

People Overview & Scrutiny

Date: **29 September 2026**

Time: **4.00pm**

Venue: **Council Chamber, Hove Town Hall, Norton Road, Hove, BN3 3BQ - HTH/CC**

Members: **Councillors:** Parrott (Chair), Barton Ahmad, Cattell, Czolak, Mackey, McLeay, McNair, Shanks, Winder and Hill

Co-optees: Joanna Martindale (CVS), Adam Muirfield (CVS), Fiona England (PaCC), Sara Fulford (OPC), Anusree Biswas (BRM rep), Lesley Hurst (CoE schools), Maria Cowler (Catholic schools), Kendrick Tugwell (Parent Governor), Illona Bradley (Youth Council)

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Chief Executive
Hove Town Hall
Norton Road
Hove BN3 3BQ

Date of Publication - Monday, 21 September 2026

AGENDA

Part One

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20 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;
- (iii) and 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 and on-line in the Constitution at part 7.1.

21 MINUTES

7 - 30

2.1 To approve the draft minutes of the 14th July 2026 People Overview & Scrutiny Committee meeting.

2.2 To approve the draft minutes of the 4th September 2026 People Overview & Scrutiny Committee meeting.

22 CHAIR'S COMMUNICATION

23 PUBLIC INVOLVEMENT

31 - 32

To consider the following items raised by members of the public: (a) Petitions: To receive any petitions presented by members of the public to the full Council or to the meeting itself; (b) Written Questions: To receive any questions submitted by the due date of 10am on the 23rd September 2026; (c) Deputations: To receive any deputations submitted by the due date of 10am on the 17th September 2026.

24 MEMBER INVOLVEMENT

To consider the following matters raised by Members: (a) Petitions: To receive any petitions submitted to the full Council or to the meeting itself. (b) Written Questions: To receive any written questions from members. (c) Letters: To consider any letters submitted by Members. (d) Notices of Motion: To consider any Notices of Motion.

25 INEQUALITY AND LIFE CHANCES REVIEW

Presentation by Polly Herbert, Independent Chair of the Inequality and Life Chances Review (verbal presentation)

26 BHCC'S RESPONSE TO ENDING LONG TERM ROUGH SLEEPING

Presentation on the council's plans to end long-term rough sleeping (verbal presentation).

27 EDUCATIONAL EQUITY FRAMEWORK

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Contact Officer: Giles Rossington
Ward Affected: All Wards

Tel: 01273 295514

28 CALL-IN OF CABINET DECISION - DAY OPTIONS FOR ADULTS WITH LEARNING DISABILITIES

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Further information

For further details and general enquiries about this meeting contact Luke Proudfoot, (, email Luke.Proudfoot@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

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- Padlocks, chains and climbing gear;

- Items that make a noise (e.g. whistles, loud hailer, mega phones); and,
- Banners, placards and flags or similar items.

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In most meetings, there are no incidents and Council is not disturbed. We hope this continues so there is no need for the Mayor or any Chair of a meeting to take these actions.

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BRIGHTON & HOVE CITY COUNCIL

PEOPLE OVERVIEW & SCRUTINY

4.00pm 14 JULY 2026

HOVE TOWN HALL - COUNCIL CHAMBER

MINUTES

Present: Councillor Parrott (Chair) Miller (Deputy Chair), Cattell, Mackey, McLeay, McNair, Shanks, Winder and Guilmant

Co-Optees present: Maria Cowler (Catholic Church diocesan representative), Adam Muirhead (Community Works Rep), Fiona England (PaCC), Dr Anusree Biswas (Community Works), Kendrick Tugwell (Parent Governor Rep), and Ilona Bradley Reijonen (Youth Council Rep)

PART ONE

5 PROCEDURAL BUSINESS

5.1 (a) Cllr Guilmant for Cllr Czolak. Apologies received from Lesley Hurst and Sara Fulford.

(b) There were no declarations of interest.

(c) The Chair said: Whilst we have no Part Two items today, if members wish to raise any issues with the draft Part Two minutes from the special meeting held on 2nd June, we may need to exclude the press and public briefly.

6 MINUTES

6.1 RESOLVED The draft minutes of the People Overview & Scrutiny Committee held on 17th March 2026 were agreed as a correct of the meeting.

6.2 RESOLVED The draft minutes of the People Overview & Scrutiny Committee held on 2nd June 2026 were agreed as a correct of the meeting.

7 PUBLIC INVOLVEMENT

7.1 Adrian Hart asked a public question. The Chair responded as follows:

Thank you for your question, Mr Hart. The review into the WellBN GP Practice by NHS England and Surrey & Sussex Integrated Care Board has identified serious issues regarding the clinical approach to care by some GPs at the practice.

The investigation was focused on the clinical practice of healthcare professionals working within WellBN GP Practice and the governance arrangements operating within that NHS service. Neither the investigation's terms of reference nor its findings examined Brighton & Hove City Council services, and the council is not the subject of any findings within the report. The investigation does not establish any connection between the matters identified and council-run services.

I note that a public question regarding the WellBN GP Practice was asked at last week's Health Overview & Scrutiny Committee meeting. This is the correct forum for councillors to scrutinise local NHS services.

More broadly, you ask what assurances this committee will seek around the council's own policies, partnerships and safeguarding governance. The Council has a responsibility to carry out its functions in accordance with the law and will continue to do that. Safeguarding is an extensive subject for which teachers and social workers are well trained and versed in. The City Council's children's services are rating as outstanding and all but one of the city's schools are rated as good or outstanding. I am confident in the robustness of our safeguarding for young people and within schools. I do not have any plans to undertake scrutiny of these services in the manner you propose.

8 MEMBER INVOLVEMENT

8.1 There was no member involvement.

9 CHAIR'S COMMUNICATION

9.1 The Chair gave the following communication: We have a busy agenda this afternoon, with a requested update on the progress of the Adult Social Care Improvement Plan, an update on the delivery of the housing strategy, SEND Sufficiency, the final report of the antisocial behaviour in social housing task & finish group, and a proposal for our next task & finish group.

We are going to take the items in a different order to that in the agenda as Genette Laws, our Corporate Director for Homes and Care, isn't able to be with us until later and she will be presenting the item on the Adult Social Care Improvement Plan. So, we will take the Housing Strategy first, followed by SEND Sufficiency, and then Adult social Care.

