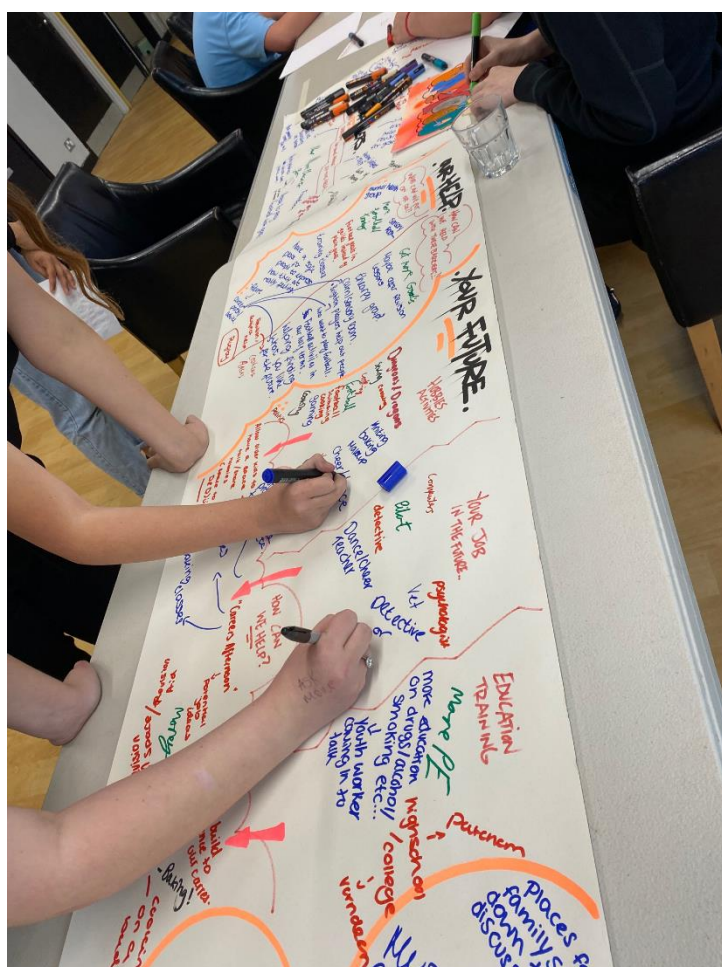
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Appendix 2: Feedback from Voluntary and Community Sector

Disadvantage strategy development – responses from a ‘call for assistance’

During January and February 2022, funding was offered to all voluntary and community groups in the city to participate in the development of the disadvantage strategy Framework and to ensure the voices of their communities were heard at this important stage.

A list of who responded is provided at the end of the summary. There were also contributions and interest from other groups who were not formally engaged in the activity. These thoughts have also been incorporated below.



Summary of feedback / reflections

Question: What do we mean by disadvantage? How might it be described better?

Reflections on the potential negative connotations with the word disadvantage

- Disadvantage – isn't an identity I would like to be given. As a mother of a child with a disability I certainly don't think I am disadvantaged- far from it. However having a child with additional needs is expensive and needs to be adequately supported in order for us to have the same access and advantages as non SEND families
- Recognising disadvantage is an acknowledgement of a gap
- Disadvantage sounds negative, creates a negative stereotype of those who've fallen into that category. 'Disadvantage(d)' holds negative connotations
- Disadvantage should include anyone who doesn't fit into the 'norm', rather than specific categories being 'disadvantaged'.
- Associated it with negatively perceived terms such as 'lacking', 'restricted', 'poverty', and 'unable'
- Offensive to be considered disadvantaged because a child has additional needs or on free school meals
- Using the word disadvantaged perhaps puts the problem on the individual rather than the community?
- Language used is demoralising, unfriendly, exclusive, formal, simplify the wording
- Too often people 'with needs or differences' are seen as others and in the context of services, taking resources away from others eg SEND children. Stop putting the onus on the 'othered' to fit in.
- Some people feel like they have to 'be better, adapt to the system' / 'change and adapt to other people'
- Some people see 'disadvantage' as a stigma
- Recognition that some people who are experiencing disadvantage may not have the capacity (resources / energy / time) to fight their corner
- The whole system is set up to work with children who fit the idea of 'normal'. We need more awareness at every level and the system needs to work for everyone.

Reflections on what might be happening in someone's life to consider them to be at risk of disadvantage

- It means not being able to access the basics to meet your needs and / or the opportunities you should be able to
- Lack of time and / or money

- Disabilities - very clear links between disability and poverty
- Not being listened to contributes to disadvantage
- Individuals or groups of people who are systematically denied access to opportunities or support that stops them from achieving their full potential and live a fulfilled life.
- Services are a bit too far out for some people to get to and some parents don't have the money for them to travel on the bus or the time to take them there if the child is too young to go on their own.
- Lack of opportunity
- Not feeling good enough - Mental health and the stigma around it,
- Risk of suicide, depression, anxiety, feeling judged 24/7,
- Stuff for teenagers is underfunded,
- Not passing tests and GCSE's, pressure and not succeeding at school
- The space around here
- Not enough activities and football spaces
- Family poverty, insecure housing, mental health issues, parental mental health issues, SEND, ethnicity and race are also important, literacy barriers and learning difficulties, recognise mothers' inability to work
- Lower socio-economic groups
- When you haven't got emotional, practical and financial support.
- Combination of digital, language and money barriers makes things VERY hard
- Other barriers: education/lack of learning opportunities, no car, poor housing, environmental/ geographical, health/disability mental and physical. Results in fewer opportunities due to finance, location, mobility, education, employment
- Lack of chances – and having to work harder
- Not being on the same step as other people.
- No local facilities, nothing to go to that is free, nothing for my age, nothing that is interesting
- No external support

Thoughts on how it could be described differently

- A Life Boosting Strategy – to help you go forward. If you say we're here to push you forward, to help you advance, grow. That will give people more of a chance to put their chin up, to do it.
- 'People facing additional barriers' may be a more comfortable term
- Instead of BAME say 'disadvantage because of racism' to focus on racism rather than being in a specific group
- Disadvantaged people shouldn't be seen as 'outsiders' or 'on the margins'; if non-disadvantaged was a 'circle', the disadvantaged are those who are left outside the circle. Need to consider what is needed is for everyone to be inside the circle.
- It means not getting the services and opportunities that others get. 'Underserved' is a possible alternative.

- It's about choice – being able to act on choices you want to make with your life
- It is important to recognise this is not a 'static' position. But, equally, it must be acknowledged that for many, there lies a complex and additionally challenging path to whatever their version of 'advantage' may be.
- Geography plays a part – important to recognise what might not be available to some
- Advocating for those who are 'othered' can be difficult to and they can be easily labelled as difficult, especially if black or from a minority ethnicity.
- The disadvantaged would be better reframed as being about inclusion and the positive action the city needs to take to ensure equity of opportunity ie reframe strategy as Everybody's City. B&H Equal Playing Field / Equal Help / Positive Help / Positive Equalities / equity
- Maybe it should be described as those for whom the world has not been designed.

Question: What should be done better to support those at risk of disadvantage?

Timing of support

- Children and families need access to the right (sometimes specialist) support at the right time
- Early intervention
- There are still many barriers that need to be removed to improve access and early intervention
- Are the groups / services more focussed around caring not open yet from Covid?
- Home schooling was not possible for everyone because of disadvantage. Some children don't have their own rooms or have caring roles at home so for some it was impossible
- Some children haven't returned to schools, youth workers and school nurses are used to visiting children in their homes, there's too many children that need the service. Why wasn't the priority to get children back in school and instead getting people back in the office?
- More preventative work, rather than crisis response

Where services are and how they are designed

- Systems are so complex and need to be more accessible. Information is not easy to find and not clear. The process needs to change fundamentally to enable people to access what they need
- Better provision and opportunities need to be physically available where the people are at, services need to come to the community (eg via a befriending group/social prescribers visit), more outreach, doorstep knocks
- Services and support need to be more joined-up, more collaboration
- Needs to be more community-led consultations and action, co-production of support
- Change the one-size-fits-all attitude: services/support needs to be person/family-centred

- Have more community navigators, points of contact. Tackle “no-one ever gets back to you”
- Funding cuts means there are more community projects to deliver services but do commissioning arrangements set groups against each other? There is enough need for all.
- Those who make decisions on service provision to have an in-depth understanding of what are the actual difficulties faced by people at risk of disadvantage.
- This means ease of access to high quality and impartial information, advice, guidance, support / more joined-up delivery of services/ better co-production more person-centred responses / more preventative work, rather than crisis response
- Examining unconscious bias to counter racism, classism, sexism, ableism. Discrimination awareness for students, staff at school, college, community groups, council, businesses, employers etc.
- Many communities we were seeking to speak with experience disadvantage in many ways. This experience is further heightened when needs intersect with other measures of disadvantage. The voice of these people or their families can be harder to hear the more disadvantaged they are.
- There needs to be more information available so they know what’s there if they need help.
- To be creative, they haven’t tried everything yet . Services reflect what the Council can offer, rather than being creative
- It’s often the case, that those who are at risk of disadvantage are more likely to face struggles in more than one socio-economic factor thus its paramount that there is a link and a corroborative approach among those departments that provides support in education, employment, health, housing and social opportunities.
- Services / support networks work when they are better informed about the support available to them, feel better in themselves and more resilient to deal with the challenges they face and are more connected with people and services in the wider community.
- To have their voices and experiences heard and to work closely together to help improve services and support

Types of services people like and want more of

- Have an advocate/personal advisor to help individuals access services, for life admin and practical support, to help with everything, holistically eg getting your phone sorted, setting up phone to make online payments
- Have someone to come to you – more time and space to offer a person, to teach them skills, not just do it for them. Focus on empowerment (have control of decisions/take actions), upskilling/capacity building/resilience – could be a Time Bank
- Need good representation in leadership so communities can see themselves in that across the city - the need to “see yourself” to feel fully welcome.

- Better supported living. More sustainable living – costs are going up, energy bills, water bills – the average wage a person can pull in is not affordable to keep up with demands.
- help them, to step in, to take the load off.
- People need better understanding. People think they're just this, they're just that, but if you look at them, take the time to sit there, talk to the people, you'll get a better understanding about the area, the people themselves, what's going on. You've then got more of a chance to do better for the area, do better for the people.
- Pool of people parents can contact for help
- Properly funded community projects are needed. It would be good to have a network of community projects. They are all working towards the same goal but can be against each other at the same time.
- Advocating for them. When a family is fighting multiple battles, they need someone to fight for them sometimes.
- Joined up service delivery to achieve an integrated approach on supporting disadvantaged members of society
- Provide reliable and on-going support to those at risk of disadvantage.
- Appropriately resourced public spaces, e.g. wheelchair friendly pavements, disabled parking, toilets and changing facilities.
- More mentoring and support opportunities – plus physical activities to use energy and volunteering opportunities to get work experience
- Digital training for all – it's crucial
- Better financial planning/debt advice after separation and/or setting up new home. Better housing support before evictions & loss of tenancies when whole families are uprooted and are in emergency housing affecting education, mental health etc Rent to buy on benefits.
- Provide an independent advice centre with advocacy to communicate with organisations on behalf of single parents. Inform single parent families about how to access free and low cost events, activities, training to increase quality of life and reduce isolation. Explicit advertising of single parent discounts at venues and activities throughout the city.
- Zero tolerance with penalties for non-payment and avoidance of child maintenance. Access to free legal services including support to navigate Child Maintenance Options.
- Need accessible, free mental health support for all – urgently
- Workers need to be culturally competent and ideally with lived experience of the situations of the families being supported.
- Services need to listen and understand what the challenges are for families, and work collaboratively to make their services more welcoming and accessible.
- Outreach support is also essential as it can start earlier, reach those furthest from services and those with multiple disadvantages/
- Increase the use of equalities impact assessments across services, including schools and colleges, and ensure challenge on these and meaningful mitigation of impacts
- Listen to families and children, at strategic and individual level, and recognise that they are not to blame for the difficulties they are facing.
- Don't move everything online – people still need meaningful connections face to face

- Free travel for children and young people
- More small funded groups / support services for families
- Access to provision across all sectors could be developed through improved, co-ordinated promotion and by enhanced cultural understanding
- There is an acute awareness that services for support with disability and mental health are overwhelmed
- Can't afford to get to the better parks further away from home
- More football training, sensory room, mental health group, training classes, have a safe space for people to express how they are really feeling, future and career path advice
- Older kids to have a space to talk/share hobbies, space to play games like Dungeons and Dragons, offer professional trainer for nurse training, make up classes, baking classes, careers afternoon, potential job ideas, money and support, revision space for school work,
- Music events, challenges, after school activities, A young people's panel, kids bingo, support around staying in school, surveys to work out what to do in the future, support for LGBTQIA+, more football goals to go in the fields, different activities to fill in the gaps that school doesn't cover in PHSRE, more things to do outside of school, separate clubs for juniors and seniors, team up with the kids who use 'The Bridge' support around all the school worries, revision, exam stress, worries about leaving.
- Family gatherings for all ages, disability support, gardening classes, Quiz nights, a safe space for whole families to go and sit down and discuss issues, SEND activities, linked to the park, toy drives for Christmas, karaoke nights, community base for cooking, game show nights, community feedback box, food bank and cooking classes and cooking on a budget, confidence to help build our careers and confidence
- An evening session a few days a week working with children of all ethnic backgrounds, especially teenagers and things that would bring the teenagers together.
- Youth group, youth café, a good productive space for young people to hang out- do things.
- Support for people who have left school
- More trips for teenagers,
- Astros, football pitches and football lessons,
- Not enough help revising for GCSE'
- Free spaces for families to exist without having to spend money on expensive food/drinks
- A place where they can meet up and talk and chat with services for the 16-18 year olds. Based on college, jobs, or for when after school has ended. Some support for the kids to make friends and feel less isolated and learn some new skills.
- Childcare for single parents needs to be reviewed – ie free childcare for single parents before 2 years. Widen access to 30hr free childcare. Consider the increased costs of one-to-one childcare for disabled children
- Provide specialist single parent job centre support with onsite childcare that includes volunteering to build skills, experience and make connections for employment. Suspend job-seeking conditions for single parents with pre-school children. Review the higher risk of unfair sanctions on single parents.

- Support for the health & wellbeing of single parents who struggle with their mental and physical health. Advice regarding parenting apart, shared parenting and use of Parenting Plans/Agreements. Free mediation, counselling, bereavement counselling, family therapy.
- There's not enough education and knowledge on youth suicide and bullying. There needs to be classes/lessons so that people understand and have more knowledge on this subject

Question: What works well currently?

- The SEND Strategy is doing much to work on areas particularly affecting SEND CYP and their families but there is always more to do
- Where Pupil Premium / FSM identification is used well to target resources and support for SEND CYP in poverty
- Specific counselling offer in 'deprived neighbourhoods'
- Ethnic Minority Achievement Service support for schools
- School nursing
- Brighton Youth Centre
- Brighton Table Tennis Club
- Support for LGBTQIA+ from Allsorts
- Having places to go, having people they trust
- Pride in where you live – yes there are issues but little things you accomplish give you pride, even if you got help doing it
- A sense of belonging
- Empathic school staff who show how to support the child and the parent
- Services and schools that offer a flexible approach
- People rely on community connections and activities to meet their needs
- Supportive projects where beneficiaries can feel involved in delivery and organisation reduce the stigma of receiving things for free
- When it works well, EMAS and schools are leveraged effectively to reduce barriers for those with English as an additional language
- Person centered and asset based approaches, supporting families to build on their own strengths and find their own solutions
- Peer advocacy and support, self-advocacy, groups and organisations who give choice or options that wouldn't otherwise exist e.g. affordable food schemes, holiday schemes, youth sessions, 'Chomp' (Food project). Community connections and sharing localised/relevant information
- Financial support, peer support, accessible childcare, training and employability support, local and free neighbourhood based activity that supports emotional wellbeing
- Value the breakfast club at the school, but it doesn't align well with nursery times which was challenging if you had to walk any distance to get there. This illustrated an issue with a service-led approach to offering something without discussing it with parents, and that often the actual service is good, but there are little issues with delivery like this preventing people using them.

Question: What plans / initiatives etc should we be aware of when developing this new Framework?

- SEND Strategy and Adult Learning Disability Strategy
- Health and Wellbeing Strategy
- Early Help Transformation Programme
- Foundations for our Future Strategy
- High Needs Block Review
- Youth Services Strategy
- Community Engagement Framework
- Social Value Framework
- Pan-Sussex health strategies
- Physical Health Strategy
- Community Gardens
- Volunteer networks
- Listening to communities – via links to Neighbourhood Action Plans
- Area-based Community Development
- Area-based Youth Work
- Outreach across the city
- Social prescribing
- Whole Family approach
- We recognise there are already projects and services available for people who are disadvantaged and there needs to be continuing support to those projects that are already helping

Summary reflections – important to take forward in the disadvantage strategy framework

Things we hear repeatedly from families and front line workers:

- Their needs are often not understood, acknowledged or provided for
- Their voices are often not heard or understood and they are not involved in making decisions which affect them
- Many are unable to access good quality and impartial information, advice and support
- Service pathways are not clear, accessible or equitable, eligibility thresholds too high/waits too long etc
- Services are too often limited, inflexible, unresponsive to needs, staff lacking training, are not welcoming or inclusive
- CYP often can not fulfil their aspirations because of a lack of opportunities/support
- Pathways to adulthood are unclear for some disadvantaged children, and there is a lack of expertise in schools and colleges to guide and prepare them for these, compared to peers who are going down the 'standard' route to further and higher education.

Who responded

- Trust for Developing Communities
 - Co-production workshops at Manor Gym and Hawks Café
 - Session with Noor-ul Huda – Muslim women and children group in Moulsecoomb
- Parent and Carers Council

- Dedicated coffee morning to work through questions with Moulsecoomb-based Sunflower Peer Support Group for parents and carers of children with SEND
- aMaze
 - Facilitated workshop with their teams
- Whoopsdaisy (support children with physical disabilities)
 - Under 5s group, 5-12 group and then parents/carers
 - Information collected through observations, questionnaires and interviews with staff, children and parents/carers
- Hangleton & Knoll Project
 - Youth workshop and Adult workshop
- Fresh Youth Perspectives (Parents and Carers of diverse children and young people) - part of PaCC Partnership
 - Facilitated intersectionality workshops – exploring links for their young people between criminal exploitation with additional needs / education / social exclusion and exit strategies from exploitation
- Mothers Uncovered/Livestock – creative support courses
 - Mothers of SEND children workshop and mothers of teens workshop
 - Staff Session
- Old Boat Corner Community Centre – Hollingbury (who provided the pictures – thank you)
 - Survey at open community day, facilitated youth workshops
- SPIN (Single Parent Information Network)
 - Focus Group and Survey across full membership

A big thanks also to A Seat at the Table and Class Divide who spent time sharing their thoughts, reflections and challenges on some of the ideas being explored in this call for assistance.

Other community and voluntary sector organisations have expressed an interest in being involved in the further development of this framework and will be included in this work.



1 Background and context

- 1.1 This report outlines the key findings and recommendations from the Early Help Review, which started at the end of 2019 with an LGA peer review, continued with a detailed self-assessment in 2020 using the new national Early Help System Guide framework; and was supported throughout 2021 by consultants Peopletoo. The purpose of the Review was to assess current Early Help and prevention activity across the city, with a view to making recommendations for reducing inefficiencies and duplication across the system, whilst addressing gaps and targeting resources to support those families most in need and at risk of multiple disadvantage. It involved analysis of how the system functions as a whole, including FCL services, wider BHCC services working with families (e.g. housing), health services (including health visiting and school nursing, child and adult mental health, and drug and alcohol services), the police, schools and voluntary / community sector services working with families.
- 1.2 During this time, a number of government policy and programme developments emerged, which fed into the Review and are reflected in the recommendations for a proposed future model. These include amongst others, the national Family Hubs initiative, led by the DfE; the Supporting Families programme 2022-25, led by the DLUHC; and the Start for Life programme, led by the DHSC.
- 1.3 Locally, needs analyses indicate that for children in families facing multiple disadvantage, the outcomes gap in the city is growing. The overarching Disadvantage Strategy seeks to bring together the range of local initiatives to tackle disadvantage, with delivery through the proposed future model for Early Help.
- 1.4 The context and impact of the pandemic have also played a role in shaping the recommendations. Considerations include increasing presentation of families with multiple and complex needs, the changing nature of referrals, ways of accessing support, and how data is used to identify and support families and practitioners.
- 1.5 Data systems, processes and information flows have been highlighted nationally as underdeveloped in Early Help, and this is reflected locally. Commitment to data transformation for Early Help is fundamental to embedding sustainable improvements in terms of seamless support for families, better information for practitioners, and targeting resources appropriately and efficiently. Developing data maturity is also a requirement of continued funding for the Supporting Families programme.

2 Structure of this report

- 2.1 Key recommendations are listed first in section 3, grouped under:
- Leadership and Governance
 - Workforce
 - Service Delivery and Practice
 - Information, Comms and Engagement
 - Systems and Data
- 2.2 These are followed in section 4 by a proposed set of activities to support transformation, grouped as above but including an additional category 'Buildings and Assets'.
- 2.3 The detailed findings and recommendations from each review are contained in section 5.

3 Key recommendations

3.1 Leadership and Governance

- Develop a clear vision and strategic buy in to a citywide Family Hubs model for Early Help, including a shared family outcomes framework focused on tackling disadvantage and reducing inequalities
- Develop a Family Hubs transformation programme and governance structure, linked to wider national, city and FCL strategies and aspirations
- Develop a Family Hubs performance and Quality Assurance framework, including a cycle of monitoring, review and evaluation
- Streamline the management structure for core Early Help services
- Develop better use of data insight to inform delivery and management, evidencing impact and outcomes for families, to enable best use of existing resources
- Consider joint commissioning of services in the best interests of children and families

3.2 Workforce

- Redefine and profile core BHCC EH teams and roles to reduce duplication and ensure all required functions are delivered
- Complete skills audit of staff aligned to the family outcomes framework and levels of need
- Develop a workforce development programme aligned to the Family Hubs delivery model
- Extend workforce development to wider services

3.3 Service Delivery and Practice

- Simplify and streamline the service offer across all levels of need, with clear referral routes and pathways for family support
- Develop a multi-agency family hub pod to allocate and provide duty function
- Map and agree tools, resources and interventions using the Supporting Families framework
- Ensure all core BHCC EH teams use whole family assessment
- Create a buildings /asset plan to support development of a Hub and Spoke Family Hubs model
- Develop a robust volunteer programme to provide volunteer led groups
- Extend family hubs to include wider services
- Launch Start for Life offer as part of Family hubs
- Consider development of capacity in the system to better support 'step across' cases

3.4 Information, Comms and Engagement

- Build consensus for service redesign through ongoing coproduction and engagement with practitioners, children and families, communities and partners
- Develop a digital and comms strategy and delivery plan for Family Hubs
- Map digital and locality information sources currently and potentially used by families
- Develop self-service options for accessing information
- Develop a consistent and robust service user feedback approach
- Ensure a consistent approach across core BHCC Early Help services to completing whole family assessments and recording information

3.5 Systems and Data

- Develop a data transformation plan, building on existing corporate transformation activity and focused on integrated data management
- Ensure appropriate data sharing becomes a partnership priority for all those involved in delivering early help services
- Ensure all core Early Help BHCC services use the same case management system
- Develop and implement a single view record of a child/family's support available to professionals, to support risk assessment, improve coordination and reduce duplication
- Develop analytics and insight modelling capability to identify multiple disadvantage and ensure resources are targeted at those most at risk of disadvantage and costly interventions
- Develop better evaluation of the impact of Early Help interventions and services on family outcomes

4 Transformation proposals

4.1 Subject to approval, the following activities are proposed as part of a two-year Transformation phase:

	Leadership and Governance	Workforce	Service Delivery and Practice	Information, Comms and Engagement	Systems and Data	Buildings and Assets
Year 1	<ul style="list-style-type: none"> • Agree vision and principles for EH and Family Hubs model • Establish Transformation Programme Team • Develop detailed Transformation Programme Plan incorporating national and local strategies • Complete budget profiling • Agree governance structure for Family Hubs • Develop family hubs performance and QA framework 	<ul style="list-style-type: none"> • Redesign and profile core BHCC EH teams including frontline, management and service/business support • Undertake staff consultation and restructure • Complete skills audit of staff • Design workforce development programme aligned to family hubs delivery model 	<ul style="list-style-type: none"> • Define FDFE / Family Hubs interface • Agree EH referrals process, including contacts, forms, alignment to 10 SF themes, triage and allocations, data management, case management interactivity, duty function and operational instructions • Develop multi agency family hub pod to allocate and provide duty function • Agree service offer across all levels of need with clear 	<ul style="list-style-type: none"> • Develop Comms & Engagement Plan including public consultation • Deliver ongoing coproduction and engagement including with children and families • Develop robust service user feedback processes • Map information sources for digital service • Develop digital service proposals for family hubs 	<ul style="list-style-type: none"> • Develop data transformation project plan, building on existing corporate transformation plans and SF priorities • Move all core BHCC EH users to the same case management system - Eclipse • Develop Family Hubs dashboard linked to performance and QA framework • DPIAs / Information Governance strategy • Launch Supporting Families programme (Oct 2022) 	<ul style="list-style-type: none"> • Carry out asset mapping for main hubs and spokes including buildings and IT infrastructure • Identify required delivery space and existing capacity for core and extended services • Develop building/asset plan

	<ul style="list-style-type: none"> • Increase use of data insight to inform planning, delivery, evaluation and management • Develop Business Continuity plans 		<p>pathways and mapping of needs / interventions aligned to SF themes and outcomes, operational instructions</p> <ul style="list-style-type: none"> • Map and agree tools, resources and interventions aligned to SF themes • Ensure all core BHCC EH teams use whole family assessment • Develop standardised EH supervision policy and practice • Launch Supporting Families programme (Oct 2022) 			
Year 2	<ul style="list-style-type: none"> • Soft launch of Family Hubs April 2023 • Implement family hub performance and QA framework • Embed cycle of monitoring, review and evaluation • Consider joint commissioning of services in the best interest of children and families 	<ul style="list-style-type: none"> • Extend workforce development to wider services 	<ul style="list-style-type: none"> • Develop intervention directory • Develop robust volunteer programme to provide volunteer led groups • Extend family hubs to include wider services • Launch Start for Life offer as part of Family hubs 	<ul style="list-style-type: none"> • Deliver ongoing coproduction and engagement including with children and families • Launch digital service • Develop self-service options for accessing information 	<ul style="list-style-type: none"> • Develop and implement a single view record of a child/family's support available to professionals (Customer Index) • Data sharing and information sharing agreements in place 	<ul style="list-style-type: none"> • Identify additional spokes for Family Hubs partnership

5 Detailed findings and recommendations from each element of the Review

LEADERSHIP AND GOVERNANCE	LGA REVIEW (Published March 2020)	EH SELF ASSESSMENT (Published Dec 2020)	PEOPLETOO REPORT (Published March 2022)
What's working well and what we can build on	<ul style="list-style-type: none"> - Commitment across leaders and practitioners in many agencies to make a positive difference to the lives of children and families and to the principle of the whole family approach - Emphasis on earlier interventions to support families with emerging needs - Some aligned commissioning across partners, aided by good relationships and shared priorities 	<ul style="list-style-type: none"> - Good working relationships between local leaders at all levels and across the wider Early Help system, including VCS and public bodies - Sense of collective responsibility for supporting families facing multiple disadvantage - A 'think family' approach is increasingly employed by partners across the system - Joint work around some prevention initiatives 	<ul style="list-style-type: none"> - The Early Help Partnership Board has most of the key stakeholders and partners and is "finding its feet" in setting the strategic direction - Commitment across senior leaders within the council and partners to improve outcomes for families and an emphasis on earlier interventions - Commitment to identifying and addressing areas of disadvantage through the citywide disadvantage strategy - Agreement to embed Whole Family Working across Early Help and a best practice strategy developed
What needs to change or improve	<ul style="list-style-type: none"> - Lack of visibility or clarity of purpose of the Whole Family Partnership Board (WFPB) # - Lack of clarity at all levels about where the WFPB sits within the framework of other existing partnership boards - Broad membership of the WFPB but continuity and seniority of representation required to agree and effectively implement strategy - Lack of clarity about what 'preventative services' means across partners, and confusion regarding the distinction from 'early help' - The whole family approach and what this means in practice is not well understood - The Whole Family Working Strategy (2018), needs to be promoted more widely, with consistent and well understood terminology used across the partnership - Lack of Joint Commissioning Strategy leads to inconsistent approach and opportunities 	<ul style="list-style-type: none"> - No shared ownership of a family outcomes framework across the partnership - Lack of joint commissioning or system design to support a shared outcomes framework 	<ul style="list-style-type: none"> - Early Help strategy and vision driven by the local authority, with limited ownership and contributions from some EHP Board partners - EHP Board is led, chaired, with the agenda set by the local authority and does not feel like true collaboration between all partners - EHP Board is operating to provide updates and discussion rather than to direct activity and manage programmes of work - Currently no structures underneath the EHP Board to drive delivery and shared working and manage operational priorities - No clear, shared understanding of Whole Family Working and the contribution each partner makes. Often it is seen as a local authority responsibility and there is limited evidence of its use outside of Social Work and ITF - Little understanding of what the barriers are to embedding Whole Family Working

	<p>to maximise resources from all partners are missed</p> <ul style="list-style-type: none"> - Lack of ability to demonstrate the impact of the preventative approach on reducing demand and improving outcomes 		<ul style="list-style-type: none"> - Many services have not been commissioned or set up to work in a Whole Family approach - The core BHCC Early Help services sit within different teams and management lines - There is no FCL lead for data transformation and no formal FCL governance. This has resulted in lack of clear direction and ownership
Recommendations	<ul style="list-style-type: none"> - To ensure the success of the whole family approach, all partners need to own and drive the vision, agree cohesive governance arrangements and be actively engaged in the Whole Family Partnership Board (WFPB) - Partners should agree and define what constitutes preventative services and the terminology to be used - Strategic leaders should ensure that the whole family approach is communicated effectively across all levels of the partnership and delivery teams and is well embedded - Strategic leaders should give greater attention to evidencing impact and outcomes for families, to enable best use of existing resources and with a view to developing the business case for further investment in preventative services - The WFPB should develop and implement a joint commissioning strategy across the Council, CCG and other key partners in support of the whole family approach - As part of that joint commissioning strategy, the WFPB should work with the CVS to identify additional preventative services they may be able to offer and map against existing provision. 	<p>Strategic buy in to developing a citywide, clearly defined model for Early Help including:</p> <ul style="list-style-type: none"> - a shared outcomes framework for families, focused on tackling disadvantage and reducing inequalities 	<ul style="list-style-type: none"> - A review of Terms of Reference and chairing arrangements for the Early Help Partnership Board is required to drive ownership and accountability across all partners and ensure the board is established to drive delivery of the new approach - A clear vision should be developed and agreed for Early Help and Whole Family Working based on the recommended model - Clear and robust delivery mechanisms are required, to ensure actions are owned and driven by all partners - Review the management structure for core Early Help services

WORKFORCE	LGA REVIEW (Published March 2020)	EH SELF ASSESSMENT (Published Dec 2020)	PEOPLET00 REPORT (Published March 2022)
What's working well and what we can build on	- Staff across agencies are committed, enthusiastic and proud to work in Brighton and Hove	- Comprehensive workforce development offer, free at the point of access and shared with partners across the system	- Staff are generally motivated and open to change - Staff reported a high focus on training and development and there are a lot of specialist skills within the service - Staff feel able to openly share challenges and issues with managers - There are strong examples of joint working between teams and agencies at the frontline. This was continually highlighted by staff in engagement sessions. The majority of staff felt they had built good relationships with their counterparts in other organisations and that they were able to work together effectively to best support families.
What needs to change or improve			- Staff reported not being clear on the overarching vision for Early Help and how their role fitted into it. - Staff reported lack of clarity on remits of certain roles as thresholds and remits of other services have changed over time. - The role of the Early Help Coordinators is not clearly defined. In some cases, they are acting as a triage and decision-making point, and in others they are holding cases and providing direct interventions. This is often to mitigate the impact of waiting times in other services, however, it results in further confusion of pathways. The original role of the EHCs was to provide a connection role and support for partners, however, this has changed over time.
Recommendations			- Re-definition of some roles is required to reduce duplication and ensure all required functions are delivered. Early Help Co-ordinators are a key role that requires re-definition.

SERVICE DELIVERY AND PRACTICE (including role of communities and VCS)	LGA REVIEW (Published March 2020)	EH SELF ASSESSMENT (Published Dec 2020)	PEOPLETOO REPORT (Published March 2022)
What's working well and what we can build on	<ul style="list-style-type: none"> - There are a number of good services, provided by a range of agencies and partnerships - ITF is making a real difference to families, with the work of the Family Coaches being particularly valued - Capacity is enhanced through a vibrant, strong and well-resourced Community and Voluntary Sector - The seven children's centres are a valuable resource and potentially a key element in a more effective approach to whole family, preventative services. 	<ul style="list-style-type: none"> - Relationship-based practice is integral across the system - An established whole family support service (ITF), which is well regarded - Much focus is placed on strengthening family and parental relationships - The 'team around the school' model is well regarded - An increased focus on addressing wider issues outside of initial reason for referral e.g. the six TF themes 	<ul style="list-style-type: none"> - There are many good services across Brighton which are well thought of by families and are leading to better outcomes for families - There is a vibrant voluntary sector in the city with a wide range of services. VCS organisations are keen to work more closely with the council and grow and develop services in areas that are currently gaps, as evidenced by the range of VCS organisations active and observed through conversations as part of this review. - Virtual working has facilitated joint working and brought opportunities to work with families differently. For example, staff reported being able to better engage with difficult to reach families and being able to deliver interventions outside of traditional working hours, which better suited many families. - Social Work and ITF evidence effective Whole Family Working. The impact of this is really felt by families and was a key theme picked up in Family Journey Mapping. - There is a strong ambition and commitment to embedding a trauma informed approach through the Safeguarding Partnership. - Relationship based practice is well embedded across the system. - There is a strong Children's Centre model that has examples of good community activity and development work, and examples of local delivery and understanding needs of communities / specific groups. This has been

			facilitated by work carried out during the pandemic, for example the Food Bank.
What needs to change or improve	<ul style="list-style-type: none"> - The whole system is not yet coherently aligned to make the best and most efficient use of resources - There should also be a more integrated approach to service delivery. From the point of contact, there is evidence of inefficiencies in the screening, decision making and allocation of cases and this is leading to repeat contacts, waiting lists and lack of timely interventions - The preventative service offer may be too complex and the range of direct and indirect referral routes to access early help services would benefit from being streamlined and clarified - There are separate routes into children's mental health services and the Wellbeing Service and these multiple routes can cause a lack of clarity and may lead to delays - Some of the work of ITF appears in effect to be compensating for gaps and capacity issues in other services - More efficient working with partners and increased utilisation of the CVS may release further capacity to support the whole family approach 	<ul style="list-style-type: none"> - Limited coordination across the Early Help system, with many elements working well but independently from each other e.g. multiple points of triage / access / allocation / intervention - Systemwide practice model is not well defined, although good practice does exist within individual services - Limited case working of whole families outside of ITF, social work and Early Help Coordinators 	<ul style="list-style-type: none"> - The whole system is not coherently aligned. There is a range of different services provided by BHCC and partners and the pathways between these are not clear - There are high waiting times for ITF and no capacity for 'step across' which is likely resulting in increased complexity and re-referrals. However, it was not possible to obtain data on the number of cases requiring 'step across' support. There is likely to be an invest to save case to increase capacity in ITF. - Partners, particularly schools, reported being unclear on the pathways and what Early Help services could offer. They reported increases in volume and complexity of issues presenting in families and felt families were often falling through the gaps when they did not meet the threshold for services. They reported that this often resulted in families' needs escalating and referrals being made at a higher level than would have been required had support been available earlier. - High waiting times for statutory services (particularly CAMHS) impact on level and complexity of EH demand. - Family Journey Mapping, and previous evidence gathered through the LGA review, suggests that families find the system difficult to navigate and often experience involvement of several different professionals with limited co-ordination. - Prior to the pandemic, universal services were provided by Children Centres and significant resources are allocated to this. These resources could be better focused on targeted interventions.

			<ul style="list-style-type: none"> - The approach to Early Help is not currently on any kind of locality footprint which does not lend itself to a varied approach based on local need - There is limited integration between Early Help and other areas in the council, particularly Adult Social Care and Housing. Whilst staff are often able to work together to solve specific problems, there is limited join up in services which could support the whole family.
Recommendations	<ul style="list-style-type: none"> - The WFPB should consider the development of a fully integrated preventative model, based on multi-agency and multi-disciplinary teams, potentially located within the existing children's centres - Maximise capacity by reducing duplication alongside simplifying the service offer and referral routes 	<p>Strategic buy in to developing a citywide, clearly defined model for Early Help including:</p> <ul style="list-style-type: none"> - a shared strength and relationship-based practice model for early help with evidence-based interventions, consistent with the model used by social work and supported by workforce development - a more systematic approach to whole family assessment, commissioning for improving family as well as individual outcomes, and better use of resources such as TF Employment Advisors 	<ul style="list-style-type: none"> - The future model should ensure clearly defined pathways and simplification of referral routes - Capacity should be created in the system to support 'step across' cases within ITF - The future model should focus support around clear locality footprints in which services are co-ordinated and work jointly to support families

INFORMATION, COMMS AND ENGAGEMENT (including family voice and coproduction)	LGA REVIEW (Published March 2020)	EH SELF ASSESSMENT (Published Dec 2020)	PEOPLETOO REPORT (Published March 2022)
What's working well and what we can build on		<ul style="list-style-type: none"> - There is a lot of information and support available to families, with services and organisations willing to go the extra mile to ensure families can navigate and access this - Some co-design and coproduction work is taking place with families as well as young people, to help shape both strategy and service offers 	<ul style="list-style-type: none"> - The Council website has a lot of useful information and resources and some staff said they regularly use it to find support for families

		<ul style="list-style-type: none"> - Feedback is used by individual services to support changes in practice - Some work is underway to impact demand by building community capacity 	
What needs to change or improve		<ul style="list-style-type: none"> - Sometimes multiple service involvement without coordination of a single assessment, plan or approach; leading to families having to tell their story several times and on occasion, practitioners being unaware of the role of other professionals - Outside of safeguarding, limited data sharing between partners - Service user feedback is not systematic or consistent between services, and is often recorded on paper or in emails 	<ul style="list-style-type: none"> - Strengthening Families assessments are not consistently used by partners. Performance data shows that only 45 EH assessments and 38 EH plans were completed by partners in 2020/21. All but 2 of these were completed by Health Visitors. - There is no standardised or digitised approach to capturing family voice to help shape EH services - Whilst there is a vibrant voluntary sector, there is a lack of a collaborative approach to Community Development at local level. The VCS report lack of pro-active intelligence sharing on gaps in provision to facilitate the development of new offers. - There are no clear and up to date maps of services and community assets currently available in local areas - Children's Centres websites are not up to date or utilised as effectively as they could be - There is limited use of Social Media - Self-service options and interactive information solutions (e.g. chat bots) are not currently available digitally - Some key stakeholders across the system reported that they often felt that communication of changes made following reviews and transformation projects was poor. They felt there was a lot of information gathering but they were not always clear on the outputs or changes made.

Recommendations		<p>Strategic buy in to developing a citywide, clearly defined model for Early Help including:</p> <ul style="list-style-type: none"> - involving families in the codesign and coproduction of planned service changes e.g. the possibility of developing Family Hubs 	<ul style="list-style-type: none"> - A consistent approach to completing Strengthening Families Assessments and recording information is required. - There is a need to better understand, and evidence needs at a locality level and utilise this data to plan and deliver services - There is a need to understand services and community support available within localities and ensure this is maximised
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SYSTEMS AND DATA	LGA REVIEW (Published March 2020)	EH SELF ASSESSMENT (Published Dec 2020)	PEOPLETOO REPORT (Published March 2022)
What's working well and what we can build on		<ul style="list-style-type: none"> - Quality assurance of Early Help practice, with ITF and FDFP monitored through the FCL Performance Framework 	<ul style="list-style-type: none"> - Significant work has been undertaken by FCL performance team to identify the datasets required and the current challenges as well as outline a desired future approach to matching data and develop short term workarounds - Corporately, BHCC has developed a Customer Index which has the ability to pull data from several council systems to create a single record. Conversations have begun about how this could be utilised to support the data matching required for Early Help. - FCL is in the process of implementing a new case management system, Eclipse, which is likely to provide improved customer journey flow and therefore improved opportunities for data reporting and matching
What needs to change or improve	<ul style="list-style-type: none"> - Rationalisation and further integration of information systems across the partnership would better support the whole family approach, and enable more effective integrated working across agencies - The new case management system for children's services should be used to develop better integration with other agencies and systems 	<ul style="list-style-type: none"> - Multiple case management systems with limited interoperability, making it difficult to see a whole family picture and bring together information without time-consuming, costly manual processes - Limited data-driven analysis to inform strategic decision-making, service and practice development, insight modelling and needs analysis 	<ul style="list-style-type: none"> - It has been very difficult to obtain data to accurately evidence demand across the system - Data that has been obtained suggests a lack of clearly defined model and pathways and that there is duplication and also gaps in provision across the system. For example, data provided by the Early Help Co-ordinators, shows 47 different services received referrals from them, and feedback from engagement sessions with staff suggested an even wider

	<ul style="list-style-type: none"> - Improved data analysis would enhance strategic decision making and help frontline practitioners better understand outcomes 		<p>range of services and varying referral routes. As this data has been gathered through a spreadsheet, with significant free text, it is not possible to determine the proportion of the 'referrals' that are referrals for services and those that are information sharing.</p> <ul style="list-style-type: none"> - Multiple systems are used across services and organisations and there are currently no mechanisms for data sharing and providing a single view across systems. Currently many services, including Children's Centres do not have access to information on Eclipse - There is limited demand, capacity and productivity data to support workforce and service design decisions. For example, it was not possible to gain a standard report on caseloads and throughput across each service. - There is currently no systematic gathering and reporting of data to show demand, needs and outcomes at local level to inform service delivery and commissioning across the system, although some data is available for services that record on Eclipse - Due to lack of clarity on referral, assessment and recording processes and multiple systems utilised across partners, it is not possible to access information to show to number of families supported by each partner, along with outcomes.
Recommendations		<p>Develop an integrated data management approach including:</p> <ul style="list-style-type: none"> - single view of the family, to support risk assessment, increase coordination and reduce duplication - integration of the new case management system Eclipse with other systems used across the council and the city 	<ul style="list-style-type: none"> - The future model requires a significant focus on digital and data transformation. Without this, it will not be possible to deliver the full benefits of a new approach and evidence outcomes.

		<ul style="list-style-type: none"> - better evaluation of the impact of Early Help interventions and services on family outcomes - insight modelling capability to identify multiple disadvantage and ensure resources are targeted at those most at risk of disadvantage and costly interventions - linking with wider digital transformation work underway in the council - ensuring appropriate data sharing becomes a partnership priority for all those involved in delivering early help services, including the council, police, health, education, DWP and VCS - learning from other cities and local areas 	
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Brighton and Hove City Council

Early Help Review and New
Model Development

March 2022

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Executive Summary

Brighton and Hove City Council and its partners have a clear aspiration to “deliver safe, whole- family services, improving outcomes, developing inclusive and accessible provision and developing our staff.” Comprehensive, tailored and effective early help services, delivered across the partnership, are crucial to achieving this vision.

There are a wide range of early help services in Brighton. Currently, however, these are not coordinated to maximum effect, with multiple referral pathways in and out of these services – leading to a duplication of effort, difficulties for professionals in navigating the system but, most crucially, a disjointed experience for children and families.

There are opportunities to bring together this substantial collective resource into a multi-agency, locality-based model, with support tailored more to local needs in these areas.

Through redesigning the early help partnership model in Brighton, there are opportunities to streamline referral and decision-making points by ensuring the Front Door for Families is a single, central referral point for early help services. The Front Door for Families will develop strong links to the locality-based teams who will work closely with children and families to ensure they are connected to, and can access, the most appropriate universal and partnership resources to meet their specific needs.

The model should be underpinned by increased use of data to understand and predict local need, share operational intelligence, and monitor key outcomes for children and young people. This will be critical to supporting the continuous development and improvement of the service model.

As well as a diverse range of community assets, there are significant physical assets in Brighton, including seven children’s centres. This presents an opportunity to convert these assets into new ‘family hubs’, operating as key elements of the new locality model. As this is in line with government policy, there are opportunities to access funding streams to support the implementation of the overall model for early help.

Scope and Methodology

Peopletoo worked closely with an internal project team from FCL between July and November 2021 to undertake a review of the current system. This review built on the work undertaken to date, along with the peer review completed by the LGA, with recommendations for a future outline model for Early Help Services in Brighton and Hove.

The scope of this work included:

- Identify areas of good practice, and make recommendations to improve integration
- Transform data sharing
- Review Children's Centres and consider the option of developing a Family Hub model of support.
- Contribute to developing a citywide disadvantage strategy

The key activities undertaken as part of this review included:

- Collation and review of a range of documents including key strategies, policies and previous reviews.
- Analysis of demographic data to understand the profile of Brighton and Hove.
- Review of available performance and demand data to understand current demand and outcomes.
- Initial engagement with a wide range of stakeholders from across BHCC and partners to understand the current system and identify what is working well and the key challenges and areas for improvement. A full list of stakeholders engaged is included in Appendix 1.
- Workshops with managers of each of the BHCC services to understand processes and detail around the current service set up.
- Workshops with staff from all BHCC FCL services, to engage them in the review and obtain their views on what was working well and key challenges.
- Various sessions at different points in the review with the Early Help Partnership Board and "drop in" sessions for members of the Board to further obtain views of key partners.
- Family Journey Mapping with a sample of eight families that had experiences with a range of Early Help services.
- Work with FCL performance team, IT business partner and IT&D to understand current system and data challenges.
- Workshops with DMT and Early Help Partnership Board to outline key findings and shape the recommended future model.

National Context

Apparent from recent Government initiatives is a clear recognition that ‘whole-family working’ is now considered to be best practice and proven to have the most sustainable and positive impact on families. There is also recognition within current Government thinking of the need to create joined up and seamless services that are accessible to the most hard to reach families, which remove duplication and use valuable assets to the maximum effect.

Family Hubs

The Government has committed to championing ‘family hubs’. Family Hubs are a way of joining up locally and bringing existing family help services together to improve access to services, connections between families, professionals, services, and providers, and putting relationships at the heart of family help. Family Hubs bring together services for families with children of all ages (0-19) or up to 25 with special educational needs and disabilities (SEND), with a great Start for Life offer at their core.

They can include hub buildings and virtual offers. How services are delivered varies from place to place, but the following principles are key to the family hub model:

- **More accessible** – through clearly branded and communicated hub buildings, virtual offers and outreach.
- **Better connected** – family hubs drive progress on joining up professionals, services and providers (state, private, voluntary) – through co-location, data sharing, shared outcomes and governance. Moving from services organised for under-fives, to families with children of all ages, reduces fragmentation (even though an emphasis on early years and the ‘Start for Life’ offer will remain).
- **Relationship-centred** – practice in a family hub builds on family strengths and looks to improve family relationships to address underlying issues.

Family Hubs are a key part of the Best Start for Life vision. The Best Start for Life: A Vision for the 1,001 Critical Days, commissioned by the Prime Minister, and chaired by Rt Hon Dame Andrea Leadsom MP, was published by the Department for Health and Social Care in March 2021. Family Hubs are at the heart of this vision for baby-centred services, designed to give every baby the best start for life.

Although Family Hubs are designed to support families from conception all the way up to young people of 19 (or older if they have special educational needs or are disabled), the Best Start for Life Review described a Vision for the 1,001 critical days, and a Start for Life offer, to be a core part of the family hub network. Family Hubs can also act as a ‘front door’ to a range of early help, public health, and wider support services, with a view to better facilitating “whole family working”.

Best Start for Life

The Rt Hon Andrea Leadsom MP was appointed to lead the Early Years' Healthy Development Review in July 2020. The Review focused on the 1,001 critical days through pregnancy to the age of two. These critical days are when the building blocks for lifelong emotional and physical health are laid down. Through virtual visits to local areas, meetings with parents and carers, academics, practitioners, civil society organisations, representative bodies and others the review learnt about what's going well and where change is needed. Whilst a commitment and passion from those working with families to help them give their baby the best start for life the Review also heard how hard it can be for families and carers to find the support they need when they need it most. The Review also heard examples of instances where families felt let down by the services they received and sometimes, professionals and volunteers do not know what good joined up services would look like for that family. However, the Review heard, loud and clear, a strong commitment from across early years charities, organisations and the workforce to improving how we support families during the 1,001 critical days.

The goal is to ensure the best support throughout those 1,001 critical days, setting babies up to maximise their potential for lifelong emotional and physical wellbeing. To achieve this the Review outlined six Action Areas.

Action Areas Ensuring families have access to the services they need

1. Seamless support for families: a coherent joined up Start for Life offer available to all families.
2. A welcoming hub for families: Family Hubs as a place for families to access Start for Life services.
3. The information families need when they need it: designing digital, virtual and telephone offers around the needs of the family.