I was originally planning to have an item on Wellington House following on from the discussion that was had on this during our budget scrutiny meeting in February. However, the consultation only finished last week, meaning that this meeting was too soon for us to provide any meaningful scrutiny. As members may have seen, a special meeting has been arranged for 4th September at 14:00. This will allow time for the consultation results to be analysed and give us the chance to have a whole meeting dedicated to this important issue. It also means that we will be able to discuss and comment on the report that is going for decision at September Cabinet.

10 ADULT SOCIAL CARE IMPROVEMENT PLAN UPDATE

10.1 Cllr Mitchie Alexander, Cabinet Member for Communities, Equalities, Public Health, & Adult Social Care presented the report to the committee. She was joined by Genette Laws,

Corporate Director for Homes and Care, and Andy Witham, Director for Commissioning & Partnerships. Cllr Alexander's main points included:

- The background to the Adult Social Care Improvement Plan
- Peter Hayes, appointed by the Department of Health to oversee the section 50 notice, has recognised the improvements
- Anticipation of the section 50 notice being reviewed in the autumn
- Improvements in annual reviews and wait times in teams
- 45% for 25/26 annual reviews completed on time, with plans to get to 55% this year, compared to 29% at the point of inspection
- 1876 reviews needed to be completed by March 2027, needing to reach 469 by June 2026. Having reviewed 448, they were behind by 21 reviews, which they felt meant the target was achievable
- A new waiting safely framework formalising the process across teams and giving transparent data on how long and how many people are waiting
- A senior safety programme manager appointed for reablement
- 60% positive outcomes from reablement, with no ongoing care needed at 50% and reduced care needs at 10%
- New categorisation for residential admissions removes cases with mental health needs from returns data, bringing the council in line with other local authorities
- Moved from 15th in peer group to 3rd for residential and nursing placements for 18-64 year olds
- Moved from 14th to 7th in peer group for residential and nursing placements for people aged over 65
- Preparations for an inspection later in the year, although unconfirmed. This would now be five days rather than three days. The full process will take 19 weeks rather than 12 months.
- Clear ratified evidence of progress against areas highlighted by the CQC

10.2 Cllr Guilment spoke about the positives changes and moving up the league tables, he asked for information about the section 50 review and work with the Department of Health and why it was coming in the autumn, and what would move the council overall from Requires Improvement to Good. Cllr Alexander said that the section 50 review would be carried out by Peter Hayes from the Department of Health. Andy Witham spoke about the dedicated review team that were really making a difference and that this was best practice. Genette Laws said that reviews at 55% would still not be rated at good, and looking at other authorities some were at 70-75%, which is the aspiration for next year. She said that Peter Hayes was encouraged by the fact that the council recognised where work was needed and efforts focused on, which wasn't his experience elsewhere.

10.3 Fiona England asked what flags for burnout there were for unpaid carers of children aged 18 to 24, and if emergency placements had risen as a result of assessment delays. Andy Witham said that the waiting safely framework will help identify people needing support. Genette Laws explained that assessment was initially to see if people were eligible and that these were done as quickly as possible. She said that reviews were once people were receiving a service and the aim was to do these annually. In terms of emergency placements, she said that she was not aware of any that have occurred while waiting for an assessment, and that was why the waiting safely framework was in place.

10.4 Cllr Shanks said that it was good to see improvements, spoke about the TBM reports and Adult Social Care overspends. She asked if identifying more need was meaning more spending, and that people often thought of Adult Social Care as older people but that it was also younger people, and how co-production was feeding into the review. Genette Laws said that financially they were overspending as they were making sure to meet people's eligible needs and that meant they had more demand than in the budget. She said that the profile of working ages adults to older people was about 50/50 compared to even some of the London Boroughs where it was 60/40 in terms of 60% older people, meaning Brighton & Hove was unique in the number of people with mental health and physical disabilities and learning disabilities, which are the most expensive in terms of weekly costs. She said that they had aligned the savings and mitigations programme for the financial year with the improvement journey, including £888k for reablement and £1.2m for reviews.

10.5 Cllr Miller asked how the assessment improvements were being benchmarked, and what the KPIs were. She also asked about the prioritise actions and updates with shortfalls, such as safeguarding, governance, learning, and safe pathways. Genette Laws said that there was a monthly meeting chaired by the Director for Adult Social Care with Peter Haye from the Department of Health. She said that there is a dashboard and a team dedicated to measuring the progress in terms of delivery. She said that alongside monthly meetings there was a quarterly report to the Corporate Leadership Team. In terms of the areas mentioned she said that practice was really good and that once people were receiving a service in Brighton & Hove, the experience is broadly positive and that the issue is that it takes too long in terms of the initial assessment. Cllr Miller said that this was not reflected in the report. Genette Laws said that the issue was going to cabinet every six months and that she would ensure reports cover these areas. Andy Witham said that the focus was on the section 50 notice to get this removed but that other areas were being looked at.

10.6 Kendrick Tugwell said that it was good to see improvements. He asked how the Adult Social Care department were working with children's services and local schools to ensure that children with complex SEND needs transitioning into adulthood are not falling through any gaps. Andy Witham spoke about the transition strategy which looks at exactly that, and that they were in the process of hiring a programme lead to lead the delivery of that strategy. He said that the transition strategy had been to scrutiny before and that it could come back with an update on progress at a later date.

10.7 Cllr McNair asked what the main reasons were for the low judgements. Genette Laws said that the reasons for the section 50 were that they were not focused on reviewing people once they were in placements, which was a decision about how staff were deployed, which was identified before the inspection and why they introduced the reviewing team. At the inspection it was at 29% but that was already increasing to 45% by the end of the inspection. In terms of waiting times for inspections, she said it was probably about not being agile enough to not only recognise there was an issue but to think about solutions. She said that she was proud of the team for trying some different ways of working in order to reduce the wait time, which has gone from months to weeks, but there was still more to do. She said the third area that has contributed is the geography of the city and affordability of affordable housing. She said that they had a relatively high number of working age adults placed outside of the city, even if it is just over the border in Shoreham. She said that in terms of inspections that would be outside of the city even though it is easy for the family to visit. For county councils with a larger footprint, they could have people even within their boundaries having to travel large distances. She said things like Brickfields would help bring working age adults back.

10.8 Cllr Guilmant spoke about financial strains on the service as it is a statutory service and asked how they were fighting against it, or if it needed national reform. Andy Witham spoke about the preventative work done to help people early on, but said that if someone had an assessed need, then they had to meet it. Genette Laws said that they needed to reflect that people were living longer and unhealthier in later years, meaning demand is becoming more complex. She spoke again about the 50/50 profile of older people and working aged people and said that an increasing number of the working age adults have co-occurring support needs, such as mental health and substance misuse issues.

10.9 Cllr McLeay asked about contingencies if the numbers needing assessments were to rise. Genette Laws said that they carried out forecasting and scenario planning every year in the budget. She said that they wanted to get preventative measures better and where there was preventative need how to support it in a timely way. Andy Witham said that the development of the reablement offer focuses a lot on hospital discharges but is shifting to those who come through the front door.

10.10 Dr Anusree Biswas said that it was good to see the positive trajectory of improvements and welcomed the launch of the waiting safely framework. She asked what framework was used or people to qualify for the list and how it was prioritised. Genette Laws said that it was not so much that people qualified for the list, but that the team were looking through the case details of each person waiting to understand if there were any risks that would require a phone call to check in on them. She said that they took case notes with details of the issues that people were waiting for in terms of assessment, and that they looked at everyone who was waiting. The focus of the phone calls was those where they think there are risks but that everyone got called.

10.11 Cllr Miller spoke about prevention and reablement, including her experience of reablement following a stroke. She said that because she hadn't had physio which would have prevented a problem with her scoliosis, she suffered a slipped disk and had to have private physio which she could afford, but that many could not do so. She also spoke of the need to improve pavements and encourage people to be more active and not driving so much. Genette Laws said that Brighton & Hove was one of the least inactive cities in the country. She said that there was more to do for those who are inactive and more to do to help people make more healthy lifestyle choices.

10.12 Fiona England said that adults with learning disabilities die 15 years earlier than the rest of the population. She said that transition planning was key and wanted all areas of the council to work together focusing on what is available for young people with learning disabilities as they deserve healthy and active lifestyles. Genette Laws agreed that the Transition Strategy needed to be the anchor in which they thought about the outcomes and the life chances of those young people with disabilities. She said that dentistry and good oral care was vital to a healthy life. She said that she hoped the next time the Transition Strategy came back to committee that it was less focused on process and more on outcomes and impact.

10.13 Cllr Mackey said that she was pleased that progress was being made and asked about the process of involvement of families. Andy Witham said that they used various methods of capturing resident voices such as Health Watch and annual surveys to all users and carers. He said that when designing services, such as Brickfields, they involved service users in the design.

10.14 Cllr Winder asked about the difficulties of predicting demand and what planned interventions would help with this. She also asked about the importance of health hubs and how they would encourage socialisation and keeping residents active, as well as saving the council money. Genette Laws said that broadly the idea for health hubs was to bring health closer to where people where so that they could engage and do more self-care, which would help in the long term. She said that in terms of interventions they had the Better Care Fund which helps to pull not just resources together but knowledge and planning to response to the needs of residents in the city. She said that regarding forecasting they did have modelling that helps to anticipate what the numbers would be and that for the coming year they would include the impact of the reablement offer and more timely reviews. Andy Witham said that they have developed the integrated community teams, which are health lead teams involving social work teams, to bring support and services closer to people in their communities. He said that some of the strategies were cross cutting and city-wide strategies such as the Learning Disability Strategy and the Autism Strategy, which in the long run would help the council to help those individuals.

10.15 RESOLVED – People Overview & Scrutiny Committee notes the progress of the Adult Social Care Improvement Plan.

11 PROGRESS UPDATE ON DELIVERING OUR HOUSING STRATEGY

11.1 Cllr Williams, Cabinet member for Housing, was joined by Diane Hughes, Head of Strategy & Supply. Cllr Williams presented the report to the committee. Her main points were:

- Thanking Diane Hughes and her team for their work.
- The significant challenges faced, but the progress made
- Investment in council homes rising from £44m to £54m
- Campaigning to eradicate damp and mould
- Sustainability in council homes
- Delivering affordable homes
- Buying back over 500 homes
- Helping over 500 families with early intervention
- Improving resident engagement and becoming a more resident focused landlord
- 313 empty homes brought back into use
- 8694 homes in the new licensing scheme
- Looking closely at EIAs to reduce inequalities

11.2 Cllr McLeay commented that the expansion of the buyback of homes was great. She said that the figures did not include the 69 lost to right to buy or from the LPS blocks and how these would be reported going forward. Diane Hughes said that they report annually to government to see the positive or negative figures. She also said that area panels report on housing stock and these would be reflected in those reports.

11.3 Cllr Mcleay asked a question about EPCs with 89.2% leaving 1320 homes with an EPC of D or worse and how this would impact the council's net zero by 2030 target. Diane Hughes said that they were retrofitting homes to meet standards and would continue this work over the next few years.

11.4 Cllr Miller asked about the council's relationship with tenants and leaseholders, saying that there was a persistent thread of insufficient hearing of concerns. She recognised that there was a real desire to change in the department but wondered if it was reaching all staff who interact with tenants and leaseholders. Diane Hughes said that she was sorry to hear that and that the council wanted to be the best landlord possible. She added that they were doing work through the regulator of social housing's requirements around professional standards for staff that is c-produced with tenants and leaseholders and that there was also training on customer care.

11.5 Adam Muirhead asked about Andy Burnham's promise to build lots more homes when he becomes Prime Minister and if the strategy had the flexibility to change with national priorities. Cllr Williams said that if Andy Burnham gave them the cash to build then they would.

11.6 Cllr Cattell welcomed the report and asked how important commuted sums made by developers was. Cllr Williams said that it helped them to be able to build more homes or buy back more homes. Diane Hughes said that they had been buying back since 2019 and that commuted sums had been used very well. She said that they would prefer on site affordable housing but that this wasn't always possible.

11.7 Cllr McNair asked about the repairs backlog asking what they wanted to reduce it to and by when. He also asked about downsizing saying that for some residents who had lived in a three-bedroom house for many years it may end up more expensive for them to downsize to a one bedroom flat, and how would issues like this be mitigated. He also asked about when the Hollingbury Library site would be finished and welcoming residents. Diane Hughes said that the backlog was a major part of their work, with various reasons why it had increased. She said that they were putting in more resources and using prioritisation. She said that she would come back to the committee with the timeline. On Downsizing she said that it was difficult for residents, not necessarily because of the cost but that they needed handhold and supporting. On the Hollingbury she said that it was due this year and would get back to the committee with a date. Cllr Williams said that she was coming to the Place Overview & Scrutiny Committee next week to discuss the housing regulator compliance update and would provide more details about the backlog there.