Ensuring the Start for Life system is working together to give families the support they need

4. An empowered Start for Life workforce: developing a modern skilled workforce to meet the changing needs of families.
5. Continually improving the Start for Life offer: improving data, evaluation, outcomes and proportionate inspection.
6. Leadership for change: ensuring local and national accountability and building the economic case.

Supporting Families Framework

Supporting Families (previously the Troubled Families programme) focuses on providing help to vulnerable families with multiple and complex problems to prevent them from escalating into crises. A keyworker works with all members of the family to build a relationship and effect positive change. The programme also drives early help system transformation locally and nationally to ensure that every area has joined-up, efficient services, is able to identify families in need, provides the right support at the right time and tracks outcomes in the long term.

In May 2020, the then Ministry of Housing, Communities and Local Government (now the Department for Levelling Up, Housing and Communities [DLUHC]) published the Early Help System Guide a toolkit to support local strategic partnerships responsible their early help systems. The objective of the tool is to help local authorities and their partners direct their focus and activity towards whole-family working, strong governance and a mature data infrastructure that supports early help.

In March 2021, the next phase of the programme was launched under the new name 'Supporting Families'. The refreshed vision, set out in "Supporting Families 2021-22 and Beyond", continues the focus on intensive whole-family support from a lead professional where families are experiencing multiple complex problems, but also the ambition to fully embed earlier support from the appropriate local service when problems first emerge.

The vision is that the practice of whole-family key working is spread across agencies, including the forming of strong partnerships with specialist services, more involvement from voluntary and community sector (VCS) organisations, and from communities themselves. The aim is for strong multiagency local partnerships in every area and mature local and national data systems, which enable partners to identify families in need of extra help, target services more effectively and track family-level outcomes over the long term. This should support local areas to fully embed preventative approaches into their support systems for families, creating more resilient communities for the long term.

Local Context

Vision for Children's Services in Brighton and Hove

The vision and direction of travel for FCL (2020-2024) is:

"We work as one Families, Children and Learning directorate and with others in the city delivering safe and whole family services, improving outcomes, developing inclusive and accessible provision and developing our staff."

To achieve this, we will:

- *Recognise and address the impact of Covid 19 and work with partners to implement a city-wide approach to recovery and renewal*
- *With partners develop and implement a city-wide disadvantage strategy that leads to improve outcomes and inclusive provision*
- *Promote, support and deliver high quality educational and skills provision*
- *Review Early help provision and promote whole family working*
- *Deliver an outstanding, safe and effective social work service which responds to changing needs of children and their families*
- *Work to support adults with learning disabilities to live independent and positive lives*
- *Work with young people and other partners to deliver high quality youth services across the city*
- *Co-produce and continue to improve SEND provision and services in the city*
- *Manage effective budget arrangements across the directorate*
- *Improve the diversity of the workforce*

The voice of children, young people, their families and those of adults with learning disabilities is at the heart of everything we do.

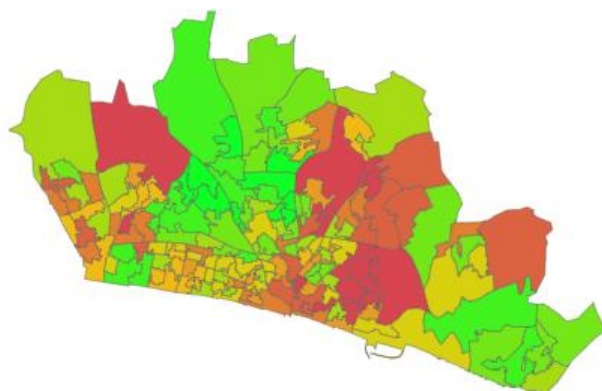
We commission and deliver services with partners to ensure children, young people and adults with learning disabilities live happy, safe and positive lives, achieving their potential. This is achieved within the context of high demand and reducing resources"

Early Help is a key element to delivery of this vision and the development of the proposed model has been undertaken with this in mind and aims to support these ambitions.

Brighton and Hove Demographic Summary

Brighton & Hove is a diverse city with a ranging profile of needs. As, shown by the graphic below, there is a contrast of many affluent areas and some areas of high deprivation, some of which is concentrated in areas but there are also some pockets of deprivation within wealthy

areas. There is an increasing gap between outcomes for children generally and outcomes for the most disadvantaged.



Brighton and Hove is ranked 140 out of 317 for IMD
The proportion of LSOAs in the most deprived 10% nationally is 0.0909
15 LSOAs are ranked as decile 1 (most deprived). These 15 LSOAs are in the wards of East Brighton (6), Hangleton and Knoll (2), Hanover and Elm Grove (1), Hollingdean and Stanmer (2), Moulsecoomb and Bevendean (2) and Queen's Park (2).

The population of Brighton and Hove is around 291,738 and has been increasing year on year. ONS mid-202 estimates indicate 50,322 young people aged between 0 and 17 around 17% of the population.

Based on ONS mid-2018 data the table below shows households with dependent children projected to 2043. The data shows an increase in households with one dependent child, but decreases where there are two, or three or more dependent children.

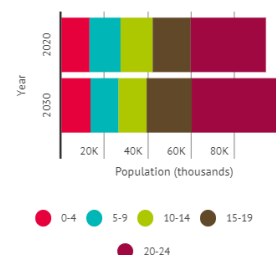
Households with dependent children	2018	2043
Households with one dependent child	16,134	16,309
Households with two dependent children	10,549	10,215
Households with three or more dependent children	3,538	3,346

Comprehensive demographic and needs analysis is contained within the local authority's [Joint Strategic Needs Assessment](#).

STARTING WELL

Population

The number of 0-24 year olds is projected to increase by 6% (5,600) between 2020 and 2030, from 94,100 to 99,700 children and young people. The biggest % increase is expected in 15 to 24 year olds, (16%, 8,200 people)



Download data

Our children and young people's wellbeing is influenced by a wide range of social, economic and environmental factors:

Children in care

74 per 10,000 children

and young people in care. 53 South East, 67

England (31 March 2020)



School readiness

72% achieving a good level of development at end of reception. (75% South East 72% England (2019))



Education

Educational progress pupils make between primary and secondary schools is in line with the England average (2018/19)

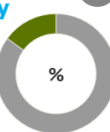


Child poverty

16% of children

live in poverty

13% South East, 17% England (2016)



Youth unemployment

5.0% 16-17 year olds not

in education,

employment or training

5.5% England (2018)



Disabilities and sensory impairments

More than 4,500 children and young people with a disability on the local register (2019/20)



It is estimated that there up to **600** children and young people with Autistic Spectrum Conditions living in the city

As can be seen to the left, a slightly higher proportion of children in Brighton live in poverty, compared to regional neighbours.

A slightly lower proportion of children achieve a good level of development at the Early Years Foundation Stage than the regional average.

Maternal and infant health measures generally compare with national comparators.

However, substance misuse and sexual health issues are amongst some of the highest in the country.

STARTING WELL

We do well in many areas: fewer mothers smoke, more breastfeed and more children are a healthy weight

However, we have worse rates of smoking, drinking and drugs use and poorer emotional wellbeing impacting young people's current & future wellbeing

Maternal & infant health



88% breastfeeding by 48 hours
75% England (2016/17)



6% (140 people) smoking at delivery.



10% South East and England (2019/20)
All childhood immunisations, including MMR at five years (2019/20), are **below the 95% required for population protection**



13 per 1,000 (51 people) under 18 conceptions (2018)
(17 per 1,000 England)

Healthy weight



77% of 4-5 year olds are a healthy weight - 2019/20 (England 76%)

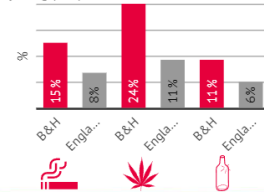


71% of 10-11 year olds a healthy weight - 2019/20 (England 63%)

However, it is estimated that **14,000** children and young people in the city are **overweight or obese**

Young people

We have the highest % of 15 yr olds who smoke, have tried cannabis and the 3rd highest drinking weekly in England (2014) and high Sexually Transmitted Infection (STI) rates in young people



Emotional wellbeing



538 per 100,000 (365 people) 10-24 yr olds admitted to hospital for self-harm (2019/20) (444 per 100,000 England)



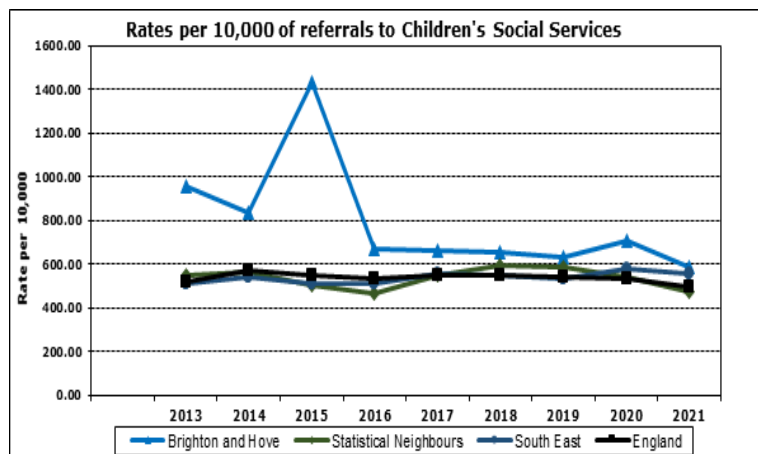
17% of 14-16 yr olds say they often / sometimes have suicidal thoughts and



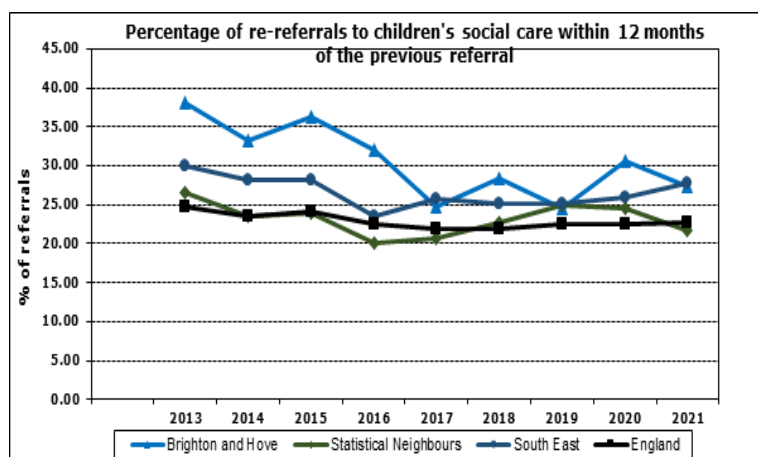
10% say that they often / sometimes hurt or harm themselves (2018)

Social Care Demand

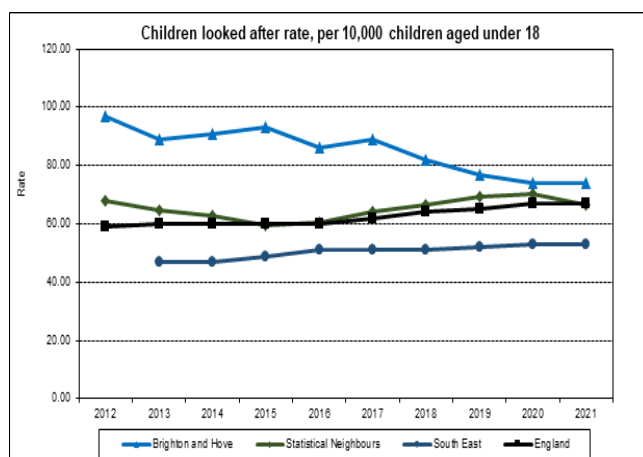
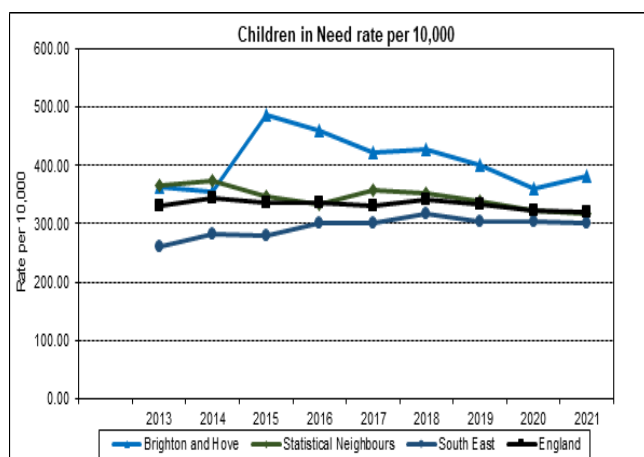
Source: LAIT



The rate per 10,000 of referrals to Children's Services has decreased significantly but it still slightly above the average of Statistical and regional neighbours and the England average.



The re-referral rate has reduced and reduced since a peak in 2020, but is still higher than comparators and the England average



The rates of CIN, CP and LAC are above the average of comparator authorities, although significant decreases have been seen in recent years.

Demographic changes, societal pressures and the Covid-19 pandemic have impacted volume and complexity of demand for Children's Services, as well as the ability of the council to respond. Some key challenges include:

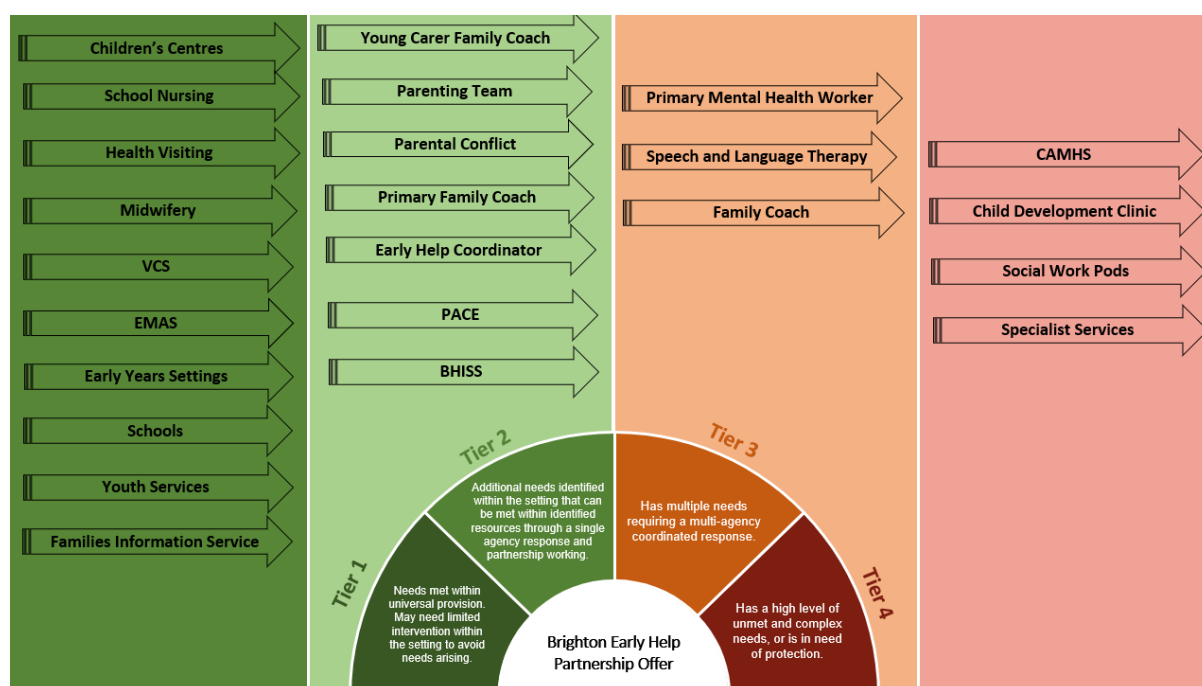
- An increase in financial deprivation and homelessness. Access to affordable housing is a key challenge within the city and for families on low incomes and out of work benefits in receipt of housing benefit the gap between market rates and the Local Housing Allowance is very wide.
- An increase in the proportion of children and young people presenting with SEND and in particular Autism Spectrum Disorder (ASD). Data shows an increase of 127% of contacts presenting at the Front Door for Families with Autism over the last four years. Now 11.9% of all contacts to FCL mention Autism in the initial conversation.
- An increase in the proportion of children and young people presenting with emotional or mental wellbeing needs.

The current system

The current offer

The illustration below shows early help services available in Brighton (also provided as Appendix 2). It is not intended to be a comprehensive picture of all services, where it is acknowledged that there is a vast range of services within Brighton.

A previous mapping exercise was completed as part of the LGA review as an attempt to map all early help services in the city, although it is recognised that this exercise was carried out in 2019 and the landscape will have changed subsequently. Brighton has a vibrant voluntary sector and a wealth of community assets providing support and opportunities across a wide range of needs and groups. The Family Information Service Directory has over 800 services listed. A mapping exercise completed as part of the LGA Peer Review identified 44 services that described themselves as providing Early Help and participated in the review.



It is suggested that the service map is used as a 'live' document and continually developed to identify and illustrate the range of services operating across the early help continuum.

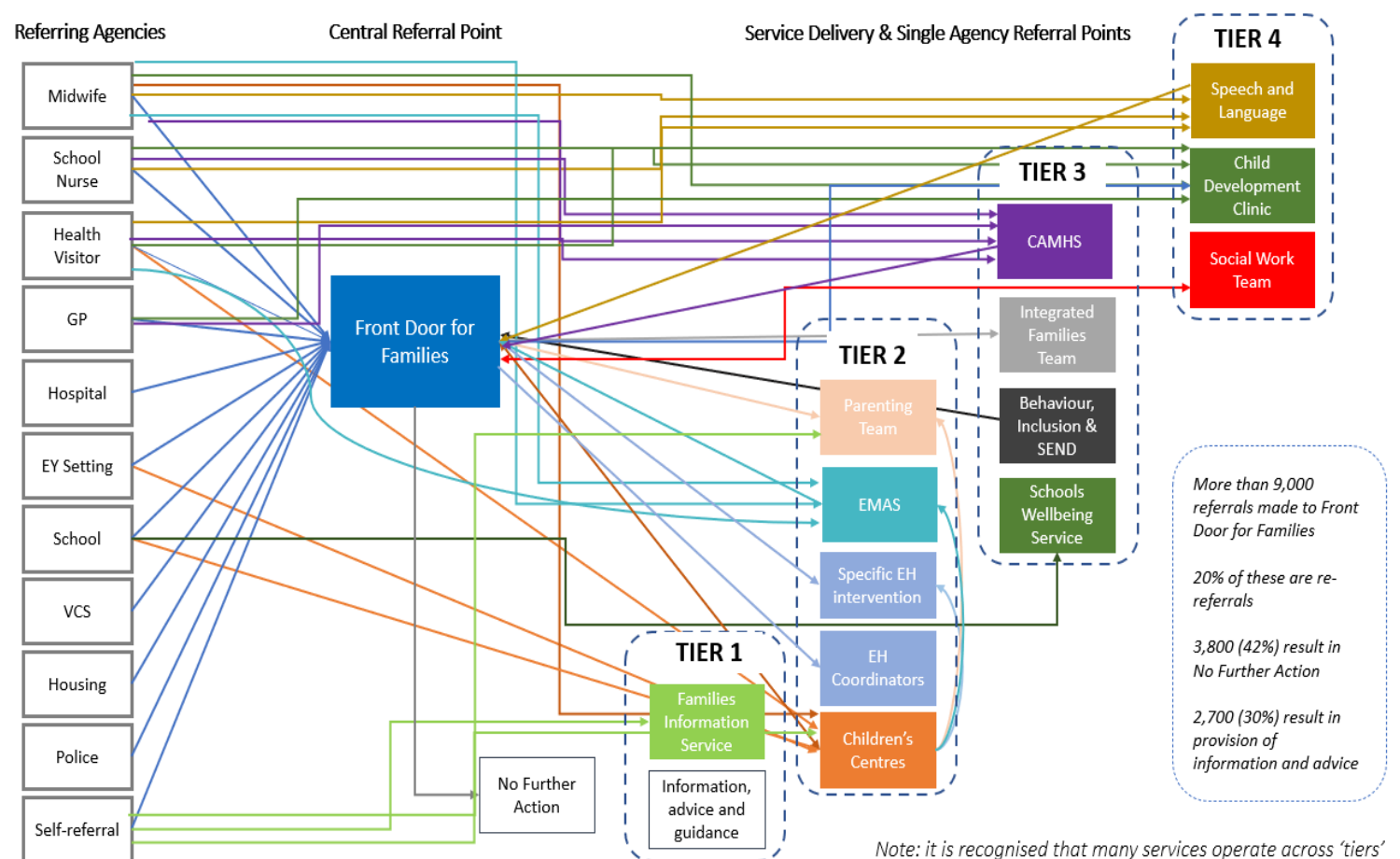
Referral processes and pathways

Building on the services map, the graphic below illustrates the current referral pathways in and out of various services across Brighton.

As can be seen, it is a complex picture and, whilst all services can refer to the Front Door for Families, there are also various referral routes to Children's Centres and directly to other agencies.

Early Help Co-ordinators were originally designed to coordinate and direct children and families referred to the front door to the most appropriate services. This is alongside a separate referral route and allocation process which takes place at Children's Centres.

The role of the Early Help Co-ordinators has changed over time. Initially they were intended to take a community connector-type role and support schools with referrals and managing the work with the family e.g. completing a whole family assessment, setting up a Team



Around the Family and agreeing a whole family plan . At the point of this review, the co-ordinators are acting in part as a decision-making point, signposting some referrals and passing referrals through to services. However, they also hold some cases and provide some interventions. This is mainly to mitigate waiting lists for other services, particularly ITF. There are also a range of other local authority early help services (including Children's Centres, PACE, Reducing Parental Conflict, and the Parenting Team) which, in many cases, operate in different ways, using different methods of intervention, and under different line management arrangements. As a result, there is an inconsistency in approach and offer to children and families.

Whole-family working appears to be seen as the council's responsibility, with few Early Help Strengthening Families Assessments completed by partners. Multiple systems and lack of

consistent recording practices means it is difficult to track work delivered by partners and understand outcomes. There is lack of clarity over the number and type of referrals to onward services. Data from the Early Help co-ordinators shows referrals to 47 different services over a period of a year, although many received a low level of referrals and 60% of referrals were to schools, ITF, FIS, Parenting and Wellbeing Service). Although they are all recorded as referrals, it is not clear how many are referrals and how many are passing information. The large number of services and low number of referrals to each suggests an inconsistent model and pathways.

Key Findings

Leadership and governance

Areas of strength

- The Early Help Partnership Board has most of the key stakeholders and partners and is “finding its feet” in setting the strategic direction.
- There is a commitment across senior leaders within the council and partners to improve outcomes for families and an emphasis on earlier interventions

Areas for development

- Currently the board is led and chaired by the local authority and our observation from attending, is that it does not always feel like true collaboration between all partners. The agenda is set by the local authority and limited contributions to discussion were made by several representatives.
- The board is operating to provide updates and discussion rather than to direct activity and manage programmes of work.
- There are not currently structures underneath the partnership board to drive delivery and shared working and manage operational priorities.
- There is not a clear, shared understanding of Whole Family Working and the contribution each partner makes. Often it is seen as a local authority responsibility.
- The core BHCC Early Help services sit within different teams and management lines

Conclusions

- A review of Terms of Reference and chairing arrangements for the Early Help Partnership Board is required to drive ownership and accountability across all partners and ensure the board is established to drive delivery of the new approach.
- A clear vision should be developed and agreed for Early Help and Whole Family Working based on the recommended model.
- Clear and robust delivery mechanisms are required, to ensure actions are owned and driven by all partners.
- There is a need to review the management structure for core Early Help services.

Co-ordinated support wrapped around families’ needs

Areas of Strength

- There are many good services across Brighton which are well thought of by families and are leading to better outcomes for families. The impact of services provided by the council was evidenced through the Family Journey Mapping in which families overwhelmingly reported improved outcomes following interventions.

- There is good joint working between professionals at the frontline. This was continually highlighted by staff in engagement sessions. The majority of staff felt they had built good relationships with their counterparts in other organisations and that they were able to work together effectively to best support families.
- There is a vibrant voluntary sector in the city with a wide range of services. VCS organisations are keen to work more closely with the council and grow and develop services in areas that are currently gaps, as evidenced by the range of VCS organisations active and observed through conversations as part of this review.
- Virtual working has facilitated joint working and brought opportunities to work with families differently. For example, staff reported being able to better engage with difficult to reach families and being able to deliver interventions outside of traditional working hours, which better suited many families.