11.8 Cllr McLeay said that 63% of tenants believe that the council listen to them and what was being done to address the other third. She also asked about water safety and when the remaining actions would be completed. Cllr Williams said she would give more detail on water safety next week. Diane Hughes said that there had been a movement on residents' feelings which was great. She said that they had a programme of work called 'creating great homes together' to deliver on resident priorities including complaints handling, and that hopefully through the action plan things would improve for residents.

11.9 Cllr Guilmant said that the increase in funding from £44m to £54m was brilliant. He said that there was a trend of improvements in the backlogs and asked what the highest risk was they were dealing with at the moment. Cllr Williams said that water safety was really important and that she would not be happy until it was 100%.

11.10 Cllr Mackey asked how far along the council was with developing its supported housing strategy. She also asked about a licensing scheme for support housing. Diane Hughes said that they had been at a supported housing summit today and that it was in the development

stage with plans to take it to cabinet before March. She said that they were watching plans for a licensing scheme closely.

11.11 Cllr Shanks spoke about communication with residents and asked what was being done about heat in council homes given the recent heatwaves. She also asked if the council were purchasing empty homes and about sub-letting. Diane Hughes said that 313 properties bought were from the private sector and that they looked to intervene in properties empty for a year, asking owners if they wanted to let properties, offering them incentives to do so. She said that they worked closely with the corporate fraud team and said that residents should report any suspicions. She said that this summer had shown that action on heat was something that they should approach going forward.

11.12 Cllr Winder asked about community cohesion and making residents feel safe and welcome when moving between temporary and permanent accommodation. Cllr Williams said that residents received a welcome pack including information about the local area and safety information. She said that it was really difficult to keep people close to children's schools given the lack of accommodation but that they would try where possible. Diane Hughes said that within the 8 LPS blocks there was a lot of change but that the resident engagement team were working hard to support residents.

11.13 The Chair asked if co-production in terms of customer service included disability groups. Diane Hughes said that it did.

11.14 The Chair asked if in terms of VAWG the priority was to move perpetrators out of homes rather than victims. Diane Hughes said that it was if victims wished to remain in their home. She also said that staff were working to a victim centred approach and had trauma informed training.

11.15 Cllr Mackey asked about support for refugees given the city of sanctuary status the city holds. Diane Hughes spoke about government's Local Authority Housing Fund to buy homes to resettle Afghan families and said that they were working with the communities team to make sure that they are settled.

11.16 RESOLVED People Overview & Scrutiny Committee agreed the to note the report.

12 SCRUTINY OF SEND SUFFICIENCY

12.1 The Chair gave the following statement: Before we take the presentation and questions I would like to make a comment on this item. This report is the beginning of a new and forward-thinking approach, how we work with the increasing complexity and scope of SEND provision in the city. On reading the report and going through it thoroughly I had many questions and concerns. However, I wanted to be clear that I do not see these concerns extending to the level of education and support that is currently being provided. Nearly all of our schools are rated as good or outstanding which is something we should all be immensely proud of. Our children and young people are engaged, safe and being treated well. Of particular note today is the Outstanding given to our two special needs schools- Downsview and Hillpark – they are to be commended that they continue to deliver against an increasingly complex and difficult environment. Their work and expertise will no doubt be immensely influential in the development of our sufficiency. It is the job of scrutiny to focus on where and how we can improve as I am sure this conversation will demonstrate. I wanted to just take a moment

though to reflect on the starting position we find ourselves in, sometimes we need to pause and reflect on where we are before we move forward.

Thank you to all of the council staff involved in SEND, our Heads, SENCOs and all teaching staff who do such a tremendous job.

12.2 Cllr Daniel, Cabinet Member for Children, Families, & Wellbeing, was joined by Georgina Clarke-Green, Director for Education. Cllr Daniel presented the report to the committee. Her main points were:

- The foundations, including the principles of belonging and ensuring children's voices were heard
- The new national direction for SEND and how the council was responding
- The oversight, finances, and governance
- Data on SEND in the city
- The growth in EHCPs of 57% in the last five years
- Data on SEND population changes
- Information on where children with EHCPs were educated
- The increasing costs driven by providers and inflation
- Budget break downs
- Forecasting data
- Post-16 provision
- Tiers of support
- What has been delivered in the last five years
- Key priorities

12.3 Cllr Cattell asked about children in care and care leavers, and if they were given extra support. Georgina Clarke-Green said that the virtual head was support post 16 care leavers and that the SEND reform included additional mental health support, and that there would be additional transition with preparing for adulthood plans.

12.4 Cllr McNair asked about digital individual plans and if there would be admin support. Georgina Clarke-Green said that they didn't know, from the Department for Education, what these would look like yet. She said that there would be a significant shift from local authority EHCP to schools and that they would need support.

12.5 Ilona Bradley Reijonen asked about consultation with children and young people and what this looked like. Georgina Clarke-Green said that the SEND Sufficiency work stream was driven from principles of belonging that they did with young people including black and racially minoritised people, children and young people with SEND, special school children, and those key themes have been a plank in our provision.

12.6 Kendrick Tugwell spoke about the £8.2m for new special bases, asked about support for mainstream primary schools where some had as many as 40% of children on EHCPs, and asked about support for staff. Cllr Daniel spoke about the alternative provision support team working in Rudyard Kipling school and the support provided for them. Georgina Clarke-Green spoke about the development of provision and the implementation of experts at hand and embedding the ordinarily available inclusive practice which is a co-produced piece of work across the system to create a base line for all schools to use when a school has a child with SEND. She spoke about the experts at hand investment from the Department for Education of

£1.75m in year one, with more promised in the future. She said 80% of the experts at hand resource will be directly accessible by schools. She said that they had added to that a rapid intervention gateway to assimilate other drivers and policies such as families first and best start in life. She said that families with children not in schools can access this rapid intervention gateway. She said that on the inclusive intervention bases there was an application process and that these were scored on a matrix.

12.7 The Chair asked about KPIs and monitoring. Cllr Daniel said that she provided a level of scrutiny, that there were governance arrangements across the programme and that herself and Deb Austin, Corporate Director of Families, Children, and Wellbeing, would be looking at whether they could incorporate some of their KPIs onto the corporate KPI dashboard, but that they would have to choose carefully. Georgina Clarke-Green said that there is also the SEND and AP partnership board, with the ICB, Fiona England from PACC, AMAZE, and others.

12.8 Cllr Shanks spoke about travel training, reforms needed from government, and uncertainty with a new Prime Minister. Georgina Clarke-Green said that they wanted to have as much provision locally as possible to minimise travel across the city for children and young people. She said that they wanted to prevent out of city placements. She spoke about the £1.6b inclusion mainstream fund that would help schools deliver some of the reforms. She said that they had not had the results of the SEND consultation back yet.

12.9 Cllr Guilmant asked about more SEND children going into mainstream schools and support for staff wellbeing. Cllr Daniel said that many of the children were already in the mainstream schools and being dealt with by those staff and SENCOs. She spoke about involving SENCOs and heads in the consultation response to unpick exactly what support they needed.

12.10 Cllr Guilmant asked about different school doing more than others and if this would create a level playing field. Georgina Clarke-Green said that there were different needs at different schools and that they would use SEND data to ensure the right support where it was needed.

12.11 Cllr McLeay asked about how children that are homeschooled would be re-engaged with. Georgina Clarke-Green said that she was really keen on when developing the expert at hand plans and rapid intervention gateway was those children and young people not at school were able to get wrap around support and engagement. She hoped to embrace those children and young people back into the system.

12.12 The Chair asked about support for parents. Georgina Clarke-Green spoke about the best start in life family hubs, saying that there was lots of support for parents to help them with their children's needs.

12.13 Cllr Mackey spoke about the dream for fully inclusive education and schools. She asked about training for teachers. Cllr Daniel said that the Secretary of State for Education had recently spoken about changes to the PGCE course to include more SEND training. Georgina Clarke-Green spoke about the range of training available for teachers and governors. The Chair spoke about her son who was training to be a teacher and the huge amount of training on SEND that he was doing.

12.14 Fiona England spoke about the positives of more support for children with autism. She asked questions around SEND reforms and the wider needs within neurodiversity. She said that parent carers in the city were keen to know whether the council would accept other ND needs within autism basis. She spoke about eligibility criteria for bases, and asked about post-16 learners not being sufficiently supported, with only 20 supported internship opportunities. Georgina Clarke-Green spoke about the autism speech and language strand in the Brighton & Hov inclusion support service, experts at hand offer dos include specialist teachers for neurodiversity. On provisions one of them would be around autism and the others would be available for wider neurodiverse needs. They wanted to co-produce the eligibility criteria with parents, carers, schools and SENCOs, so Fiona would be involved in that. On post-16 she said that there was a lot of work to do and that they want to widen the number of entry level courses or post-16 and strengthen the transition planning further. She said that they needed to improve access to information for parents and carers on post-16.

12.15 Cllr Miller asked if all neurodiversities were classed as autism in the data as there was no reference to ADHD, ODD, or SPD. Georgina Clarke-Green said that this was not the case but that they had to work within the categories provided by the Department for Education and that there wasn't a specific category for ADHD.

12.16 Cllr Miller asked about using expertise in schools to spot and assist earlier. Cllr Daniel said that no support relied on diagnosis but on presenting needs. Georgina Clarke-Green said that they had to be careful as they were not medical so could not diagnose children and young people. Experts at hand is about getting the right support at the right time and the earlier we do so the less those needs will escalate.

12.17 Cllr Miller asked about masking meaning that children and young people were not receiving the right support or diagnosis and said that diagnosis was important to get the right support. She spoke about the difficulty to access EHCPs and if the council was measuring how disadvantage affects accessing them. Cllr Daniel said that the Secretary of State had said that disadvantaged families were less likely to pursue EHCPs. Georgina Clarke-Green said that this was a really good point and that they could use data to recognise intersectionality, which was something that they weren't doing enough.

12.18 Cllr Shanks asked about provision for afterschool and holidays. Cllr Daniel said that this was not covered in the SEND Sufficiency but in the Adolescence Strategy.

12.19 Adam Muirhead asked about the proposals for bases and how this reconciled with a need for a longer plan, and the plan for covering the high needs block in 2028. Georgina Clarke-Green said that the provisional bases was a three-year plan but that there would need to be a longer-term plan. She said that they would be evaluating and reviewing. On finances she said that they had managed the high needs block well and hadn't overspent until last year or the year before, whereas most councils were overspent by many millions, so it was not massive compared to many across the country. She said that government had said that SEND spending would be covered nationally by 2030 and as long as they carried on as they were then it would be covered.

12.20 Cllr Miller welcomed the direction of travel, said that it would be great to bring children back into the school system, and asked how this would be done. Georgina Clarke-Green said that it would depend on why they had left the school system, but that the door was always open and they would be supported to come back.

12.21 Dr Anusree Biswas asked what good quality training looked like, what ongoing support looked like, and how parents and young people engage about individual's decisions as some people are not able to navigate or advocating for themselves, because they are experiencing socioeconomic disadvantage or they might be from racialised communities. Cllr Daniel said that on marginalised groups that the massive expansion of early years free childcare helped to identify children who may have a learning support need or aren't meeting developmental milestones, as well as support from family hubs. Georgina Clarke-Green said that good quality training was sound evidence based and from good trainers who provided practical work and gave the opportunity to ask questions and clarify. She said that teachers did not always have the time for training, so they had to make it accessible. She spoke about the CVS groups that were involved in the SEND reforms including PACC and AMAZE. Dr Anusree Biswas asked if there were any organisations that focus on race or ethnicity that they might also have spoken with, and special provision becoming smaller. Cllr Daniel said that the Secretary of State, when launching the reform strategy had this in mind, particularly the new tiers before EHCP, so children don't need to go through that process to get the support. She said that the anti-racist schools practitioners were involved and provided challenges.

12.22 Fiona England said that she agreed with Anusree. She spoke about the SEND reform engagement timelines which was not realistic and that this was something that PACC nationally raised with the Department for Education. She said that engagement with marginalised communities takes time and planning to reach out to the right organisations across the city.

12.23 RESOLVED People Overview & Scrutiny Committee notes the Special Educational Needs and Disabilities (SEND) Sufficiency Plan 2026-2029 Report.

13 ANTISOCIAL BEHAVIOUR IN SOCIAL HOUSING TASK & FINISH GROUP REPORT

13.1 Cllr Cattell, as Chair of the Task & Finish Group, introduced the report saying: Antisocial behaviour in social housing can have a profound and lasting impact on residents' wellbeing, feelings of safety, and sense of belonging within their communities. For many people, their home should be a place of refuge; when antisocial behaviour occurs nearby or within shared spaces, that sense of security can be deeply undermined. It was in recognition of this impact, and the concerns consistently raised by residents and councillors alike, that the People Overview & Scrutiny Committee established this Task & Finish Group.