Areas for development

- The whole system is not coherently aligned. There is a range of different services provided by BHCC and partners and the pathways between these are not clear. This was further highlighted by the difficulty in producing a visual map of the current system.
- The role of the Early Help Co-ordinators is not clearly defined. In some cases, they are acting as a triage and decision making point, and in others they are holding cases and providing direct interventions. This is often to mitigate the impact of waiting times in other services, however, it results in further confusion of pathways. The original role of the co-ordinator was to provide a connection role and support for partners, however, this has changed over time.
- There are high waiting times for ITF and no capacity for 'step across' which is likely resulting in increased complexity and re-referrals.
- Partners, particularly schools, reported being unclear on the pathways and what Early Help services could offer. They reported increases in volume and complexity of issues presenting in families and felt families were often falling through the gaps when they did not meet the threshold for services. They reported that this often resulted in families' needs escalating and referrals being made at a higher level than would have been required had support been available earlier.
- High waiting times for statutory services (particularly CAMHS) impact on level and complexity of EH demand.
- Early Help Strengthening Families assessments are not consistently used by partners. Performance data shows that only 45 EH assessments and 38 EH plans were completed by partners in 2020/21. All but 2 of these were completed by Health Visitors.
- Family Journey Mapping, and previous evidence gathered through the LGA review, suggests that families find the system difficult to navigate and often experience involvement of several different professionals with limited co-ordination.
- Prior to the pandemic, universal services were provided by Children Centres and significant resources are allocated to this. In Peopletoo's opinion, better use of resource could be made by focusing these resources on targeted interventions. These services were stopped during the pandemic and have not been re- started.
- There is no standardised or digitised approach to capturing family voice to help shape EH services.

- It has been very difficult to obtain data to accurately evidence demand across the system. This is due to a variety of reasons that are articulated in the data and digital transformation section below.
- Data that has been obtained suggests a lack of clearly defined model and pathways and that there is duplication, and also gaps in provision across the system. For example, data provided by the Early Help Co-ordinators, shows 47 different services received referrals from them, and feedback from engagement sessions with staff suggested an even wider range of services and varying referral routes. As this data has been gathered through a spreadsheet, with significant free text, it is not possible to determine the proportion of the 'referrals' that are referrals for services and those that are information sharing.
- There is not currently capacity for 'step across cases' due to lack of capacity in ITF. It has not been possible to obtain data on the number of cases requiring 'step across' support. There is likely to be an invest to save case to increase capacity in ITF. Currently the service has an average caseload of 10 (20 cases per worker per year, assuming cases are worked for 6 months maximum). The Primary ITF service is operating with caseloads of 12 and work for 3 months.

Conclusions

- The future model should ensure clearly defined pathways and simplification of referral routes.
- Re-definition of some roles is required to reduce duplication and ensure all required functions are delivered. Early Help Co-ordinators are a key role that requires re-definition.
- Capacity should be created in the system to support 'step across' cases within ITF.
- A consistent approach to completing Early Help Strengthening Families Assessments and recording information is required.

Place based integrated working

Areas of strength

- There are good examples of local delivery and understanding needs of communities/specific groups, particularly in Children's Centres. This has been facilitated by work carried out during the pandemic, for example the Food Bank.
- There is a strong Children's Centre model that has examples of good community activity and some community development work.
- There is a commitment to identifying and addressing areas of disadvantage through the citywide disadvantage strategy.

Areas for development

- The approach to Early Help is not currently on any kind of locality footprint which does not lend itself to a varied approach based on local need.
- There is limited integration between Early Help and other areas in the council, particularly Adult Social Care and Housing. Whilst staff are often able to work together to solve specific problems, there is limited join up in services which could support the whole family.
- Whilst there is a vibrant voluntary sector, there is a lack of a collaborative approach to Community Development at local level. The VCS report lack of pro-active intelligence sharing on gaps in provision to facilitate the development of new offers.
- There are no clear and up to date maps of services and community assets currently available in local areas.

Conclusions

- The future model should focus support around clear locality footprints in which services are co-ordinated and work jointly to support families.
- There is a need to better understand, and evidence needs at a locality level and utilise this data to plan and deliver services.
- There is a need to understand services and community support available within localities and ensure this is maximised.

Evidence-based shared practice model and Whole Family Working

Areas of strength

- There has been an agreement to embed Whole Family Working across Early Help and a strategy developed. In Peopletoo's opinion this strategy is comprehensive and reflects best practice.
- Social Work and ITF evidence effective Whole Family Working. The impact of this is really felt by families and was a key theme picked up in Family Journey Mapping.
- There is a strong ambition and commitment to embedding a trauma informed approach through the Safeguarding Partnership.
- Relationship based practice is well embedded across the system.

Areas for development

- Despite the sign up to the strategy, there is still lack of shared understanding of what Whole Family Working will look like in practice, and limited evidence of its use outside of Social Work and ITF.
- There is little understanding of what the barriers are to embedding Whole Family Working.
- It is recognised that many services have not been commissioned or set up to work in a Whole Family approach. However, whilst changing specifications may support the

approach, embedding the approach is not predicated on this and services should be encouraged to adopt the approach through understanding of the benefits.

Conclusions

A key focus of the future model should be on embedding Whole Family Working. This is linked to agreeing a joint vision across the Partnership Board and ensuring ownership across all partners. While there are some barriers to Whole Family Working, if all partners are signed up to and held accountable, it will be possible to embed a strong approach.

Use of data to identify need and shape services and strong digital offer

Areas of strength

- Significant work has been undertaken by FCL performance team to identify the datasets required and the current challenges as well as outline a desired future approach to matching data and develop short term workarounds.
- Corporately, BHCC has developed a Customer Index which has the ability to pull data from several council systems to create a single record. Conversations have begun about how this could be utilised to support the data matching required for Early Help.
- FCL is in the process of implementing a new case management system, Eclipse, which is likely to provide improved customer journey flow and therefore improved opportunities for data reporting and matching.
- The Council website has a lot of useful information and resources and some staff said they regularly use it to find support for families.

Areas for improvement

- Multiple systems are used across services and organisations and there are currently no mechanisms for data sharing and providing a single view across systems. Currently many services, including Children's Centre's do not have access to information on CareFirst (now Eclipse).
- There is no FCL lead for data transformation and no formal FCL governance. This has resulted in lack of clear direction and ownership.
- There is limited demand, capacity and productivity data to support workforce and service design decisions. For example, it was not possible to gain a standard report on caseloads and throughput across each service.
- There is currently no systematic gathering and reporting of data to show needs and outcomes at local level to inform service delivery and commissioning across the system, although some data is available for services that record on CareFirst.
- Due to lack of clarity on referral, assessment and recording processes and multiple systems utilised across partners, it is not possible to access information to show to number of families supported by each partner, along with outcomes.
- Children's Centres websites are not up to date or utilised as effectively as they could be.
- There is limited use of Social Media.

- Self-service options and interactive information solutions (e.g. chat bots) are not currently available digitally.

Conclusions

The future model requires a significant focus on digital and data transformation. Without this, it will not be possible to deliver the full benefits of a new approach and evidence outcomes.

Change Readiness

Through stakeholder engagement, observations and analysis carried out as part of this review, we have identified key strengths and areas for improvement in relation to organisational readiness for the change.

These elements will need to be considered as part of the transformation and it is recommended that an Organisational Development Plan is developed as part of the implementation plan to address areas for improvement. Whilst these findings were developed from our observations, no formal change readiness assessment was carried out, which could be undertaken through a staff survey to further build on these findings.

Strengths	Areas for improvement
<ul style="list-style-type: none"> Staff are generally motivated and open to change. Staff reported a high focus on training and development and there are a lot of specialist skills within the service. Staff feel able to openly share challenges and issues with managers. There are strong examples of joint working between teams and agencies. 	<ul style="list-style-type: none"> Staff reported not being clear on the overarching vision for Early Help and how their role fitted into it. Staff reported lack of clarity on remits of certain roles as thresholds and remits of other services have changed over time. Observations of Early Help Partnership Board meetings attended suggests strategy and vision is being driven by the Local Authority, with limited ownership from some partners. Some key stakeholders across the system reported that they often felt that communication of changes made following reviews and transformation projects was poor. They felt there was a lot of information gathering but they were not always clear on the outputs or changes made.

In line with the vision and aspiration articulated by the local authority to move towards its desired model of early help, it is suggested that a phased approach to the transformation will be required to secure 'quick wins' and build the required culture change across the partnership to meet the vision.

Recommended Future Model

The vision for the future model is to improve outcomes for vulnerable and disadvantaged families by providing integrated, accessible, seamless support to ensure that emerging needs are met at the earliest opportunity.

The aim is to strengthen the targeted offer for families whilst ensuring that preventative, universal help and information remain a cornerstone of community-based support. Data integration and digital transformation is key to this agenda. Underpinning this should be the development of a system-wide model of relationship-based practice (already successfully implemented across social work) and a trauma informed approach.

In the development of the proposed model, Peopletoo considered a number of options which are outlined in Appendix 4. In scoring these options Peopletoo considered the outcomes that need to be delivered by any future model. These outcomes were informed by the early conversations with key stakeholders, the presenting data and government policy/ initiatives. The crucial outcomes to be addressed by any model were identified as:

- Whole Family Working
- Seamless and Accessible services for families, carers and young people
- Reflective of local needs
- Harnesses and values partners and community resources

“The most effective offer of early help is one which considers the importance of place. Organising around a place can bear dividends not just in the interactions between different professionals, but also in the depth of community knowledge. This results in precision in terms of targeting resources and responding to the changing needs of populations”- Bright Future’s Children’s Services Early Help Report (2019).

In addition, given the financial constraints currently placed on Local Authorities there is also the need to consider budget feasibility.

The recommended new model should take a place-based approach. It is recommended that four defined areas are created. These have been identified by the service as being east, north, west and central parts of the city. It is suggested that these are linked to school clusters, other public sector services, youth and VCS offer.

Creating a place-based approach will ensure:

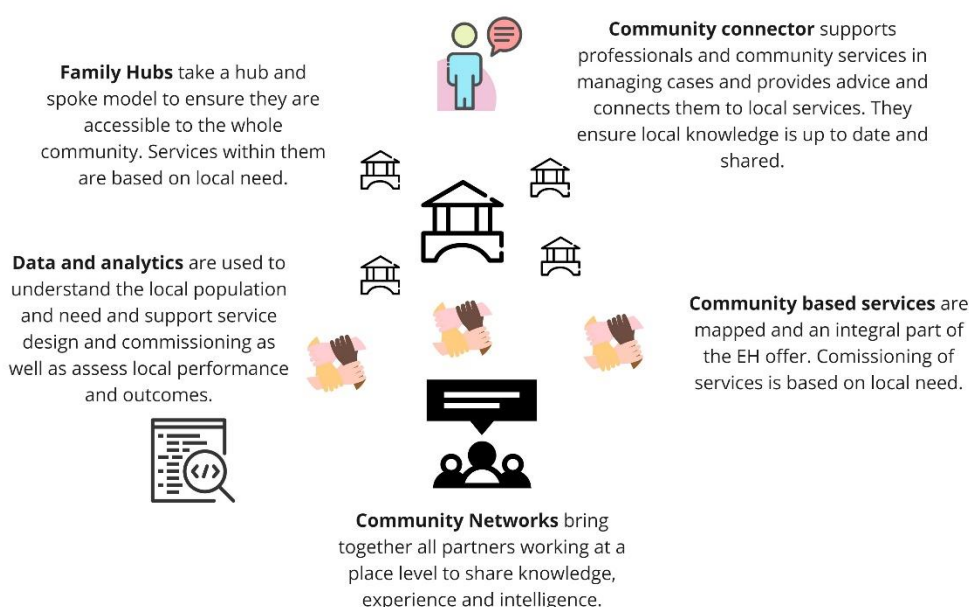
- Understanding of the needs and challenges at a place level.
- Targeting resources at the most disadvantaged within an area.
- Developing a deep understanding of community assets and resources within an area and maximising them to meet local need.

The offer in each area will be based on local need and therefore the offer may differ across areas, although core services will be consistent. It is proposed that there will be Family Hubs

in each area (as outlined later in this section). There is a need to develop local area needs profiles for each area which will be continually updated and managed.

Within the model, BHCC resource will be focused on providing targeted interventions at tier 2 and above and will no longer be used to support universal services. However, universal services will still be a core part of the whole system offer, provided through digital solutions, partners such as Health Visiting and the VCS. There is a need to review and evaluate the previous offer of universal services and identify if they can be provided in a different way if they are still required.

The diagram below depicts the recommended offer in each area. The component parts are described in detail below.



Supporting and Developing Community Assets

There will be a strong focus on supporting and developing community assets and the voluntary sector. A clear strategy is required to support growth within the voluntary and community sector.

It is recommended that partners will work together to enable the sharing of good practice and support universal services, schools and other partners within the community to proactively support families, preventing escalating needs and enable internal resources to be focused on the most complex cases.

Community Network groups should be developed in each area. These are locality-based partnership groups focussed on building knowledge and trust between partners, and a key communication route to disseminate key service information / provide a channel for

community intelligence, and updates around strategic direction. They meet regularly with responsibility for organisation and chairing rotating across partners to drive ownership as well as sharing updates virtually.

Community Connector-type roles should also be developed in each local area. This role acts a “connection” for services, offering advice, support and signposting between services, and / or in helping advise whether a formal referral need to be made. Professionals from any organisation or community group can contact them to get advice on cases they are finding challenging. Peopletoo recommend existing resource is redeployed to create these roles. This is a separate role to that currently provided by FIS, although it is recommended that the co-ordinators work closely with FIS to ensure consistency and the role could be added to the FIS structure.

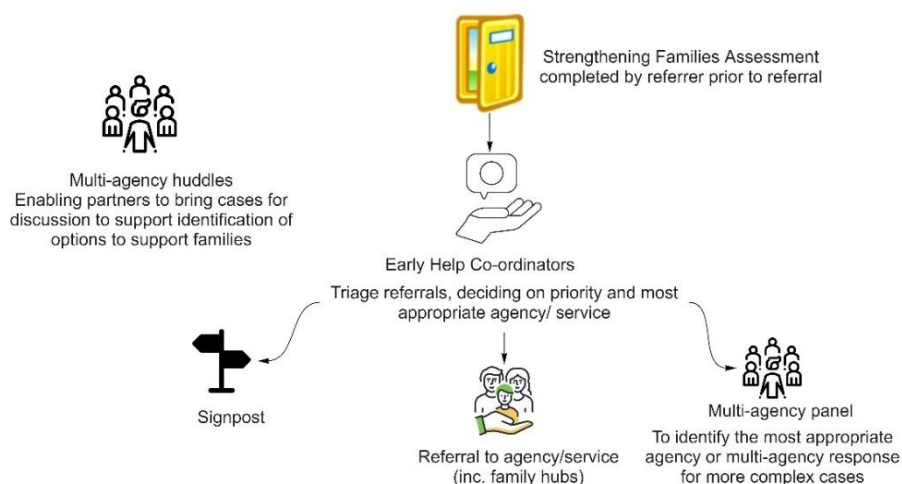
Referral process

As outlined above, there are currently multiple referral points into the service. There are limited Early Help Assessments and plans completed by other agencies. In stakeholder interviews, some partners expressed that they often found it difficult to support families that did not meet the criteria for Early Help support and did not know what support could be available to prevent needs escalating. This often resulted in the family eventually requiring formal support.

It is recommended that referral process into Early Help is streamlined to reduce duplication and confusion. The recommended approach is illustrated in the diagram below.

It is recommended that all referrals have an Early Help Strengthening Families assessment prior to referral and that referrals are logged in the same way on Eclipse.

Referrals should all come through the Front Door for Families.



Multi-agency huddles could be introduced as a way of supporting partners to manage cases and identify options to prevent needs from escalating. Professionals can bring cases to discuss if they feel they have exhausted all the support they are able to provide or are struggling to identify support for the family. In some places, these are held in schools.

Family Hubs

Family Hubs are a core element of the recommended model. A Hub can be any building or place in which support is co-ordinated. Family Hubs should be designed based on local need, in line with the place-based approach and localities implemented. It is recommended that there is a physical hub building in each area, as well as spokes and an outreach offer.

The key principles of Family Hubs (set out in the Family Hubs Framework) are:

- A relational approach adopted by everyone who works in the Family Hub.
- A whole-family approach which focuses on disadvantaged and vulnerable children.
- Families have somewhere they know they can go if they need information, advice or guidance
- Parents can get help for difficulties in their relationships with each other and not just with their children.
- Integrated health and public health priorities, such as health visiting and maternity, with social services, Troubled Families programmes and voluntary sector provision.
- Continued support for children's early years (0-5) so their families get whatever help they need to give them the best start in life and ensure they are school-ready.

Hubs should be places that people of all ages will be comfortable accessing and the best places are likely to be those that are familiar to the communities they are intended to serve. Brighton has a strong existing Children's Centre model which can be built upon to develop some of the hubs, however thinking should go beyond Children's Centres to ensure an approach that meets the needs of the whole community. Where existing Children's Centre buildings are identified as the most appropriate for the development of a Family Hub, significant work will be required to re-design the layout of the building, embed key services and re-brand the offer.

Engagement with the public and community and detailed analysis of local need is key to designing both where hubs should be located and what services should be included. This may look different in each area.

Through this process there is likely to be opportunity to rationalise the existing Children's Centres which will enable resource to be re-deployed to support other elements of the model (e.g. Community Connectors) and may deliver financial efficiencies. However, detailed analysis and consultation is required to define this.

Shared Practice Model

A shared practice model needs to be developed across all partners. Peopletoo recommend that this is aligned with the Children's Social Work model and is based on:

- Whole Family Working
- Relationship Based Approach
- Community focused approach which responds to localised need

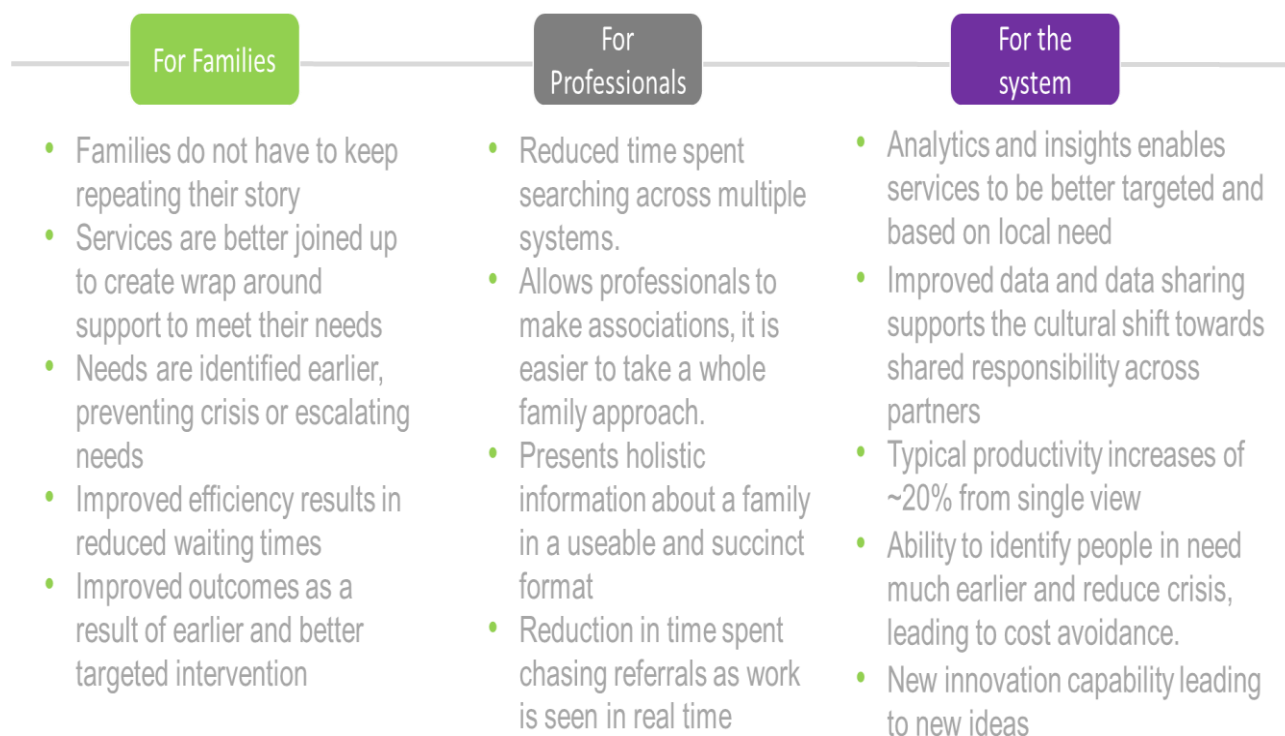
All partners need to be signed up and engaged in the benefits of working in this way. Peopletoo suggest this needs to start at a strategic level, shaped by the Early Help Partnership Board and then be embedded in frontline working practices through culture shaping sessions. As partners have already signed up to the Whole Family Working strategy, this should be amended to ensure it reflects the future model and re-signed by all partners. This should include a clear implementation plan that outlines how the strategy will be embedded across the whole system, with all partners taking responsibility for this.

Consideration needs to be given to how partners can be incentivised to do this (e.g. through changes to grant funding structures for VCS organisations). However, this should not be a pre-requisite for introducing the model. Work needs to be undertaken to share the benefits of working in this way, providing strong examples of Whole Family Working and the outcomes that can be achieved for families and young people, along with the government's vision for this. Any barriers to working in this way should be addressed at a strategic level, with all partners working together to find solutions.

Digital and Data Transformation

Both the Early Help System Guide and the Family Hubs Framework place significant emphasis on data maturity and digital transformation. There is an expectation that Early Help Systems are able to share data and information across all partners, utilise data to design and deliver effective services and utilise analytics to predict future demand.

Significant transformation of the way data is recorded, managed and utilised will be required in order to deliver the full benefits of integration and Whole Family Working. The table below sets out the elements of digital and data transformation that need to be considered and what good looks like for each area.



Area	What good looks like
Information Sharing	<ul style="list-style-type: none"> Robust information sharing agreements are in place across all partners All case management systems support whole family working through recording processes Interoperability between case management systems used by all partners All professionals have access to a single, shared record of a family Family and individual level data is available to all professionals
Intelligence	<ul style="list-style-type: none"> Data and intelligence on need and gaps in provision at place level is routinely gathered to support commissioning decisions and service design and workforce development decisions.
Performance and delivery management	<ul style="list-style-type: none"> Common outcomes for families and performance metrics are used by all partners and collatable by all case management systems and regularly scrutinised Real time performance dashboards are available to all managers to support them to manage demand, staffing, performance and productivity The Early Help Partnership Board receives data reports monthly and uses them to assess the contribution of all partners and inform strategic decision making
Information, advice and self service	<ul style="list-style-type: none"> Families are able to access clear and up to date information and advice about services that are available in their area. Families are able to 'self serve' and create their own plan to support them to meet their needs. Information is available on platforms that families are likely to utilise in ways that are accessible, particularly to hard to reach groups (e.g. social media, existing community groups)
Analytics	<ul style="list-style-type: none"> Data analytics is utilised to predict future demand and trends which informs service design, commissioning and workforce development decisions. Analytics can be utilised to identify families within the community that may be at risk of requiring support in the future and target early interventions accordingly.

The benefits of digital and data transformation are significant, the diagram below outlines some of the key benefits.

Data transformation has been acknowledged as a key area of improvement within FCL for some time and some work has been undertaken as part of this review, and previously by FCL to identify the data requirements and challenges to recording, reporting and sharing data. However, further work is required to map current systems and their uses across partners. Strong leadership is required at a senior level to set the vision for digital and data transformation. A formal FCL lead is required to ensure ownership and accountability within the service.

Developing a strong digital offer will further strengthen the proposed Early Help model. As outlined above, the council has a strong information and advice offer on their website, it is recommended that this is built upon, to create a 'one stop shop' approach to digital information, advice and self-service across partners. This could include self-assessment tools, web-chat and chat bots

A digital discovery project is recommended to:

- Map current digital offers across partners
- Undertake customer journey mapping to identify key journeys that should be digitalised
- Identify potential solutions.
- Develop detailed requirements for digital solutions.

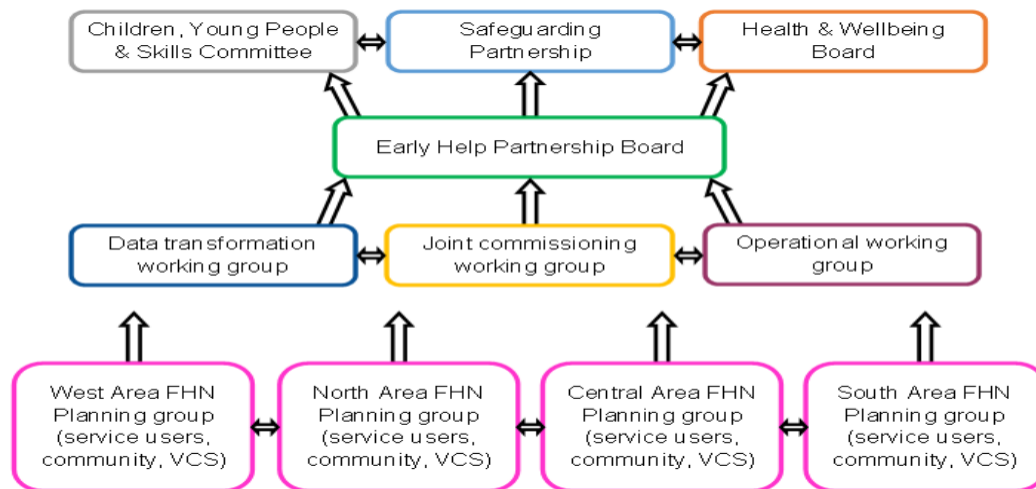
Governance of the Early Help System

Strong governance and leadership are essential for an effective Early Help system, in which partners work together to identify, design and deliver services that best support families.