Over the past months, the Task & Finish Group has undertaken a detailed and thorough examination of how antisocial behaviour in social housing is addressed across Brighton & Hove. We have drawn on a wide range of evidence, hearing directly from council officers, housing associations, the police, community safety teams, other local authorities, Members of Parliament's offices, and—most importantly—residents with lived experience of antisocial behaviour. I would like to thank everyone who gave their time to contribute openly and constructively to this work.

What quickly became clear is that while antisocial behaviour presents complex challenges, many of the frustrations experienced by residents stem not only from the behaviour itself, but from how cases are communicated, progressed, and resolved.

Recurrent themes across our evidence included the importance of clear and regular communication, effective expectation setting, timely use of enforcement tools, and better partnership working between agencies. We also heard powerful and deeply troubling accounts of racism related antisocial behaviour, underscoring the need for a clearer, more proactive, and explicitly zero tolerance approach to racially motivated harassment within housing environments.

This report recognises that no single intervention will eliminate antisocial behaviour altogether. However, the recommendations set out here are practical, evidence based, and informed by best practice from across the sector. If implemented, they have the potential to significantly improve residents' experiences—ensuring people feel listened to, supported, and confident that concerns are being taken seriously, even when cases are complex or lengthy.

I am particularly grateful to the residents who shared their experiences with the group. Their testimony grounded our work in reality and served as a constant reminder that behind every case file is a person, family, or community affected day-to-day by these issues.

I'd like to thank Jackie O'Quinn for her work on this Task & Finish Group as its original Chair. I'd also like to thank the members of the group for their hard work over many months to gather the evidence for this report.

I commend this report and its recommendations to the Council, partnerships, and housing providers across the city. I hope it will act as a catalyst for continued improvement, stronger collaboration, and a renewed focus on putting residents at the heart of our collective response to antisocial behaviour.

13.2 Dr Anusree Biswas welcomed the report and the work that had gone into it and asked if the committee could ask the Cabinet to ensure that any ASB action plan includes a specific hate-related ASB framework, with clear escalation routes, reasonable adjustments, language access, staff training, community reassurance and equalities monitoring of outcomes by protected characteristic.

13.3 Cllr Shanks asked about recommendations with cost implications and if they had been costed. Cllr Cattell said that they had not been costed as it would be up to cabinet to decide whether they would be taken forward or not, including the cost in their decision making process. She did say that many did not have cost implications such as lobbying for a special housing court.

13.4 Kendrick Tugwell asked if considerations had been made for children whose lives would be impacted by antisocial behaviour suffered at home. Cllr McLeay, who sat on the Task & Finish Group said that it was a really good point that the group hadn't considered during its investigations.

13.5 Adam Muirhead asked about a more asset based approach and supporting residents to support themselves. Cllr Cattell said that it was difficult as many residents were afraid to come forward in the first place for fear of being identified by the perpetrator.

13.6 Cllr Miller asked about the process and if it would come back to committee at some point. Giles Rossington, Scrutiny Manager, explained that the report would go to cabinet, who would

accept or reject each recommendation. Then at a later committee meeting an update would come back outlining progress of the accepted recommendations. He said that committee could ask to continue receiving these updates until they were happy that all of the accepted recommendations were completed or acknowledged that any remaining were not going to happen for whatever reason.

13.7 Cllr McLeay asked if the report had been shared with witnesses yet, and thanked scrutiny staff for their work supporting the Task & Finish Group. Luke Proudfoot, Overview & Scrutiny Officer, said that he had not yet shared the report with witnesses as he was waiting for approval of the report from the committee before doing so.

13.8 Cllr Cattell thanked Cllr McLeay and Cllr Fishleigh for their excellent contributions to the Task & Finish Group, particularly around casework examples as she does not get such casework.

13.9 Dr Anusree Biswas asked about the process of the suggestions put forward. The Chair said that the report could not be changed at this point but any additional points raised by members would be shared with the appropriate officers.

13.10 RESOLVED People Overview & Scrutiny notes the Antisocial Behaviour in Social Housing Task & Finish Group Report attached as Appendix 1; and Refers the findings of the Task & Finish Group Report on Antisocial Behaviour in Social Housing to Cabinet for consideration

14 NEXT TASK & FINISH GROUP

14.1 The chair gave the following statement: Our final item tonight is seeking the committee's approval for the next Task & Finish Group, which I am proposing to be on customer services. Following on from our discussion at the March committee meeting scrutiny officers and I held meetings with relevant council officers. I have concluded that there is more space to look at the council's customer service offer and provide useful recommendations that could possibly result in meaningful change.

Although young people's mental health, which was the other option I was considering, is incredibly important and an area that I know we all want to see improvements being made in. I do not think at this time that a task & finish group could bring up any new evidence or put forward any recommendations that are not already being considered. We are waiting for the finalisation of a number of initiatives and reports from government that will shape the direction that the country as a whole and Brighton and Hove as a city start to move in. Once the landscape is clearer then might be the time to reconsider a topic within this area for a task and finish group.

Included in the report are a scoping report and draft terms of reference for the task & finish group. The scoping report is a guideline to get the group started. The first meeting of the group will be a scoping meeting where we can discuss witnesses and how we want to proceed.

14.2 RESOLVED People Overview & Scrutiny agrees to establish a Task & Finish Group on Customer Services with the terms of reference set out in Appendix 1.

The meeting concluded at 8.11pm

Signed

Chair

Dated this

day of

BRIGHTON & HOVE CITY COUNCIL

PEOPLE OVERVIEW & SCRUTINY

2.00pm 4 SEPTEMBER 2026

COUNCIL CHAMBER, HOVE TOWN HALL, NORTON ROAD, HOVE, BN3 3BQ - HTH/CC

MINUTES

Present: Councillor Parrott (Chair) Ahmad, Cattell, Czolak, Mackey, McLeay, McNair, Shanks and Winder

Other Members present: Fiona England (PaCC), Michael Creedy (OPC), Sally Polanski (CVS), Adam Muirhead (CVS), Anusree Biswas (BRM representative), George Woodhams (Youth Council), Kendrick Tugwell (Parent Governor)

PART ONE

15 PROCEDURAL BUSINESS

15(a) Declaration of substitutes

15.1 Cllr Evans attended as substitute for the vacant Labour position on the committee.

15.2 Sara Fulford (Older People's Council) sent apologies. Michael Creedy attended as a guest representing the OPC.

15.3 Joanna Martindale (VCS) sent apologies. Sally Polanski attended as a guest representing the VCS.

15(b) Declaration of Interests

15.4 Cllr Czolak declared that he is an NHS trust governor. Cllr Parrott declared that she is an NHS trust governor and also a governor at Downs' View school.

15(c) Exclusion of Press & Public

15.5 The Press & Public were not excluded from the meeting.

16 CHAIR'S COMMUNICATION

16.1 The Chair gave the following communications

I'd like to thanks everyone for attending this special meeting. I've called a special meeting as I felt it was important that People O&S members had the chance to comment on plans for day

services for people with learning disabilities in advance of the Cabinet decision which will take place on 17 September.

The draft Cabinet report and its appendices are included in today's meeting papers. Cabinet papers will be published on 09 September so there is time between this meeting and Cabinet to make changes to the report should Cabinet choose to do so in response to scrutiny suggestions.

We're joined today by Cllr Mitchie Alexander, Cabinet Member for Communities, Equalities, Public Health and Adult Social Care, and also by Steve Hook, the council's Director of Adult Social Care. In a moment I will ask Mitchie and Steve to present on their plans for the future of day services for people with learning disabilities.

Before we start, I want to make a point about today's meeting. As with all Council meetings, local residents are welcome to attend and observe the meeting. However, this is not an opportunity for people to directly engage, and I do ask that members of the public don't interrupt the meeting. There will be opportunities for people to ask questions or present deputations or petitions to the 17 September Cabinet meeting.

17 PUBLIC INVOLVEMENT

17.1 There were no public questions.

18 MEMBER INVOLVEMENT

18.1 There were no member questions.

19 PRE-DECISION SCRUTINY OF WELLINGTON HOUSE

19.1 The item was introduced by Cllr Mitchie Alexander, Cabinet Member for Communities, Equalities, Public Health and Adult Social Care, and by Steve Hook, Director of Adult Social Services.

19.2 Cllr Alexander presented slides and explained to the committee that the proposed decisions around Wellington House align with the Council's Learning Disability Strategy, 'Big Plan', and with the Transitions Strategy. The proposals will not reduce day opportunities, but will contribute to a more flexible and cost effective service. Wellington House is highly valued, but the building is not fit for purpose and requires significant investment, services cost substantially more to deliver than independent sector alternatives, and there has been decreasing attendance and referral over recent years. The independent sector already supports around 86% of learning disabled people requiring day care in the city at a lower cost than Wellington House. The proposals will generate an estimated recurrent saving of £336,000. The council will seek to re-deploy Wellington House staff if possible. Potential redundancy costs range from £192,000 to £575,000. An extensive Equality Impact Assessment (EIA) has been completed. The EIA identifies a number of risks and mitigations, for example reviewing all clients within 6 weeks of a new placement. Everyone understands that people are very attached to Wellington House, but this is the best decision in financial terms and in terms of the best way to support people with learning disabilities.

19.3 Cllr Evans asked about the implications of closing Wellington House should placements of people with complex needs fail. Would this risk impacting the individuals concerned, and would there be an increased financial risk for the council, which, with no recourse to in-house services, would be forced to pay whatever the local market demanded for a new placement? Mr Hook replied that only a minority of current Wellington House clients have complex needs. The council has a mature and positive relationship with independent sector providers in the city, including providers able to accommodate people with complex needs and the council is confident that it will be able to negotiate reasonable deals should placements fail. The recent re-commissioning of the community support service is evidence of this good relationship. It also means that there are set service specifications and prices for various types of care, including care for people with complex needs. In addition, the council will continue to run Beach House, and this has capacity to be used as a place of safety if necessary.

19.4 Cllr Evans asked about contingency planning if there is a delay in finding placements for the 2 current Wellington House clients with complex needs. Mr Hook replied that there is no fixed end-date for the closure of Wellington House. Bespoke transition plans will be developed for the people concerned. Providers supporting people with complex needs will typically seek to recruit additional staff once a placement is agreed, so the fact that there may not currently be spare capacity for people with complex needs in the independent sector is not a cause for concern. Cllr Alexander added that she has spoken with providers who manage complex needs and they have explained that, if they contract to support people from Wellington House, they will recruit to ensure that support staff have the skills required to meet clients' individual needs.

19.5 Cllr McLeay questioned whether the draft Cabinet report adequately addresses concerns expressed by parent-carers and the generally negative consultation feedback. Mr Hook responded that the Cabinet report does address these issues, particularly in appendices 8 and 11 and in the EIA (appendix 3).

19.6 Cllr McLeay asked for more detail of the review and quality assurance of alternative placements. Mr Hook replied that every client provided with a new placement would be reviewed within 6 weeks of the placement commencing. They would then be subject to an annual review, unless problems had been identified in the initial review, in which case there would be earlier follow-up. Mr Hook also explained the roles played in quality assurance by the Service Improvement Panel and the council's Quality Monitoring Team.

19.7 Cllr McLeay expressed concerns about a reference in the Cabinet report to private providers having leaner running costs, particularly in terms of service quality and the council's duty to encourage sustainable employment practices. Mr Hook replied that the private sector delivers high quality services. It is inevitably the case that this will be at a lower cost than the council can provide services at due to the council having higher costs in terms of employer pension contributions and corporate on-costs. Given the difficult financial position the council is in and the need to make savings of more than £10 million from the Community Care budget in the coming year, there is little alternative.

19.8 Cllr McLeay asked whether it might be more prudent to delay making an irreversible decision given the commitments the new Prime Minister has made to transforming social care. Mr Hook responded that the council is eager to contribute to the Casey Review. However, this will not be a short-term fix, and funding pressures need to be addressed in the meantime.

19.9 Cllr McNair asked about how significant the building condition issues at Wellington House, why the property had been allowed to deteriorate and when the decision was made to close it. Cllr Alexander and Mr Hook replied that substantial sums have been spent on the building in recent years. However, older buildings can be expensive to maintain. The building is nearing the end of its useful life and repair costs would escalate in future years. The decision to close Wellington House was taken in December 2025.

19.10 Cllr Barton Ahmad asked what would happen if placements cannot be found for current clients, noting that trade unions were sceptical that the city market is capable of meeting the demand. Mr Hook replied that he is confident that placements for 16 of the 21 current clients can be swiftly arranged. Finding the right placements for some of the remaining clients may take more time, and some individuals may benefit from having a relatively long transition between placements. A full staff consultation must also be undertaken. Ideally, all new placements would be in place by March 2027, but this will depend on the needs of each individual. The council has a long and stable history of working constructively with the local day services market and is confident that all current clients can be placed appropriately.