Peopletoo recommend developing a governance structure which drives partnership working, delivers strategic ambitions and facilitates targeting resources to those who are most disadvantaged. We recommend that the Early Help Partnership Board is chaired and managed on a rotating basis by partners rather than solely by the council to drive a partnership approach. The board should be setting strategic direction and driving delivery of the new approach, for example through oversight of key metrics and performance indicators.

We recommend developing delivery structures underneath the board including:

- A Commissioning Group across partners to gather intelligence from community networks (as outlined earlier in the report) to identify gaps and plan how best to meet needs. The group could also manage any funding opportunities and bids in line with strategic aims.
- A Data and Insight Group responsible for designing and delivering mechanisms to understand need and share data across partners as well as undertaking analytics on specific areas identified through community networks or as strategic aims by the Partnership Board.
- Local area planning groups, with representation from Service users.



Governance for Transformation Programme

In addition to the ongoing governance to support the approach, strong governance is required during the transformation stage to support the detailed design and implementation of the model. Multiple workstreams will be required to drive the implementation and ensure input from all the relevant areas. Work will be required, led by the programme manager, to develop a detailed governance model. Proposed workstreams, however, are:

- Data and Intelligence
- Workforce and Culture
- Assets and Property
- Communications and Engagement

Following production and agreement of the business case for change, the transformation programme will need to be suitably phased. As a first phase, the local authority should consider and progress plans to integrate internal early help provision under a single management structure, with consistent ways of working, whilst developing the foundations, principles and ways of working across the partnership. The second phase should progress the more formalised integration of services across the wider local authority and partnership.

Key Recommendations

Theme	Recommendation
Governance	Review ToRs and chairing arrangements for the Early Help Partnership Board to drive ownership and accountability across all partners, and ensure the board is established to drive delivery of the new approach.
	Establish Data Transformation, Joint Commissioning and Operational sub groups, ensuring representation from all partners.
	Agree and mobilise workstreams and working groups for core transformation activities and establish delivery plans.
Needs Analysis and Outcomes Framework	Develop an up to date needs analysis, using both Children's Services, Health and Public Health data, taken to a locality level where possible, to be used alongside a review of VCS services (see below) as part of a revised set of commissioning intentions over a 3 year period.
	Develop a clear Early Help Outcomes Framework to align to the above needs analysis, identifying how the effectiveness of Early Help will be measured, and enabling an up to date picture of this on an annual basis.
Developing a Council wide approach to Early Help	Develop a Council wide Target Operating Model for Early Help and Prevention which focusses on how wider Council partners can contribute to children and young people's outcomes through Early Help. This widens responsibility for Early Help beyond Children's Services, enables interdependencies to be understood, and develops a wider social value approach across the Council. This should be considered as part of a "Child Friendly Brighton" approach and include a Project Group that would feed into the Early Help Board.
	Create Community Network Partnership Groups in each of the four areas. These would act as partnership groups with the purpose of sharing information about services, promoting collaboration between partners, and creating a more joined up vision and approach between the local authority and its partners
	Through the Community Network Partnership Groups, undertake a full mapping of voluntary and community services in Brighton, and align this with any publicly held information to ensure its accuracy and wide promotion, both for families and professionals. This should include how VCS services are funded, including the timescales for funding, to help inform an analysis of the sustainability of the sector.

	As a result of the mapping exercise, present an analysis of the Voluntary and Community Sector in Brighton, highlighting both its strengths but also its challenges (including sustainability) and its gaps in provision.
	As part of the above, review the universal services previously provided by BHCC resource and identify a.) if the requirement for the service still exists and b.) how it can best be provided.
	As part of an overall restructure, identify resource to develop community connector-type role. This would support partners in problem solving and identifying sources of support to be able to manage early help at the earliest point and most preventative level, reducing the need to refer to higher level Early Help services, ensuring that these are reserved for the cases that really need this.
Family Hubs	Develop a model for how the Family Hub concept can be delivered in Brighton. This should include vision and principles, a “Hub and Spoke” approach to maximise the number of venues, a process for identifying potential hubs (and spokes), governance arrangements, and arrangements for quality assurance to ensure some consistency of practice. A principle of the model should be that there is a Hub (or “spoke”) within 15 minutes’ walk of where anyone may live
	Undertake public engagement, including with community leaders, to gather information about where and how people want to access services. We encourage Brighton to think creatively about what type of assets could become a Family Hub, building on good practice examples elsewhere which engage with anywhere that already has trusted relationships with families e.g. community centres, community café’s, churches, foodbanks etc. These assets are likely to be already delivering many of the principles of Family Hubs – Brighton should think about what “added value” they can bring to these existing assets to help them fulfil these principles in their entirety.
	As part of the Family Hubs model, identify some key themes and specialisms that should be developed in at least some of the Hubs and Spokes, based on the local needs analysis exercise
Develop a Detailed Early Help Service Design	Based on the outcomes of the activities above, develop a detailed in house service design which reflects: <ul style="list-style-type: none"> • The profile of need at a local level • The strengths but more importantly the gaps in voluntary and community services • How the in house service can support the development and maintenance of partnership relationships

	<ul style="list-style-type: none"> How the in house service can support the development of the Family Hubs <p>We recommend that the above activities must be undertaken first to be able to fully evidence and provide the foundations for the detail of any redesign.</p>
Referral process	Re-design referral process to ensure the FDF is used as a single point of access and that an Early Help assessment is completed prior to referral
	Undertake a review of the process for Early Help Assessment and how this is working for partners. Deliver a schedule of “Early Help Assessment Update Training” to help clarify understanding of Early Help and referral pathways, help re-enforce the role of partners, and emphasise the support available to them
	Re-define the role of the Early Help co-ordinators and review processes to ensure effective triage and prioritisation, as part of a redesign of all core BHCC Early Help services. This will need to reflect both the strengths and areas of development within the VCS to ensure that what BHCC develops in house complements these services.
	Work with partners to develop multi-agency panels and huddles, promoting joint problem solving and promotion of services
Shared Practice Model – Common Vision and Approach to Early Help	Undertake a skills audit of the workforce across the system (including partners) to identify training and development requirements, and consequently develop an Early Help Workforce Development Strategy to address these
	Embed as key elements of the Early Help Workforce Development Strategy: <ul style="list-style-type: none"> - Whole Family Working - A Strengths Based and Relational Approach to Early Help (for example a Restorative Practice approach) - A Social Value approach to Early Help
Digital and Data Transformation	Develop and agree the vision for digital and data transformation across all partners (i.e. full ambition) based on recommendations and good practice examples within this review.
	Continue work with IT&D to understand existing capability and resource within the council against the vision and develop detailed project plan. Identify any additional resource requirements.
	Map current systems and data recording and reporting processes used across all partners and develop detailed architecture map

	Review data sharing agreements with all partners and update as required
	Identify digital information and self-service platforms available across all services and review quality of these.
	Undertake digital discovery including mapping required customer journeys to develop detailed requirements.

Appendix 1- List of people/services engaged

Session	Job Title	Date
1:1 sessions	Executive Director - Families, Children & Learning	July 2021
	Assistant Director - Education & Skills	
	Assistant Director - Health, SEN & Disability	
	Assistant Director - Children's Safeguarding & Care	
	Head of Service - Children's Safeguarding & Care	
	Service Manager - Safeguarding & Quality Assurance	
	Front Door for Families Service Manager	
	Children's Centres Service Manager	
	Integrated Team for Families Service Manager	
	Starting Well Programme Manager, Public Health	
	Principal Education Psychologist & Head of Inclusion	
	Andy Richbell (headteacher)	
	Andrew Saville (Sussex police)	
	Eclipse Programme Manager	
Small group sessions	Performance team	August 2021
	Midwifery	September 2021
	EMAS	October 2021
	Performance Team, IT business partner and IT&D	September 2021
	ITF Team Managers	September 2021
	Parenting Team Manager	September 2021
	Health Visiting & School Nursing	October 2021
	Primary Headteachers/ Deputies (x3)	October 2021
	Children's Centre Team Managers	September 2021
Drop in Sessions	Housing representative, Amaze, Early Childhood Project Lead, Principal Social Worker	September 2021
Staff engagement sessions	Four Sessions: Children's Centres, ITF, Parenting Team, FIS, Early Help Co-ordinators	August and September 2021
DMT	DMT members	November 2021
Partnership Board Feedback Sessions	Session 1: Housing representative, fire and rescue, education and safeguarding officer, safeguarding lead CCG, Sussex Police, CEO Hangleton & Knoll Project, Starting Well Programme Manager, Deputy Area Director - Children and Wellbeing Services Sussex Community NHS Foundation Trust	November 2021
	Session 2: Fire and rescue, Director of Youth Work- Trust for developing communities, Head of YIACS and Targeted Services, Healthy Child Programme, Sussex CAMHS, Amaze	

Appendix 2 - Early Help Service Map

Appendix 3 - Early Help Referral Process Diagram

Appendix 4 - Options Considered

Appendix 5 - Family Journey Mapping Report

Appendix 6 - Theory of Change

Brighton and Hove City Council

Early Help Review and New
Model Development

March 2022

Peopletoo Ltd.

📍 Johnstone House, 2a Gordon Rd, West Bridgford,
Nottingham NG2 5LN

☎ 0115 8240040

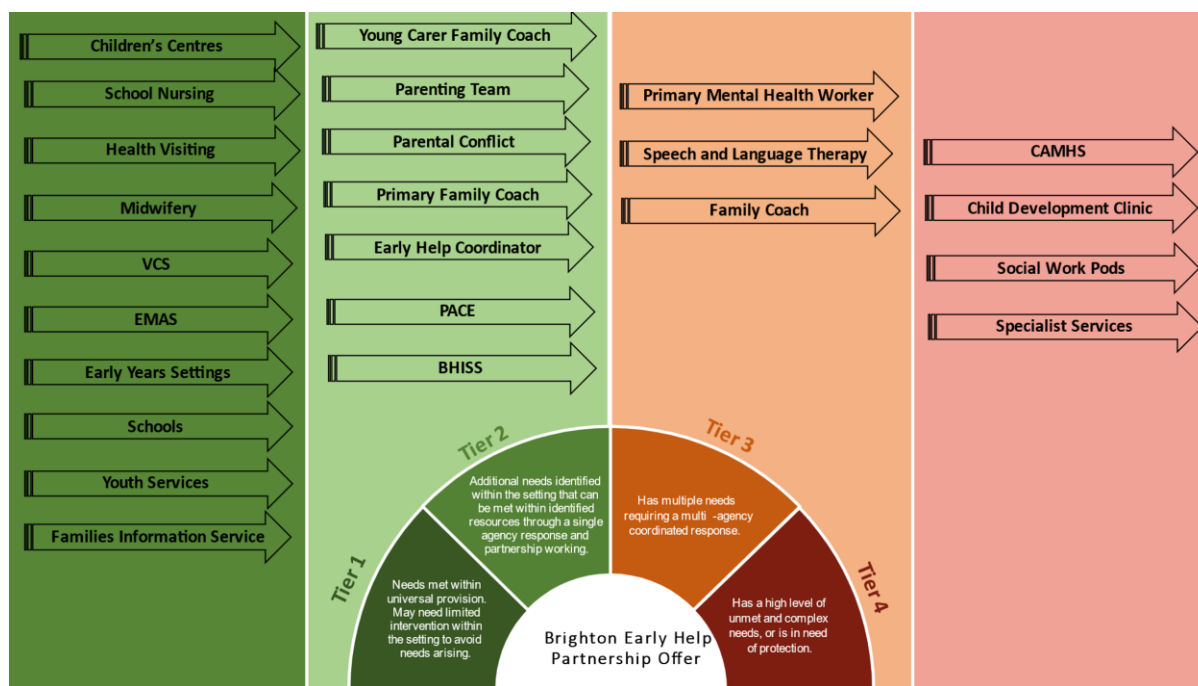
✉ info@peopletoo.co.uk

🖱 www.peopletoo.co.uk

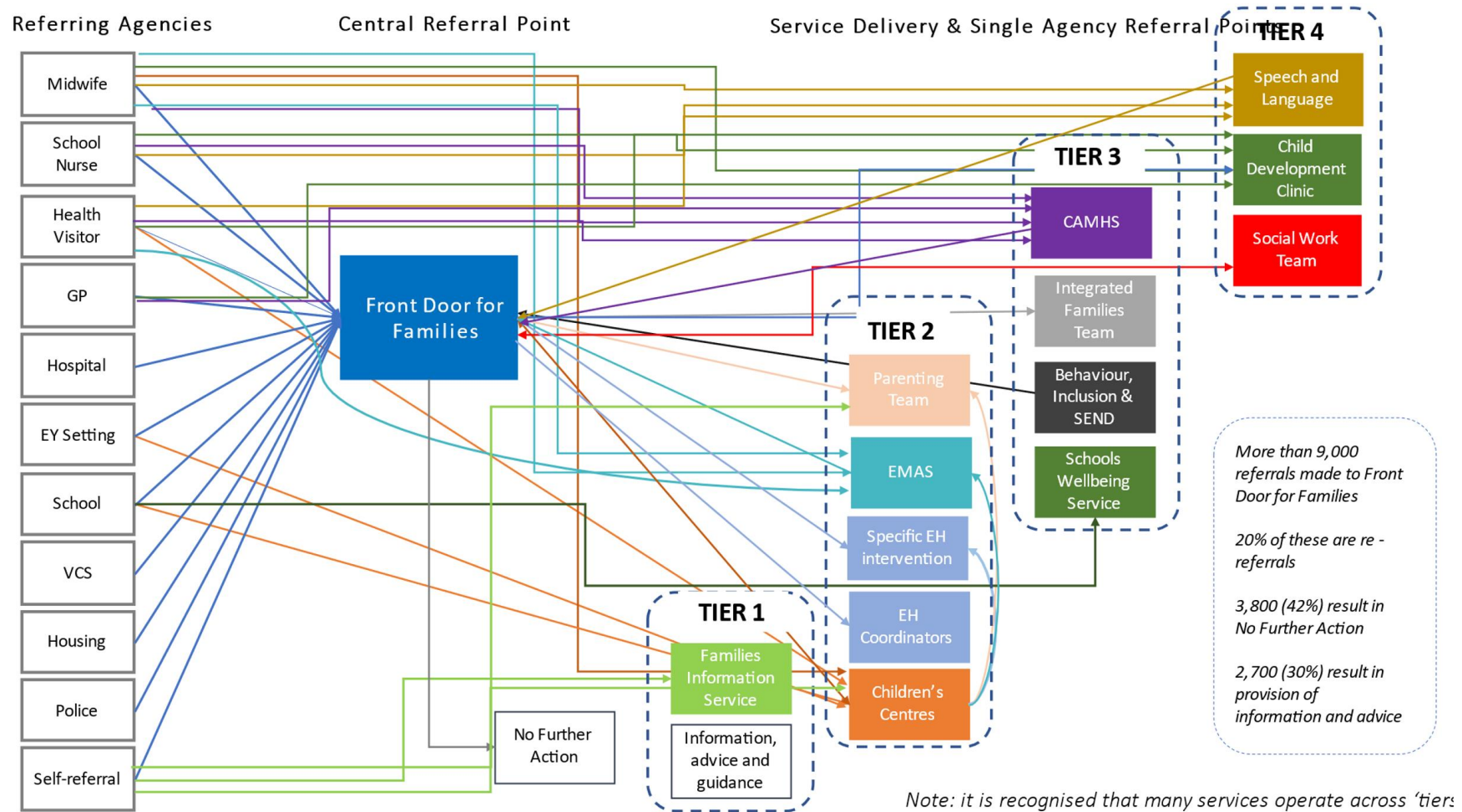
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Appendix 2- Early Help Service Map



Appendix 3 – Early Help Referral Process Diagram

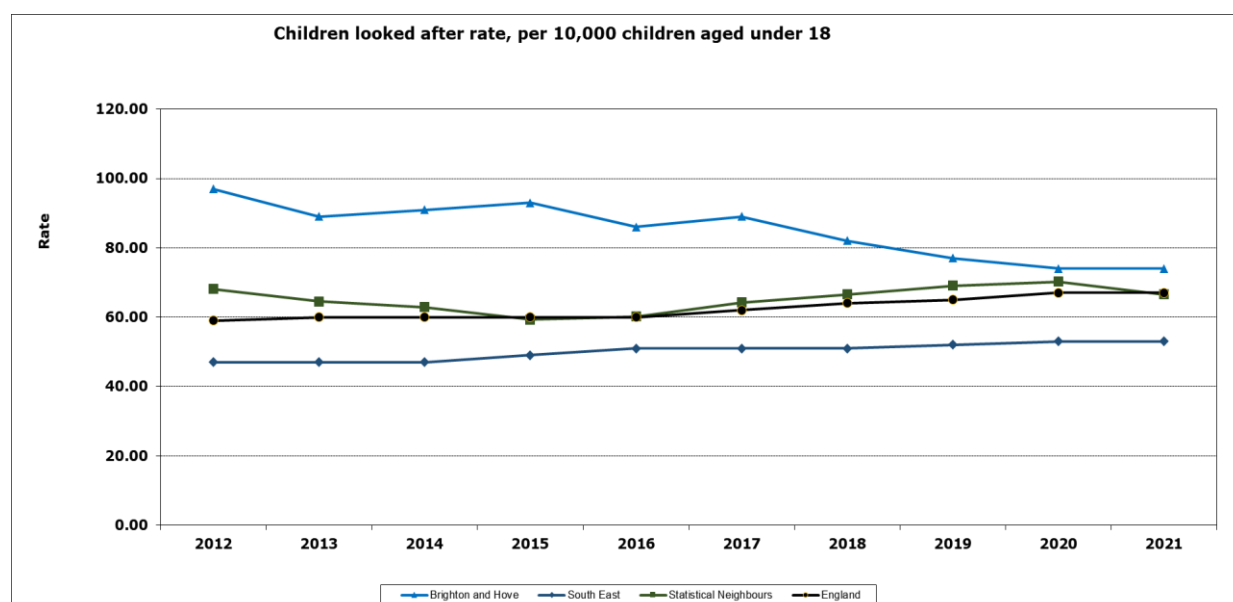


Appendix 4 - Options Considered

Options Considered in the Development of the Proposed Model

Return on Investment

Analysing 2020 published LAIT data we can identify that in 2020 the Rate of Children Looked After in Brighton was 74 per 10,000, compared to Brighton's statistical neighbours who were at an average rate of 66 per 10,000. If Early Help maximises its effectiveness in reducing demand for statutory services and supports a reduction in the number of Children Looked After in line with statistical neighbours, based on 2020 figures this would equate to a reduction in expenditure of around £2m per annum.¹



Options to be considered

In the development of the proposed model for Early Help as outlined in Recommended Future Model, Peopletoo considered a number of options identified below. Informed by the early conversations with key stakeholders, the presenting data and government policy/initiatives, the crucial elements to include were identified as:

- Whole-family working
- Seamless and accessible to families, carers and young people
- Reflective of local needs
- Harnesses and values partners and community resources

¹ Looked After Children S251 Weekly Unit Cost 2020/21 for Brighton and Hove £1625

In addition, given the financial constraints currently placed on Local Authorities there is also the need to consider budget feasibility.

Option 1: Do Nothing

Without any revision to the current model, there is a risk of increasing demand on statutory services as a result of demographic pressures and changing needs not being addressed.

It is also apparent that there is risk of inefficiency and duplication within the current process, which if not addressed will continue to adversely impact the effectiveness of services which currently make up the Early Help offer.

In addition, this is not supporting the delivery of key government initiatives in relation to Whole Family Working.

This option would require no additional investment.

Option 2: Redesign of in-house Early Help Services

Whilst a remodelling of existing in-house services would provide opportunity to address some of the key findings from the review in relation to defined pathways, simplification of referral routes and removal of duplication, it would not provide the opportunity to co-produce and develop place based working with partners. This option therefore would not address a critical challenge around ownership and accountability, with the council continuing to be seen by many partners as responsible for the delivery of Early Help.

There would be capital investment required in terms of addressing some of the IT issues identified within the review, and also transformation costs to support the implementation of the business case and restructuring that would be required. However, longer term we believe this could be delivered within the existing budget with reconfigurations of current teams/staffing.

Option 3: Commission Early Help Externally

This option is not in line with the wider ambitions and ethos of BHCC and externally commissioning, without significant re-design, is unlikely to deliver the change required and improve outcomes for families.

This would require ongoing investment in commissioning and contract management expertise and would also require client-side oversight and governance.

There is also a risk that existing staff will not wish to TUPE to external agencies and that the experience and skills could be lost threatening at a minimum the delivery of current outcomes achieved.

Without soft market testing this option it is difficult to identify any additional third party expenditure, but it is likely that over time there would be a requirement to commission services to support gaps in identified needs, rather than being able to draw on partners and to reconfigure existing services, which would be more feasible under a place based model.

Option 4: Re-design Early Help Services and Development of a Place Based Model

This option is as outlined in the Recommended Future Model, which sees the redesign of internal Early Help services and the development of a place based model incorporating Family Hubs, Community Based Services and a Community Connector type role. It is recommended that four defined areas are created, identified by the service as being east, north, west and central parts of the city. Whilst the offer will be variable depending on an assessed level of need to support the local community, it is suggested that these are linked to school clusters, other public sector services, youth and the VCS offer. Within the model, BHCC resource will be focused on providing targeted interventions at tier 2 and above, with universal services being supported by the place-based model.

It is proposed that there is a reconfiguration of core Early Help services which include FIS, Children Centres, PACE, Parental conflict, ITF team, Parenting team and EH co-ordinators, into Family Hub Teams. It is envisaged that the VCS and Community based activities will continue as is but within the same place-based model, adopting a whole family approach. Longer term we would propose that where appropriate wider Council services that sit outside of the core EH services are incorporated within the Family Hubs, such as homelessness.

Preventative services currently commissioned should be evaluated and recommissioned where there is a need identified which is not currently being met, and ideally a joint commissioning plan with partners such as health developed. In the review undertaken by the Early Intervention Foundation (EIF) joint commissioning of services was seen by those developing family hubs as key to enabling multi-agency working. This is consistent with messages from practice from a range of studies of multi-agency systems which suggest that joint funding and commissioning arrangements are associated with better joined-up support systems of support / help for families.

With a complex array of providers involved in each local family hub network, joint commissioning bridges the gaps between organisations and makes clearer how families should journey through the network of services. Local partners can execute their vision and strategy for integration within their family hubs approach which can also act as an incentive for partners to join.

Capital investment will be required to support development of appropriate buildings for the Family Hubs / Children Centres and IT requirements. Longer term it is proposed that any further commissioning / provision of services is targeted and informed, and therefore addressed on a return-on-investment basis. Initial investment will be required to project manage and support the transformation activity and restructuring and resourcing required.

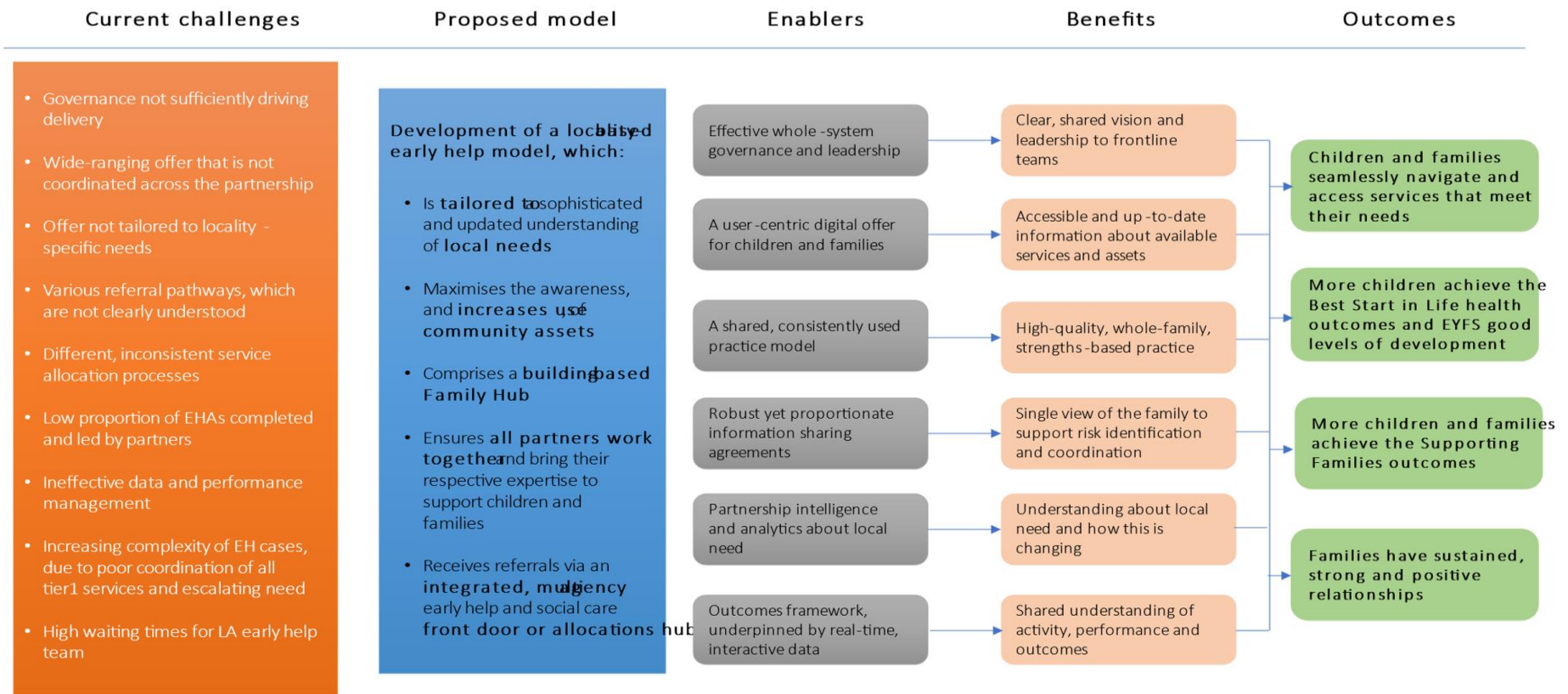
Summary

Based on our findings from the review, we have scored the following options against the deliverability of the critical outcomes identified as a result of this review. Scoring is based on 0 - not being met to 3 - highly met. As can be identified below the preferred option is option 4) which we have gone to outline in detail under the Recommended Future Model section of the report.

Options	Assessment of Options Based on Deliverability of Critical Outcomes Identified 0 – Not Met / 1 – Low/ 2 – Medium / 3 – High					Total
	Whole Family Working	Seamless & Accessible to Families	Promotes Partnership Working	Reflects Local Need	Feasible within Funding Constraints	
1) Do Nothing	1	1	1	1	3	7
2) Redesign of in house Services	1	2	1	1	3	8
3) Externally Commission Early Help Services	1	1	1	0	1	4
4) Redesign Services into Place Based Model	3	3	3	3	2	14

Appendix 6 – Theory of Change

Brighton and Hove Council – Early Help Model Theory of Change



Brighton and Hove City Council

Early Help Review
Family Journey Mapping Feedback Report

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**Brighton & Hove
City Council**

Executive Summary

Peopletoo have been commissioned to undertake a review of Early Help in Brighton and Hove. To inform this review, Family Journey Mapping has been undertaken to gather experiences and insights of families that have received support from Early Help Services (cases were selected from across a range of Early Help Services). From this, key themes have been identified which have fed into the overall findings of the Early Help Review.

Key Themes

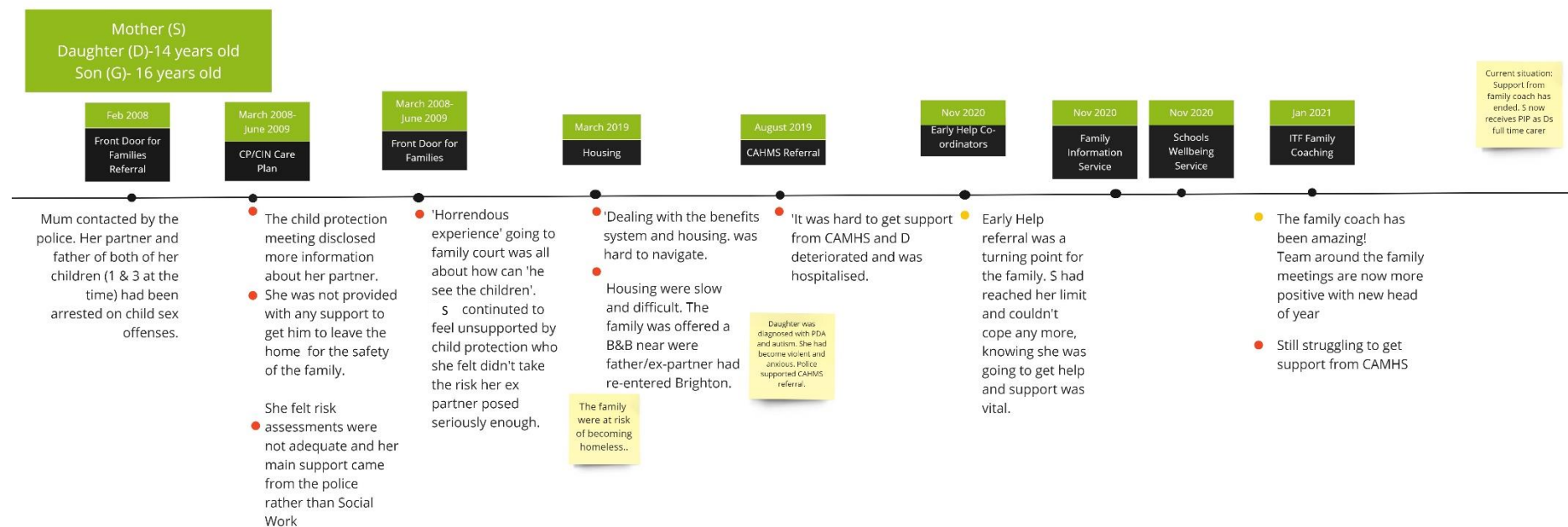
- Early Help Services very well thought of by families and all families felt they had improved outcomes as a result of the Early Help Intervention.
- Waiting times for ITF impacted on families and many said they found the wait stressful, with some saying they had hit crisis point and two families felt they would have needed less support had they received support earlier.
- Evidence of whole family working and participants reporting that the intervention had positive impacts on the whole family.
- Long waiting times for CAMHS resulting in escalating needs, and in some cases crisis and additional pressures for families.
- Families report finding the system difficult to navigate and said they did not know where to find support and had often asked for help from many agencies prior to being referred to Early Help.
- Several families said they were worried about the stigma of accessing services, with some even suggesting names of services should be re-considered and venues carefully considered to prevent stigma putting people off.
- Many families found the Early Help Services also helped them in navigating the system to access other support such as Housing, help with benefits, issues with schools. These families expressed that they do not know who to contact other than their Early Help Worker and are worried about support ending and losing this.

Session 1: ITF Family Coaching (open to Social Work at various points)

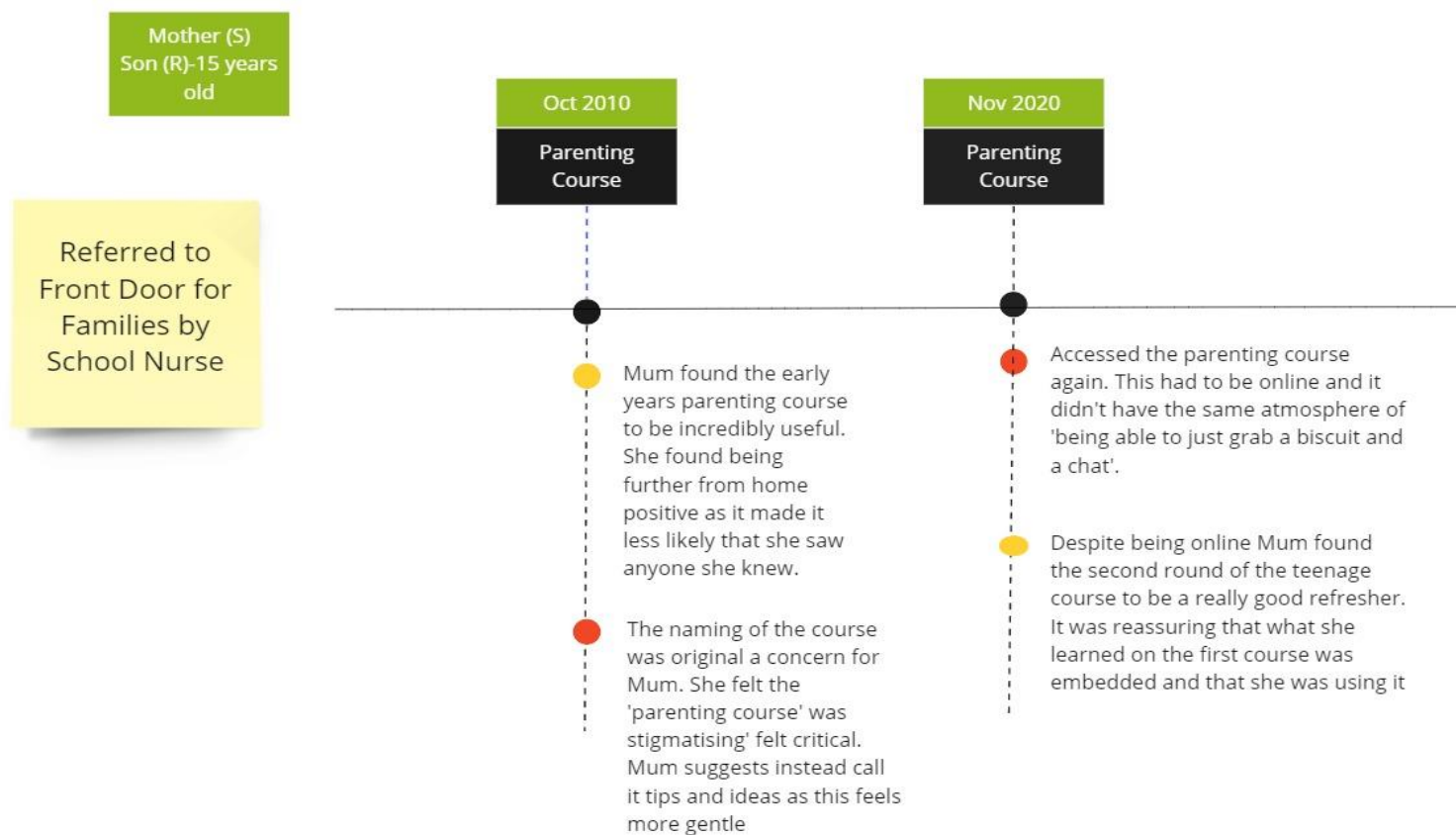
Key: Positive



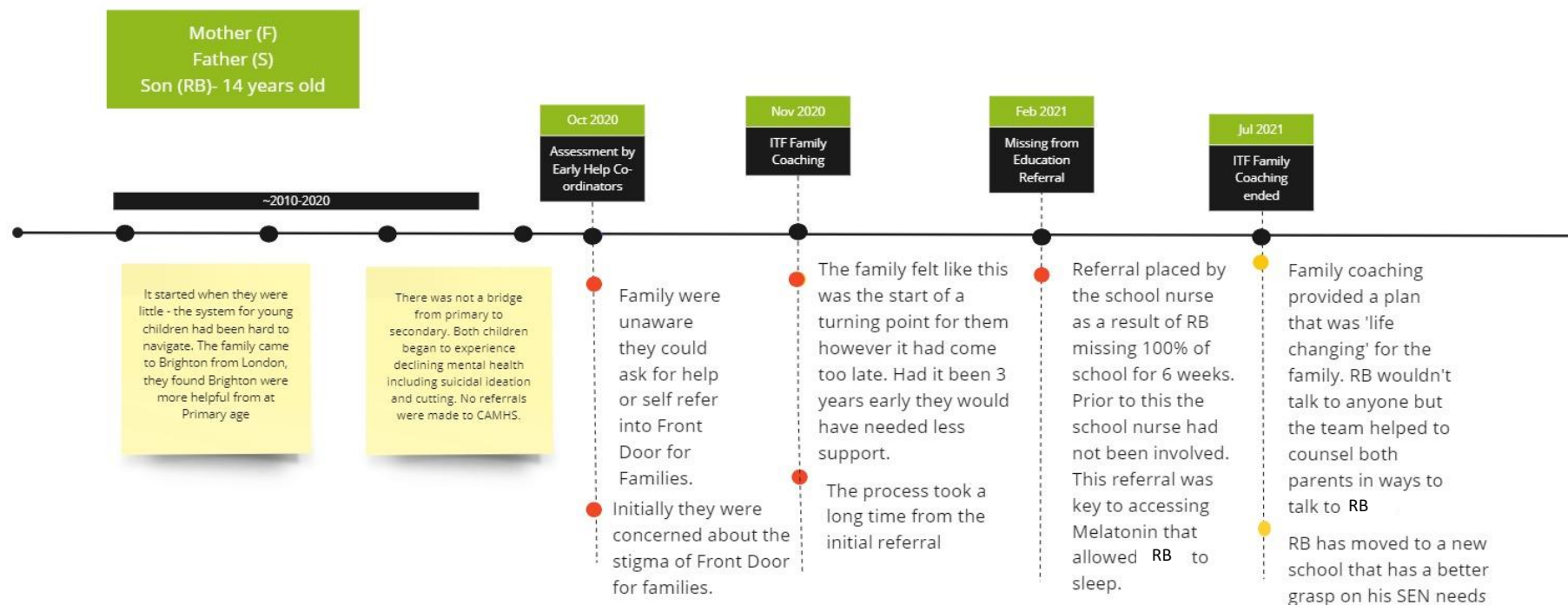
Negative



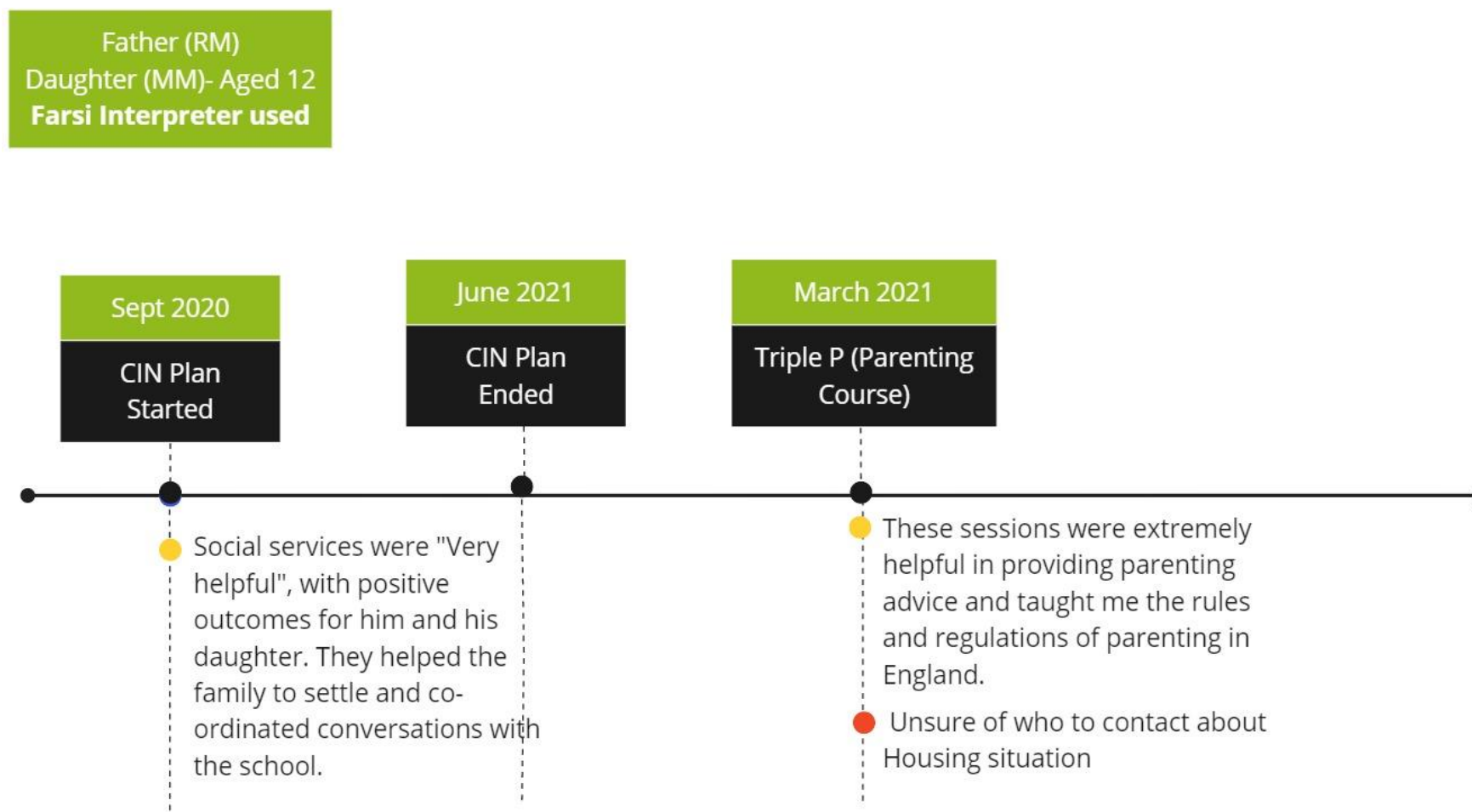
Session 2: Parenting Course for mother



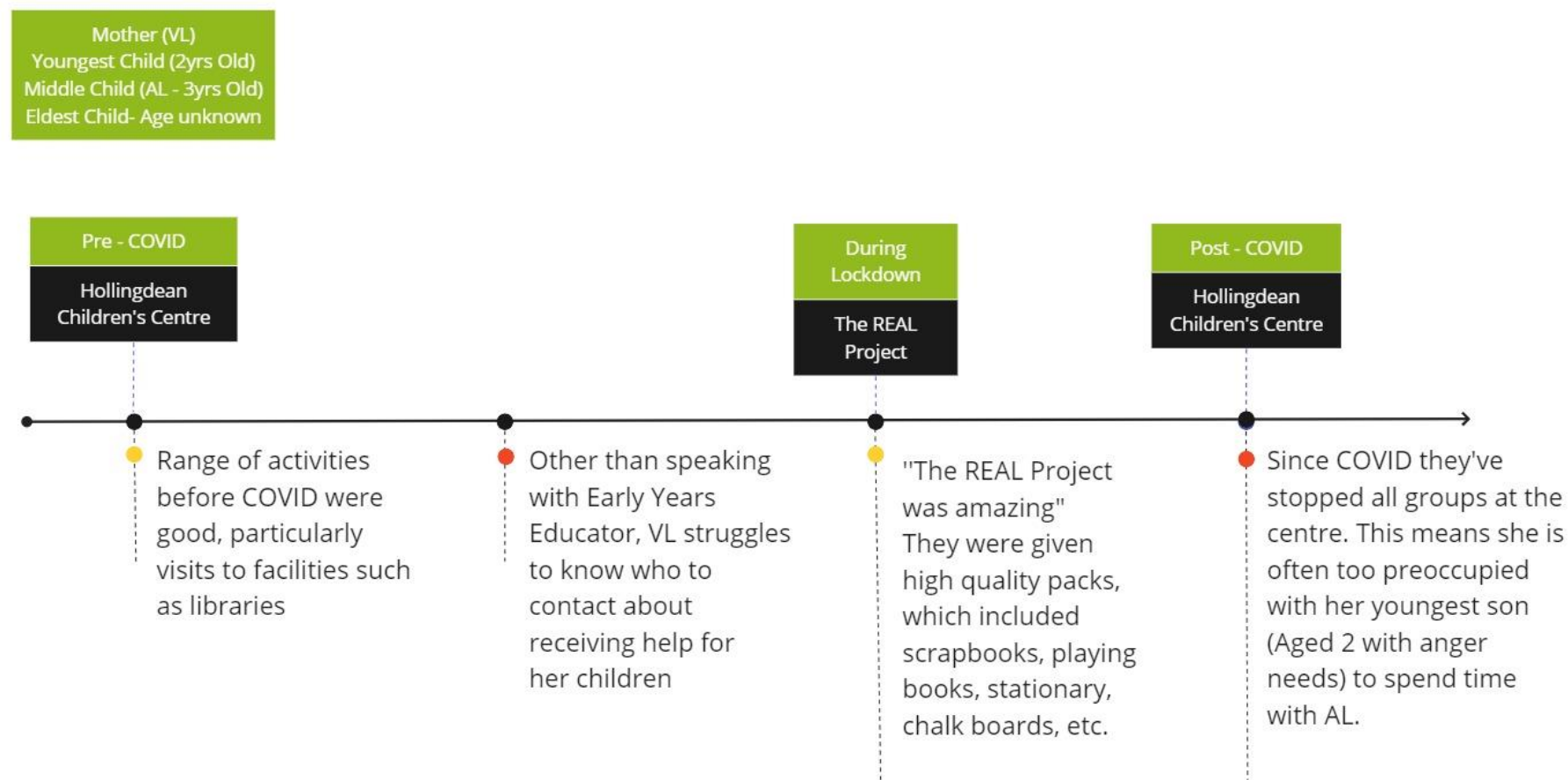
Session 3: ITF Family Coach and SEN Support



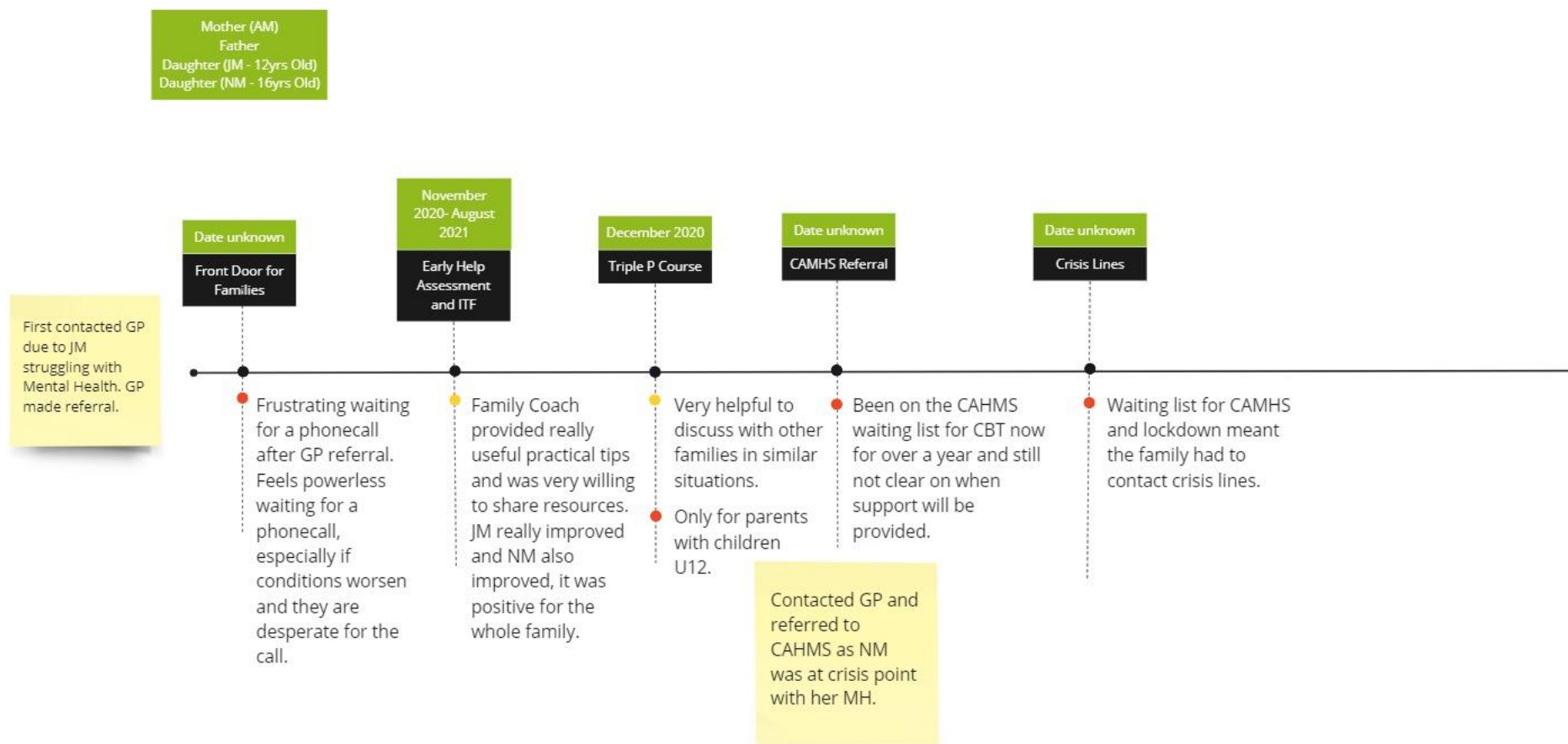
Session 4: Parenting Course for father



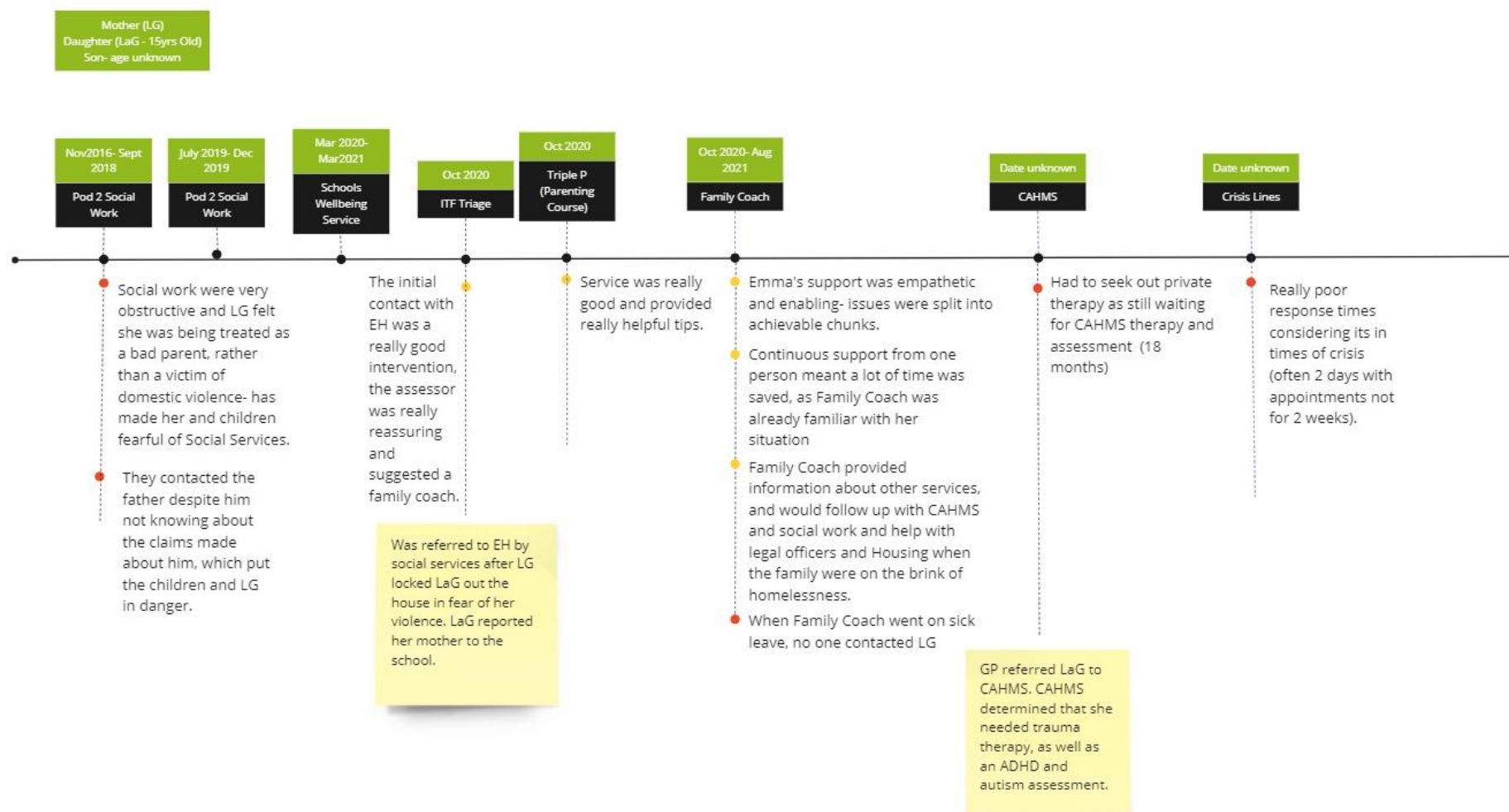
Session 5: Children's Centre and Primary School Family Coach



Session 6: ITF Family Coaching and Parenting Team



Session 7: ITF Family Coach (open to Social Services at points)



The tables below show all recorded involvements on CareFirst (now Eclipse) for each of the journeys mapped. This is based on the CareFirst number provided and therefore may not show interventions provided to other members of the family.

Session 1:

Team	Start date	End date
Central Area Team Duty	18/02/2008	01/04/2008
Central Area Team Duty	16/03/2009	19/03/2009
Central Area Team Duty	15/06/2009	29/06/2009
Central Area Team Duty	14/04/2010	21/04/2010
Central Area Team Duty	09/07/2010	12/09/2010
Early Help Coordinators	12/10/2020	09/12/2020
Family Information Service	09/10/2020	04/01/2021
Integrated Team For Families - Triage	05/11/2020	09/11/2020
Itf Family Coaching	09/11/2020	27/07/2021
** Obsolete Central Area Team	02/04/2008	21/10/2008
** Obsolete Central Area Team	13/09/2010	14/02/2011
Schools Wellbeing Service	03/11/2020	

Brighton & Hove City Council

Children, Young People and Skills Committee

Agenda Item 88

Subject: Standing Advisory Council for Religious Education (SACRE)
Annual Report 2022

Date of meeting: 13th June 2022

Report of: Executive Director Families, Children & Learning

Contact Officer: **Name:** Ashley Seymour-Williams
Tel: 01273 293513
Email: Ashley.Seymour-Williams@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 Since 1988 local authorities (LA) have had a duty to establish a Standing Advisory Council for Religious Education (SACRE).
- 1.2 The SACRE advises the LA on matters relating to collective worship in community schools and on religious education given in accordance with the locally agreed syllabus. Religious education is a statutory part of the basic curriculum for all pupils, but it is not a National Curriculum subject. SACRE also advises on Spiritual, Moral, Social and Cultural (SMSC) development.
- 1.3 The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on Religious Education (SACRE) from each Local Authority will 'publish a report as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year'.
- 1.4 This report outlines the work of SACRE from September 2021 – March 2022.
- 1.5.1 SACRE also deal with complaints about RE. No complaints have been received.

2. Recommendations

- 2.1 That Committee notes the SACRE report
- 2.2 That Committee continues to support the profile of the teaching of RE in Brighton & Hove schools through cross party attendance at the meetings.

3. Context and background information

- 3.1 SACRE believes that all children and young people need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape our shared history and culture but which guide their development. The modern world needs young people who are confident in their own beliefs and values so that they can respect the religious and cultural differences of others. The effective teaching of a quality programme of RE is the best method for achieving these outcomes and SACRE aims, within its limited capacity to provide support with this.
- 3.2 SACRE continues to review and develop its membership to ensure representation of local faith communities. See appendix 1.
- 3.2 Prior to the pandemic, SACRE was meeting in local places of worship. The last face to face meeting took place in March 2020 at the Hove Hebrew Congregation, Holland Road Shul in Hove. This meeting included a tour of the synagogue and presentations from the Pagan Federation and about an audit visit to a secondary school.
- 3.3 During the pandemic meetings have taken place on TEAMS. Over this time SACRE members have contributed to engagement activities on the Trans Inclusion Schools Toolkit, the Anti-Racist Education Strategy and are currently involved in reviewing the *Faith and Belief Guidance for Education Settings*.
- 3.4 SACRE has twice asked schools to complete a survey on collective worship. 6 schools responded. SACRE is mindful of the current pressures on schools and SACRE is considering alternative methods for finding out more about how schools are fulfilling their statutory duties in relation to collective worship.
- 3.5 SACRE is pleased to report that a secondary subject network for RE has been established and meets termly with the support of a secondary RE lead.
- 3.6 A primary subject network is planned for the summer term led by a primary RE lead and options are being explored as to how this can be maintained as a termly offer to primary schools.
- 3.7 SACRE has funded sets of resources for 3 secondary and 10 primary schools that can be shared at the network meetings.

4. Analysis and consideration of alternative options

- 4.1 SACRE is a statutory function.

5. Community engagement and consultation

- 5.1 SACRE has members from different faith groups in Brighton & Hove, the two dioceses, the local authority and a range of educational settings. See appendix 1.

6. Conclusion

- 6.1 RE is important to work in schools and across the city to improve standards, community cohesion and raise awareness and understanding of difference.
- 6.2 Funding, capacity and the pandemic has limited opportunities to support teacher training and the monitoring of RE and collective worship.

7. Financial implications

- 7.1 SACRE has an annual budget of £0.008m. The Standards and Achievement Team also provides administrative and advisory support for SACRE.

There are no further financial implications of this report.

Name of finance officer consulted: David Ellis Date consulted (21/03/22):

8. Legal implications

- 8.1 As indicated in the report sub-sections 391(6) and (7) of the Education Act 1996 require that each year the Standing Advisory Council on Religious Education (SACRE) of each Local Authority publishes a report 'as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year'.

Name of lawyer consulted: Serena Kynaston Date consulted 05/04/2022

9. Equalities implications

- 9.1 SACRE seeks to encourage effective RE teaching that develops understanding of and respect for religions and world views. This directly supports the equality act to protect against discrimination against someone due to religion or belief. Indirectly, effective RE teaching also supports anti-discrimination against the other protected characteristics.

10. Sustainability implications

- 10.1 Reviewing the sustainability checklist, effective RE teaching promotes healthy and safe environments for all children to work and learn.

11. Health

- 11.1 Effective RE teaching in schools helps to support children's mental health through enabling open conversations and opportunities to explore spiritual and religious questions.

Supporting Documentation

1. Appendices

1. SACRE Membership

Committee Group A - Faith and Belief Representatives

Michael Bray, Baptist Union

Lisa Compton, Religious Society of Friends, Quakers

Anna Flood, Catholic Diocese

Marielle Holman, Pagan Federation

Father Jerome, Orthodox Catholic Christians

Winston Pickett, Jewish Faith

Kat Reynolds, Humanist

Imam Uthman, Muslim Faith

Committee Group B - Church of England Diocese Representatives

Jane Fendley, Church of England Diocese

Chris Krona, Church of England Diocese

Reverend Helen Rose, Church of England Diocese

Committee Group C - Councillors

Councillor Leslie Hamilton (Lbr)

Councillor Sirlol Hugh-Jones (Gre)

Councillor Alistair McNair (Con)

Councillor Sarah Nields (Gre)

Committee Group D - Teaching Union Representatives

Alison Haining, NASUWT

Hannah Kitchin-Frost, NEU Representative

Officers/ Guests

Tom Newlands, University of Brighton , Lecturer in Religious Studies

Sam Beal, School Partnership Adviser, Health & Wellbeing

Tess Gill, Clerk to SACRE

Ofsted update 23/05/2022

Schools inspected since last committee 2022

School	Date of Inspection	OE Grade	Previous grade
Ofsted Section 8 Inspections			
Blatchington Mill School	22 & 23/02/2022	2	2
Brackenbury Primary School	1 & 2/03/2022	2	3
St Peter's Community Primary School	8 & 9/03/2022	3	2
Brighton Aldridge Community Academy	8 & 9/03/2022	4	2
Mile Oak Primary School	15 & 16/03/2022	2	3
Stanford Infant School	22 & 23/03/2022	TBC	1
Kings School	22 & 23/03/2022	2	2
Rudyard Kipling Primary School	4 & 5/05/2022	TBC	2

Key to Ofsted Grades

- 1 = Outstanding
- 2 = Good
- 3 = Requires Improvement
- 4 = Inadequate

Snapshot from 23 May 2022

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary*	92.2	90.2	93.1	11.8	15.0
Secondary	90	82.6	93.1	0	17.5
Special	66.7	91.8	89.1	66.7	37.5
Colleges	100	-	-	-	-
PRUs	100	88.3	100	0	18.0
All Schools (not colleges)	91.0	89.2	93.1	14.9	17.5

National figures as at end of April 2022 Ofsted Monthly Management data

**Moulsecoomb primary has been converted to an academy and does not have an current Ofsted inspection grade so is excluded from the statistics.*

Overview of School Ofsted Outcomes

As at 23 May 2022	Outstanding	Good	Requires improvement	Inadequate
Brighton & Hove: % Schools	14.9	76.1	6.0	3.0
Brighton & Hove: Number of schools 67	10	51	4	2
National April 2022: % schools	17.5%	71.7%	9.9%	0.9%

The pupil referral units are now one establishment: The Central Hub Brighton
**Moulsecoomb primary has been converted to an academy and does not have an*
current Ofsted inspection grade so is excluded from the statistics.

Overview of Early Years Ofsted inspections

- 98% of early years and childcare settings on the Early Years Register in Brighton & Hove are judged good or outstanding. This is above the figure of 97% in England (Statistics until August 2021, published November 2021). This includes childminding settings.
- A high percentage of settings are judged as outstanding in Brighton & Hove, above national and local figures:
25% (B&H), 19% (SE) and 17% (England).
- Three Ofsted inspections of nursery and preschool settings have taken place since March 2022.

EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade
Citysaurus Nursery	15/03/22	4	N/A
Apple Tree Montessori Nursery School	18/03/22	2	N/A
My First Word ... Grows Up Portslade	22/03/22	4	2

Inspection of a good school: Blatchington Mill School

Nevill Avenue, Hove, East Sussex BN3 7BW

Inspection dates:

22 and 23 February 2022

Outcome

Blatchington Mill School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be members of the 'Blatch family'. They are polite, friendly and welcoming towards visitors. They feel safe and know whom to turn to if they have a concern for themselves or for someone else.

Pupils enjoy their lessons. Religious education and personal, social and health education help them to develop an appreciation of equality and diversity. They cover respect, faith, democracy and liberty, as well as healthy relationships and sexual harassment. Recent topics have concentrated on the problems associated with gaming and gambling.

The curriculum includes a focus on enrichment and extra-curricular activities to inspire and enthuse pupils. The school offers a wide variety of clubs covering sports and creative arts, as well as involvement in the Duke of Edinburgh's Award. Pupils appreciate the many opportunities to develop their interests and talents. The detailed careers programme helps them make the best decisions for the future.

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying or discrimination do occur, they are dealt with quickly and effectively. Leaders share an aspiring vision for ensuring that all pupils experience a high-quality education. This is demonstrated through strong shared values, policies and practice.

What does the school do well and what does it need to do better?

Leaders and governors ensure that all pupils follow a broad and ambitious curriculum. They have thought carefully about the knowledge that pupils should learn and in which order it should be taught. Leaders work collaboratively with partner primary schools. They have worked together on the literacy transition project and supported mathematics mastery, as well as offering subject advice for music, geography and technology. The school has a good working relationship with post-16 providers, but curriculum links are still being developed.

Leaders have designed a curriculum that is rich and challenging for all. The intention of the curriculum has been clearly mapped, but the implementation is not yet fully embedded in all subjects. Cross-curricular links across subjects are identified but not yet fully exploited to further deepen and consolidate pupils' learning.

Teachers have strong subject knowledge, and this is evidenced through their confident exposition in the classroom. They feel involved and engaged in the curriculum. They understand why topics are included and can explain the ordering. Textbooks and resources are well chosen to support pupils' learning.

Literacy and subject-specific vocabulary are well supported across all years. Teachers' use of questioning is strong, and pupils are constantly encouraged to provide fuller answers. The school is working hard to improve reading through engaging texts and additional support where necessary.

Assessment is variable, although teachers know their pupils well. In the best lessons, assessment is used to check understanding, embed knowledge, modify teaching and adjust the curriculum. In a small number of lessons, pupils are less clear about what they must do to improve.

Disadvantaged pupils and pupils with special educational needs and/or disabilities are identified and supported. They benefit from joint planning among staff against shared criteria. Teachers have a range of strategies, including seating plans and the analysis of tests, to support them. High prior attainers are challenged with activities such as further mathematics and the higher project qualification.

Behaviour is well managed, with little inappropriate behaviour observed. Any such behaviour is challenged effectively in a non-confrontational manner. Pupils' attendance rates are improving, and the majority are punctual to lessons. Exclusions are reducing and used appropriately. Reintegration is carefully planned and monitored.

Staff say that leaders are supportive and mindful of their well-being. They appreciate the range of professional development opportunities available to them. They are knowledgeable about safeguarding procedures and appreciate the importance of safeguarding.

The members of the governing body understand their role and carry this out effectively. They ask meaningful questions at governor meetings and have a good awareness of the school because of their strong involvement and frequent visits. They actively support the school's ethos of inclusivity and diversity.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of safeguarding at the school. The safeguarding policy is full and detailed, and aligned to both legislation and government guidance. Safeguarding training is thorough and staff are up to date with the most recent

training. As a result, staff know how to spot and respond to signs that pupils are at risk of harm.

Leaders work well with external agencies to ensure that pupils and their families get the help that they need. Pupils receive good-quality advice on topics such as sexual harassment and consent. They know how to keep themselves safe in the community and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of education is not yet securely and consistently embedded across all subjects. Further work is needed to ensure that the implementation of the curriculum in all subjects is secure and that links between subjects are utilised to develop pupils' knowledge. Leaders should continue to work to ensure that the curriculum intent and implementation are embedded consistently and securely across all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114606
Local authority	Brighton and Hove
Inspection number	10211408
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,593
Appropriate authority	The governing body
Chair of governing body	Peter Sowrey
Headteacher	Kate Claydon
Website	www.blatchingtonmill.org.uk
Date of previous inspection	8 February 2017, under section 8 of the Education Act 2005

Information about this school

- Blatchington Mill School is much larger than the average-sized 11 to 16 mixed school. The school's sixth form closed in 2019.
- The school supports alternative provision for 14 pupils at seven registered education providers, two alternative providers and one tuition centre.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in English, science, geography and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, talked to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with senior leaders and other staff, including support staff. They reviewed the procedures for safeguarding and looked at curriculum documents, school policies and other documentation provided by the school. The lead inspector met with governors and spoke to a representative of the local authority.
- Inspectors considered 230 responses to the Ofsted Parent View online questionnaire and 160 written comments from parents and carers. They considered the survey responses from 332 pupils and 106 staff, as well as a range of surveys undertaken by the school.

Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Alan Johnson	Ofsted Inspector
Sue Bullen	Ofsted Inspector

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Inspection of Brackenbury Primary School

Locks Hill, Portslade, Brighton, East Sussex BN41 2LA

Inspection dates: 1 and 2 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are taught to be proud, brave and determined, and they are. They are proud of their work, determined to try hard, and have worked bravely with teachers to improve this school. Leaders value pupils' views as to how the school can keep improving. By following the 'Brackenbury Way' and being their 'Brackenbury Best', pupils know how to behave well. They listen to teachers, follow the school's rules and help each other.

Pupils live up to teachers' high aspirations for achievement. They work hard in lessons because they want to be good learners. Every pupil is encouraged to play their part in this inclusive school. Pupils enjoy taking an active role in local events, including by raising money for charity. They participate in clubs and visits and represent their school in sport and performance.

Pupils say that their days are 'super fun'. They learn many new things in lessons and enjoy their play. In the playground, there is an array of exciting nooks where pupils can relax, chat and play busily. They know what bullying is and the effect it can have. They know what to do if it happens. Incidents are rare but when they occur, teachers deal with them quickly.

What does the school do well and what does it need to do better?

Leaders' determined efforts have transformed this school. Pupils in Years 5 and 6 agree with those parents who describe the 'dramatic improvement'. Learning is purposeful and relationships are respectful. Teachers and pupils alike enjoy being at school.

Leaders have designed an ambitious curriculum that builds upon what children learn in the early years. Here, they learn and develop strong skills that they can use with increasing independence. Pupils build the knowledge they need to succeed in well-ordered steps. Reading is at the heart of the curriculum. Children start learning phonics as soon as they begin in the Reception class. Teachers are quick to notice when children are not keeping up. Skilled staff provide extra support. This approach continues through the school. The school offers well-chosen books that entice readers of all ages to love reading. In every year group, teachers help pupils to learn the vocabulary that helps them with their topics. As part of their dinosaur topic, for example, Reception children relished learning the word 'palaeontologist'.

Leaders make sure that teachers are experts at teaching English and mathematics. Pupils develop number fluency because teachers provide plenty of opportunities for practice. Pupils become confident in basic skills. Reception children learn through play how to use the numbers their teacher has recently taught. In English, key stage 2 teachers model how to make writing interesting, as an author would. Teachers make incisive use of assessment in reading and mathematics. They accurately identify next steps for pupils with special educational needs and/or disabilities (SEND). Teachers' assessment is not as sharp in writing for some of these pupils. Tasks do not consistently build upon what they know and can do.

The broader curriculum engages pupils' enthusiasm. They remember their learning because teachers present lessons clearly and make it interesting. Pupils with SEND are successfully included in class activities. Foundation subjects, such as art and history, are thoughtfully planned. Pupils achieve high standards. They are able to spot similarities between one event in history and another. In art, pupils are inspired by the work of different artists. They are rightly proud of their sketch books and enjoy using them when making local visits. A few subjects are not as fully developed. In these subjects, pupils' knowledge is less secure. Occasionally too, in some topics, there is not enough opportunity to deepen understanding. Leaders have plans in place to develop and refine the curriculum. They know exactly what they need to do.

Pupils learn about current world issues. They care about reducing plastic waste and have a strong sense of right and wrong. They learn about discrimination. When reflecting on racism, a group of pupils said, 'We are determined to make a change.' To that end they had written supportive letters to Black footballers who were targeted by racist abuse.

Governors make checks on the quality of the school's work by asking searching questions. These are informed by school visits. Governors talk to teachers and pupils to find out their views. Senior leaders often reflect upon how provision can be improved still further. Teachers appreciate the time that leaders give to develop their expertise. There is a strong sense of teamwork that runs throughout the school.

Safeguarding

The arrangements for safeguarding are effective.

The school maintains robust systems for recruiting staff, governors and contractors. All staff are well trained to identify and report safeguarding concerns. Teachers keep a careful eye to spot signs of concern. They know to report these swiftly to the designated leader. Pupils say that they feel safe in school and their parents share that view.

Leaders work effectively with parents and partner agencies. They make sure that children and families get the help they need in a timely way. Leaders refer to statutory agencies when it is appropriate to do so.

Pupils trust the adults in school to keep them safe. The curriculum ensures that pupils know what to do if they are worried. They are taught about the risks of being online and how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, leaders' curricular aims have not resulted in coherent planning for Years 1 to 6. Pupils are not learning all they need to know in these subjects. Leaders have plans in place to sequence knowledge coherently. They need to complete this work so that pupils learn what is needed as they move through the school. For this reason, the transitional arrangements have been applied.
- In a few foundation subjects, the curriculum does not give enough opportunities for pupils to use and embed their knowledge. Leaders need to help teachers to focus on knowledge that is vital for pupils to learn and give them increased opportunities to apply it. This will enable all pupils to know, remember and be able to do even more.
- Some key stage 2 pupils with SEND do not have writing tasks that meet their needs. These pupils are not increasing fluency or developing independence as they should. Leaders need to ensure that teachers use their assessments sharply so that learning tasks are matched carefully to pupils' starting points.

How can I feed back my views?

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Further information

You can search for [published performance information](#) about the school.

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School details

Unique reference number	114413
Local authority	Brighton and Hove
Inspection number	10211709
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Shelley Baker
Headteacher	Lizzie Mullarky
Website	www.brackenburyprimary.co.uk
Date of previous inspection	9 and 10 May 2018, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes to the school's leadership since the previous inspection.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher and deputy headteachers. They met with the chair of governors and members of the governing body. They also met with the local authority's attached adviser and head of school standards.

- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and history. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils’ work and spoke to pupils and teachers from the lessons visited.
- Inspectors also looked at pupils’ work in other subjects and talked to them about their learning.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding lead to examine records and actions. This included sampling case files to explore how the school identifies and supports pupils at risk of harm. The team inspector reviewed checks on the safer recruitment of staff.
- Inspectors talked to pupils about behaviour in the school and their experiences of school.
- Inspectors talked to the special educational needs coordinator and checked the plans teachers had made for pupils with SEND. Inspectors checked how these plans were being used by teachers.
- Inspectors spoke to parents at the school gate and considered 49 responses to the Ofsted Parent View survey, including written free-text comments. They also considered 22 responses to Ofsted’s online survey for staff and 32 responses to Ofsted’s pupil questionnaire.

Inspection team

Linda Jacobs, lead inspector

Ofsted Inspector

Clare Wilkins

Ofsted Inspector

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Inspection of Brighton Aldridge Community Academy

Lewes Road, Brighton, East Sussex BN1 9PW

Inspection dates: 8 and 9 March 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Sixth-form provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils say that they do not feel safe or respected in school. Many consider bullying, racism, sexism and homophobia to be commonplace and unchallenged by leaders and staff. Derogatory terms are regularly used against pupils with autism spectrum disorder and those attending the school's specialist unit. Homophobia has been normalised by the frequent use of offensive language. A culture of disrespect pervades.

Behaviour in lessons is more orderly. In lessons visited by inspectors, most pupils were engaged in the activities planned by teachers. However, low level disruption is commonplace. The school's behaviour log identifies a significantly high number of pupils being removed from the classroom. Provision for these removed pupils is poor with little work being provided to prevent them falling further behind. Pupils' behaviour is often unchallenged by teaching staff. Expectations for pupils are not high enough.

Pupils can participate in a range of extra-curricular and enrichment activities. There is an extensive range of sporting activities available. The school benefits from its partnership with Sussex Cricket Club. All pupils receive good careers guidance. Increasing numbers proceed to post-16 education and approximately one third of sixth-form students go on to university.

What does the school do well and what does it need to do better?

The school curriculum is broad, with a full range of national curriculum subjects. The school operates a three-year key stage 3 with a variety of options on offer. The proportion of pupils taking the English Baccalaureate is similar to national averages with plans to increase further. Teachers use assessment effectively to inform the curriculum. Questioning, feedback and explanation are features of the best practice observed.

Leaders prioritise reading. The timetabled reading session allows all pupils to read for 20 minutes each day. The sessions are successful in creating a culture in which pupils enjoy reading. Pupils who are at the earliest stages of learning to read get additional support to help them catch up. This is helping these pupils to read confidently, accurately and fluently.

The sixth-form curriculum is strong with content supporting academic and vocational pathways. The sixth form is effective in delivering a range of options that students value. Staff take the academic welfare, careers guidance and support of students seriously. They educate students both in terms of their subject options as well as their wider selves. Teachers have good subject knowledge and impart it well.

Pupils' personal development is not promoted well. The content of the personal, social and health education (PSHE) programme is cursory and not valued by pupils. Pupils feel that PSHE is not taken seriously by pupils or teachers. They say the same

resources are used each year, so content is neither hierarchical nor developmental. Pupils do not know enough about respect. They do not respect those who are of a different ethnicity, gender or sexual orientation. The life skills sessions in the sixth form offer a superficial coverage of the key elements of health and welfare. Students are required to attend these sessions.

Pupils attending the specialist unit on site receive suitable care and attention. They access all areas of the curriculum. The support provided enables them to learn well. Pupils with special educational needs and/or disabilities (SEND) receive effective assistance. Leaders identify the needs of these pupils accurately. Disadvantaged pupils are known by staff who have a variety of strategies to support them. However, these pupils do not do as well as their peers. The number of internal and external exclusions of disadvantaged and SEND pupils is higher than their peers.

Leaders acknowledge that attendance is a major challenge. The attendance of disadvantaged and SEND pupils is of particular concern. The school does have a range of strategies in place to address poor attendance, but they are not yet having sufficient impact.

The interim executive principal is new in post. She has an exceptionally good understanding of the challenges facing the school. Other senior leaders offer some support, but they have not done enough to tackle poor behaviour, eliminate homophobic and abusive language, and teach pupils how to respect one another.

Governors and trustees understand their roles and responsibilities. The chair of the local governing body is relatively new in post. Governors are now aware of the situation in the school and recent actions suggest they are taking the matter seriously. To date, the trust has provided expertise through subject trust leads and seconded leaders. The school has strong links with other trust schools.

Staff appreciate the support offered to reduce their workload. Teachers who have recently joined the profession feel very well supported. They are developing their practice well, albeit in difficult circumstances.

Safeguarding

The arrangements for safeguarding are not effective.

Pupils told us that they do not feel safe in the school. They feel that their concerns are not taken seriously by staff and that issues are not dealt with effectively. They lack confidence in the fairness of the school's systems to resolve incidents.

Parents do not feel that their children are safe in the school. A meeting with parents raised some serious safeguarding concerns which had not been dealt with appropriately by the school. The systems for reporting and recording concerns are not rigorous enough. Procedures for disclosures are not followed through. Records of pupils receiving education elsewhere are lax.

The single central record and pre-employment vetting checks are compliant. The process is supported by the trust and is rigorous. Leaders of safeguarding have a good understanding of local risks. They know that safeguarding is a priority.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Safeguarding is ineffective. Procedures for dealing with allegations have not been followed through appropriately. Leaders have not established effective systems for reporting and recording safeguarding concerns. Leaders and governors must take urgent action to ensure that the arrangements to safeguard pupils are effective. They need to improve their approach to reporting and recording concerns in line with those identified in the safeguarding policy.
- Pupils' personal development is not promoted well. The PSHE curriculum plans do not have enough depth to instil a culture of respect. As a result, pupils and students have not benefited from a well-planned set of experiences to support their personal development. Leaders and governors should ensure that the PSHE curriculum has regular, high-quality, age-appropriate opportunities to learn about diversity, respect, tolerance and the appropriate use of language.
- Pupils are reluctant to report behaviours which upset or worry them. Too many pupils do not feel that bullying, including racist, sexist and homophobic bullying, will be effectively resolved. Leaders and governors need to make sure pupils feel confident in passing on their concerns to adults in school. They should ensure that systems for reporting and tackling bullying and harassment are consistently implemented so pupils feel safe and confident to report concerns.
- Expectations of pupils' behaviour are not high enough. Poor behaviour is not tackled rigorously. Learning is disrupted, and the policy to manage behaviour is not reducing incidents of poor behaviour. Leaders and governors should ensure that all staff have consistently high expectations. Staff should be supported to tackle pupils' poor behaviour so that pupils are able to concentrate in lessons and feel safe around school.

Having considered the evidence, I am of the opinion that leaders and those responsible for governance may appoint early career teachers.

How can I feed back my views?

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Further information

You can search for [published performance information](#) about the school.

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School details

Unique reference number	136164
Local authority	Brighton and Hove
Inspection number	10211055
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	873
Of which, number on roll in the sixth form	155
Appropriate authority	The governing body
Chair of governing body	Paul Lovegrove
Principal	Stephanie Newman
Website	www.baca-uk.org.uk
Date of previous inspection	30 November–1 December 2016, under section 5 of the Education Act 2005

Information about this school

- Brighton Aldridge Community Academy is a smaller than average 11 to 19, mixed school which is part of the Aldridge Education multi-academy trust.
- The school has a specialist facility, the Swan Centre, for pupils who have speech and language disorders and pupils who have autism spectrum disorder. This facility is managed by the local authority.
- In total, 24 pupils attend alternative provision at three registered education providers, two alternative provision establishments and four other providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in English, mathematics, technology, geography and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, talked to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed the procedures for safeguarding and looked at school policies, curriculum documents, attendance records and behaviour logs.
- Inspectors held meetings with senior and other staff in the school. They spoke to a group of parents at the start of the inspection and the lead inspector spoke to another parent on the phone. He also met with trustees and governors and spoke with the chair of the trustees online.
- Inspectors considered 116 responses to the Ofsted Parent View online questionnaire and 86 written comments from parents. They considered the survey responses from 41 staff. Details of the pupils' survey were not sent out by the school, but inspectors looked at pupil surveys conducted by the trust and spoke to a large number of pupils in school, both formally and informally.

Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Sue Bullen	Ofsted Inspector
Eliot Hodges	Ofsted Inspector
Stuart Edwards	Ofsted Inspector

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Inspection of King's School

Hangleton Way, Hove BN3 8BN

Inspection dates: 22 and 23 March 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils are confident, articulate and aspiring. They are proud to be part of the school community. The school's provision for their education and welfare makes a significant contribution to their lives. The Christian ethos ensures that pupils are kind to one another and look after each other well. The school values of love, forgiveness, respect and responsibility permeate the school environment.

Pupils are happy and safe. Behaviour is exemplary. Bullying, harassment and violence are not tolerated. Any minor instances of such behaviour are dealt with very quickly and very effectively. The school has a zero-tolerance policy on these matters.

Leaders have created a culture that extends far beyond the academic. Staff value each pupil and know them well. The provision for personal development is first class. It is promoted consistently across the school. It is supported well by the coherent curriculum in place for personal, social and health education (PSHE).

Leaders encourage all pupils to broaden their experiences. They offer an extensive range of extra-curricular activities to enrich pupils' learning. These include a wide variety of sporting activities, musical and drama opportunities and trips abroad. Enrichment days are designed to encourage independence and responsibility as well as a passionate interest in the wider world.

What does the school do well and what does it need to do better?

The curriculum is designed to be ambitious and meet the needs of all pupils. The content builds progressively on the primary curriculum. In most subjects, the schemes of work are coherent, and the content is well written to ensure that it is developmental. Assessment is regular and used well to address gaps in knowledge.

Leaders are working hard to raise the profile of languages and to further develop a culture of reading in the school. Literacy and subject-specific vocabulary are supported strongly. Teachers are knowledgeable and enthusiastic. Staff training ensures that non-specialists are supported well.

The strengths identified in English and mathematics are not evident across all subjects. In computing, the published curriculum has not been delivered as planned this academic year. This has meant that pupils have fallen behind in their learning. Lessons do not build their knowledge, skills and understanding sequentially. In addition, the curriculum in physical education (PE) lacks depth. The length and timetabling of different activities does not allow pupils to deepen their knowledge and develop their expertise.

Pupils with special educational needs and/or disabilities (SEND) benefit from the same curriculum as their peers. Teachers adapt their lessons to successfully meet the needs of these pupils. Disadvantaged pupils and those with SEND are well known and well supported. Leaders have planned very clearly and strategically for

these pupils. Higher-attaining pupils are challenged through more demanding work. They also act as history heroes, enter mathematics challenges and attend medical society meetings.

The provision for pupils' personal development is outstanding. Attendance has improved significantly across all groups. Suspensions and internal exclusions have reduced considerably over time. The high-quality PSHE programme helps pupils become respectful and responsible members of society. Much thought has been given to the content, including creativity, consent and cultural awareness. Leaders have planned a comprehensive programme. This is strategically supported through religion and philosophy lessons as well as tutor time, enrichment activities and collective worship which celebrates diversity and promotes spirituality.

Pupils enjoy an extensive programme of coherently planned extra-curricular activities. The provision is very well attended by all groups of pupils, including disadvantaged pupils. An extremely successful and well-organised programme of careers education ensures that all pupils are exceptionally well prepared for their next steps. The programme is enhanced with mentoring by business leaders and university visits for disadvantaged pupils.

The headteacher leads by example and always put the interests of pupils first. She is highly regarded both inside and outside the school. Staff feel that workload issues are considered, and they are proud to work at the school. Governors are well informed. They bring a wealth of expertise to their roles. Together with trust leaders, they have a strong impact on the life of the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a well-established culture of vigilance at the school. The school has an experienced and skilled safeguarding team. They are effective in spotting the early signs around welfare concerns. They follow up with appropriate and timely interventions and referrals. The training for staff is equally well thought through, with a well-considered training programme.

Support for children at risk is very strong. Internal procedures for staff referring concerns are robustly managed. Pupils report that they feel safe around school and can identify an adult to talk to if they have any concerns. They are knowledgeable about safety, relationships and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not embedded securely and consistently across all subjects. The curriculum in computing is not being delivered as planned. The curriculum in PE lacks depth. As a result, pupils are not building their knowledge,

skills and understanding coherently and sequentially. Governors and leaders should ensure that these subjects are structured and sequenced as well as the very best practice seen across the school.

How can I feed back my views?

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Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139409
Local authority	Brighton and Hove
Inspection number	10200905
Type of school	Secondary
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	721
Appropriate authority	The governing body
Chair of governing body	Katherine Laux
Headteacher	Sarah Price
Website	www.kingsschoolhove.org.uk
Date of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- King's School is an academy free school which opened to students in September 2013. It is part of the Russell Education Trust. The school is affiliated to the Diocese of Chichester.
- The school is designated as an 11 to 19 school but currently has pupils in key stages 3 and 4 only. The school plans to open the sixth form in September 2023.
- Eleven pupils attend alternative provision at three registered education providers and two alternative education providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, mathematics, computing, modern foreign languages and religion and philosophy. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, talked to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders, as well as staff and pupils. They reviewed the procedures for safeguarding and looked at the single central record.
- Inspectors looked at curriculum documents, school policies, attendance information and behaviour logs. The lead inspector met with the chair of governors and, remotely, with the chair of the trust.
- Inspectors considered 179 responses to the Ofsted Parent View online questionnaire and 121 written comments from parents. They considered the survey responses from 57 staff and 132 pupils.

Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Taj Bhambra	Ofsted Inspector
Sue Bullen	Ofsted Inspector
Stuart Edwards	Ofsted Inspector

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Inspection of Mile Oak Primary School

Graham Avenue, Portslade, Brighton, East Sussex BN41 2WN

Inspection dates: 15 and 16 March 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils feel happy and safe at this school. They know that staff have high expectations for every one of them. Staff encourage pupils to follow the school's vision and 'Think Big' about what they can achieve in the future.

Pupils are proud to belong to the school. They enjoy the range of experiences on offer. Mental and physical health are strong themes in the school's work to support pupils. The outdoor learning environment, for example, gives pupils a deep appreciation of the natural world. The large vegetable garden, which is situated at the heart of the school, is carefully tended by pupils. In the forest school, pupils have the time and space to explore their relationship with nature, as well as how they work as a team.

Pupils behave well, both in lessons and around the school. They enjoy developing their leadership skills and taking on increasing responsibilities. Playground buddies, for example, help to make sure that playtimes are a happy and fun experience for everyone. Older pupils told inspectors that behaviour has improved a lot. They say that there is hardly any bullying. Should an incident occur, staff deal with it well.

What does the school do well and what does it need to do better?

This is a well-led school. Since the arrival of the new senior leadership team, there have been rapid improvements in all aspects of school life. In most subjects, the curriculum is well designed. Leaders have thought carefully about the important concepts they want pupils to learn. Content is deliberately chosen to interest and inspire pupils. It is well planned to ensure that pupils build their knowledge and skills sequentially from the early years through to Year 6. However, in some foundation subjects, such as art and history, leaders are still refining how they intend pupils to learn key knowledge. This means that sometimes, pupils do not remember information about these subjects as well as they could.

In the Reception Year, staff ensure that pupils are well prepared for their future learning. There is a strong focus on ensuring that children's language and communication skills are well developed. Parents are well supported to be fully involved in their children's learning. There are regular meetings about the curriculum and many helpful resources on the school's website.

Pupils enjoy learning to read. Phonics skills are precisely taught by well-trained staff. Most pupils make quick progress from learning the basics to fluently reading books. Leaders plan carefully to ensure that pupils also develop a wide vocabulary. Pupils have a love of books. Most can talk confidently about their favourite book or author. The school's two libraries are well stocked. They include a range of books that broaden pupils' understanding across many subjects.

Assessment is well used to check how much pupils can remember about their learning. In mathematics, for instance, pupils' knowledge and understanding are checked carefully before moving on to more challenging content.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Staff are well trained to identify the right additional support required. They provide effective help in lessons so that pupils with SEND can successfully learn alongside their peers.

Pupils behave well around the school. In lessons, pupils listen to instructions carefully. Pupils are usually fully engaged in their learning. Around the school, pupils show respect and kindness to one another.

Leaders and staff provide many opportunities for pupils' personal development. A key feature of this is the support provided to pupils to become responsible citizens. Pupils learn the importance of respect, both for themselves and others. Pupils are given a good awareness of issues related to equality. They know that it is wrong to discriminate against people due to their age, gender, disability or sexual orientation. There is a strong focus on showing pupils how to stay healthy by maintaining an active lifestyle. Pupils learn about the importance of eating a balanced diet. They learn to cook healthily.

Staff feel well supported at this school. They say that leaders have made the changes that were needed while being mindful of their everyday workload. All staff who responded to the Ofsted questionnaire were proud to work at this school. They praise the many improvements that have been made and appreciate the opportunities for professional development.

Parents are largely supportive of the school. But some did express concerns about issues such as the pace of the recent changes. Governors are effective in challenging and supporting leaders. They are highly experienced and have the appropriate skills to hold leaders to account. Governors share leaders' high aspirations for the school.

Safeguarding

The arrangements for safeguarding are effective.

School leaders ensure that pupils' well-being and safety take paramount importance. Staff are well trained to spot any pupil who is potentially at risk, such as through neglect. Those who are responsible for safeguarding meet regularly to discuss pupils' welfare. Strong partnerships are established with families. Leaders help to make sure that families receive the right support from external agencies when needed.

Leaders ensure that pupils take responsibility for their own safety. In Year 2, for example, they learn about keeping safe at home and in the wider community. Pupils learn how to stay safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, such as art and history, the essential knowledge and skills that pupils need to know are not always clearly defined. This can act as a barrier to what pupils know and remember in these subjects. Leaders should set out precisely the intended knowledge that pupils are expected to learn across the curriculum.

How can I feed back my views?

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Further information

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School details

Unique reference number	114430
Local authority	Brighton and Hove
Inspection number	10211712
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair of governing body	Rosalind Turner
Headteacher	Luke Lording
Website	www.mileoakschool.co.uk
Date of previous inspection	6 and 7 June 2018, under section 5 of the Education Act 2005

Information about this school

- The leadership team is new to the school since the last inspection.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors held meetings with senior leaders. They met with three members of the governing body, including the chair of governors. The inspectors spoke to representatives from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, art, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, met

with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils from different year groups were met with to talk about their learning and experiences at school.
- The inspectors reviewed a wide range of documentation provided by the school. This included the school improvement plan, school evaluation, curriculum documentation and school policies.
- Safeguarding was considered through discussions with leaders, teachers and support staff. Inspectors looked at records related to safeguarding, including pre-employment checks for staff.
- There were 121 responses to the online questionnaire, Ofsted Parent View, and 73 free-text comments from parents. Inspectors also took into account 43 responses to Ofsted's online questionnaire for staff.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

Clare Vallence

Ofsted Inspector

Yasmin Maskatiya

Her Majesty's Inspector

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Inspection of St Peter's Community Primary School

St Peter's Road, Portslade-By-Sea, Brighton, East Sussex BN41 1LS

Inspection dates: 8 and 9 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils at this school are safe, happy and welcoming. Adults have high expectations for how pupils should be with one another. They have one golden rule that weaves through everything that they do 'Treat others the way you would like to be treated.' This helps pupils to understand that everyone is different and that this is okay. When pupils have difficulties following this rule, teachers and the adults in school are kind and nurturing. They work with pupils and families to make sure they get back on track and ready to learn.

When pupils returned to school following the COVID-19 pandemic, leaders and teachers rightly initially focused on helping pupils to get settled at school and feeling safe.

Pupils enjoy learning a broad range of subjects. However, the teaching they receive in some subjects is not as well planned as it should be. As a result, pupils do not make connections in their learning and do not remember the most important knowledge.

Pupils know what bullying behaviour is. They told inspectors that bullying happens at this school, but not often. Adults do not tolerate this, they are quick to sort it out, which means it rarely happens again.

Living in the vibrant city of Brighton means pupils get to take part in lots of experiences beyond the school, such as 'The Big Sing' and 'The Children's Parade'. Pupils are looking forward to resuming trips and visits within the local area following the COVID-19 pandemic.

What does the school do well and what does it need to do better?

The headteacher has high expectations and is passionate about pupils developing a 'zest for learning'. Teachers share her high expectations. However, the most important things leaders want pupils to learn in some subjects are not identified clearly enough. Sometimes, too much content is included. This means that teachers do not always focus on the most important things pupils need to learn. Leaders and governors know that they need to improve the quality of the curriculum if they are to meet staff's and leaders' high expectations. Nevertheless, leaders' curriculum choices aim to give pupils experiences beyond the town they live in.

Leaders have not reviewed what pupils know and remember well enough, since returning to school after the COVID-19 pandemic. Therefore, precise gaps in pupils' understanding are not known. Leaders have not given enough thought to how teaching will help close these gaps. In some subjects, pupils also struggle to make links to the things they have learned before.

In contrast, the curriculum in the early years is coherent and carefully planned. Across the setting, learning activities including reading, are thoughtfully considered to enable children to practise and apply what they have learned. Adults know children well and what they can and cannot do well. When it is time to learn something new, adults carefully break this learning down, so that children understand what to do next. Children in the early years, including those with special educational needs and/or disabilities (SEND), are busy, curious and independent learners. Routines are well established. Children are kind to one another, helping out when needed, for example, by helping a friend put on a coat, or getting a pen ready for a classmate.

Leaders know that pupils in Years 1 and 2 do not learn to read quickly enough. Too many pupils cannot link letters and sounds with confidence. Staff training on new resources has taken place. However, leaders have not yet checked how well teachers have understood this training. Some teachers need more guidance on selecting the right books to help pupils learn to read. Teaching is not precise enough to help all pupils catch up. The headteacher aims for pupils to develop 'a love of story'. Leaders are in the process of increasing opportunities for pupils to engage with a wide range of books. Staff changes and the COVID-19 pandemic have slowed leaders' work to strengthen reading.

Pupils learn to have active lifestyles and how to keep healthy. They are looking forward to clubs, especially those that are sporty, to start up again following the COVID-19 pandemic. Older pupils get on well. They learn about being a good friend and how to respect and tolerate others. Behaviour in class rarely disturbs learning. Some pupils with SEND receive additional support for their behaviour through the school's nurture group.

Pupils enjoy learning in mathematics. They told inspectors 'Teachers make it easy for us to understand. They break learning down and give us time to learn new things.' Leaders have carefully selected resources to support the teaching of mathematics. Leaders have been mindful of teachers' workload in selecting these resources. Staff recognise and appreciate this.

During the COVID-19 pandemic, the governing body supported leaders in the running of the school. This means they lost sight of their statutory responsibilities and oversight of the school, they have plans in place to strengthen their role.

Safeguarding

The arrangements for safeguarding are effective.

There is a team approach to safeguarding at this school. Adults know the needs of their community well. Concerns raised about pupils are followed up by leaders to make sure that pupils get the support they need. This is sometimes slow due to waiting lists at other agencies.

Staff have been trained to spot the signs of abuse. However, their knowledge of some procedures is not clear enough. The recruitment process for new staff is thorough, all checks that are needed are made.

Pupils say that they are well looked after in school. Pupils have trusted adults, who support them effectively when things go wrong. Pupils are aware of risks online as well as keeping safe within the locality, including on roads and when riding a bicycle.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Phonics is not taught consistently well in key stage 1. The new phonics scheme is at an early stage of implementation. Sometimes, books are not matched well to pupils' reading abilities. As a result, too many pupils cannot decode or read fluently. Leaders need to ensure that the new phonics scheme is implemented successfully, including the match of books to the sounds pupils are learning, so that pupils make rapid progress.
- In some subjects, leaders have not identified the most important knowledge they want pupils to learn. Not enough account has been taken of gaps in pupils' knowledge, following the disruption to education arising from the COVID-19 pandemic. As a result, teachers do not always focus on the most important things pupils need to learn and pupils are not building their knowledge securely. Leaders need to implement their plans to strengthen the curriculum and identify clearly and precisely what they would like pupils to learn, the order in which pupils will learn new content and take account of gaps in pupils' learning.
- Some staff are not as confident as they need to be about some specific aspects of safeguarding. This risks safeguarding processes not being as water-tight as they could be. Leaders need to ensure that all staff are knowledgeable, clear and confident in understanding specific safeguarding issues and in following the school's procedures.
- During the COVID-19 pandemic, the governing body has been focused on operational matters. This means they have not focused sufficiently on some of their statutory and strategic responsibilities. Governors need to ensure that they strengthen their strategic work and ensure that they give greater focus to their statutory duties.

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School details

Unique reference number	114411
Local authority	Brighton and Hove
Inspection number	10210985
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair of governing body	Mike Nicholls
Headteacher	Michele Lawrie
Website	www.stpeters.brighton-hove.sch.uk
Date of previous inspection	19 and 20 October 2016, under section 5 of the Education Act 2005

Information about this school

- There have been significant staff changes this academic year.
- The school does not currently use alternative provision.
- This school has a breakfast and after-school club.
- The school has nursery provision for three-year-old children.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, members of staff and two representatives from the governing body. An inspector also met with two representatives from the local authority.

- Inspectors spoke with parents at the school gate and considered the 21 responses to Ofsted’s online survey, Parent View, and parents’ written responses.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also looked at pupils’ books, curriculum plans and spoke to leaders about some other subjects.
- Inspectors looked at the school’s own evaluation and development plans.
- Inspectors spoke to pupils, parents and staff about the school’s work to keep pupils safe. They considered a range of safeguarding documentation

Inspection team

Clare Haines, lead inspector	Ofsted Inspector
Katherine Russell	Ofsted Inspector

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