19.11 Kendrick Tugwell (parent governor) asked about future demand projections and consultation with special schools. Mr Hook responded that the council had not specifically consulted special schools but is confident that modelling is robust. The number of people requiring placements is increasing year-on-year as reliance on residential care is being reduced, but most of this additional demand has been effectively managed by the independent sector.

19.12 Cllr Mackey asked about the financial and personal costs of future placements breaking down. Mr Hook responded that there is also a financial impact to maintaining the status quo which has to be considered. In terms of financial risk, the council is confident that the local market is robust and able to increase capacity at an acceptable cost. There has been no specific modelling on service failure as this is considered low risk due to the robust mitigations in place, which included the potential use of Beach House. In addition, most of the current Wellington House clients live in local authority funded places, which presents a lower level of risk than clients living with their families. The council is very alive to the human impact of Wellington House closure; this is reflected in the mitigations detailed in the EIA which include measures to minimise people's anxiety.

19.13 Cllr Shanks asked whether alternative premises for Wellington House services had been considered, and what the situation was regarding NHS 'continuing care' funding. Cllr Shanks also expressed concern that Wellington House is a successful community that will be very difficult to move people on from. Mr Hook replied that he agrees that current clients like and value Wellington House. However, the current model has 21 clients, some of whom do not attend every day, and they are supported by 21 staff. This is a high cost, unsustainable model. Most of the unsustainable costs are associated with staffing, so using alternative premises with lower maintenance costs would not have a significant impact on sustainability. The council recognises that moving will be disruptive for current clients and will seek to maintain current friendship groups where possible when making placements. In terms of NHS funding, most clients who are in receipt of NHS continuing care funding will also be living in residential care and are unlikely to require day services.

19.14 Fiona England (Parent Carers Council) told members that PaCC felt that there should have been a more detailed response to concerns raised by parent carers as well as specific

engagement with special schools. PaCC has also raised concerns that there are a significant number of families who will avoid contact with social care until they have no alternative, for example as carers of adults reach an age where they can no longer cope. Basing forecasts of adult needs on young people in receipt of care risks missing this. Similarly, there are families who are currently educating their children outside the city, but these people will eventually return and increase the number of adults requiring support. PaCC welcomes commitments from the council to work with parent carers, but notes that this has not yet started. The quality of the built environment is very important. Wellington House is good in this respect as it has spare space for breakout areas and is also wheelchair accessible. It is unclear whether alternative accommodation will have these advantages. The council also needs to be aware that, if its actions cause families to fall into crisis this will have significant financial impact. Mr Hook replied that a number of these comments are relevant to the council's Transitions Strategy. There has been extensive engagement on this already and there will be more as implementation begins. In terms of Wellington House's facilities, it does need to be recognised that the spare space at the facility is partly due to under-occupation. Whilst it is important to be cautious about projections of future need, the council has framework contracts with local providers and is confident that the market can provide a substantial additional number of places if required. Ms England asked if Mr Hook would commit to meeting with special school heads and Mr Hook responded that he would be happy to. Cllr Parrott noted that she would like to see the implementation of the Transitions Strategy at a future People committee meeting.

19.15 Anusree Biswas (Black & Racially Minoritised representative) asked about support for carers. Mr Hook replied that the council has consulted the Carers Centre on plans. As current clients will be offered an equivalent services, a significant impact on carers is not anticipated, but carer's assessments will be undertaken where appropriate and carers are included in individual care and support plans.

19.16 Cllr Winder asked how the plans relate to broader strategic thinking. Mr Hook replied that the changes, and others such as the recent negotiation of a new contractual framework with providers, are aligned with the priorities in the council's Learning Disability Strategy, The Big Plan. Additional funding will flow to the independent sector as a consequence of the closure of Wellington House and this will help encourage new providers into the city.

19.17 Cllr Evans asked about the risk of losing valued staff. Mr Hood replied that the council will fully consult with staff over changes and will offer redeployment where possible, for example to Beach House or to care homes.

19.18 Sally Polanski (VCS) told members that Amaze had not been directly engaged, but that it supports the concerns raised by other responders and by the governors of Hill Park School. Specifically, Ms Polanski raised concerns about the precarity of independent sector provision in the city and about the readiness of the market to take on more work. More generally, there are concerns with the way that major change is managed across the city. Mr Hook responded that there has been one new placement at Wellington House in the past 3 years. In the same period there have been more than 70 new placements in the independent sector, which has an excellent track record of accommodating demand. The local day services market is robust. However, this is perhaps not fully detailed in the Cabinet report which will be revised to include more detail of the recent re-commissioning process and assurance this has provided around market-readiness. In terms of managing change, the Wellington House consultation was robust, garnering many high quality responses. Consultations can raise expectations and negative responses do need to be carefully weighed against financial pressures.

19.19 The Chair asked for assurance that the consultation feedback did feed into commissioning decisions. Mr Hook responded that there was engagement around the re-commissioning of contracts for all adults with care needs which did inform the development of a new contract framework and decisions to grow market capacity. Following the budget decision to consider the closure of Wellington House, the council also undertook specific market engagement to ascertain whether there was sufficient market capacity to replace Wellington House. There was also a specific consultation with the current clients at Wellington House and other interested parties.

19.20 Michael Creedy (OPC) asked about user engagement. Cllr Alexander responded that there was lots of engagement with service users, although engagement with individuals is not listed in the Cabinet report in order to respect privacy. Mr Hook added that it had been agreed that there would not be direct engagement with current clients regarding the closure of Wellington House, but Speakout was involved in working with clients.

19.21 Cllr Cattell asked about new providers. Mr Hook replied that there are 3 new providers. All have a good track record of working with learning disabled people; one has a strong presence in the city already, whilst another has a presence in a neighbouring local authority area.

19.22 Cllr Evans asked that everyone who had taken part in the recent consultation should be written to, informing them of the final Cabinet decision. Mr Hook agreed to this.

19.23 Ms England said that, were she in a position to make recommendations, she would recommend that the council engage with special school heads and also look at future demand in terms of the number of children being educated outside the city. Mr Hook reiterated that he would be happy to engage with headteachers. The Cabinet report is concerned with the future of Wellington House rather than future demand for learning disability day services, so this information is not relevant to the report.

19.24 Mr Hook agreed to take away a number of actions requested by the committee. These are:

- To arrange to bring the implementation of the Transitions Strategy to a future meeting of People Overview & Scrutiny Committee during 2027 after the recruitment of the Transitions Programme Manager has had sufficient time to implement the Delivery Plan
- To engage with heads of special schools
- To write to all recent consultation respondents informing them of the final Cabinet decision
- To consider how the city Learning Disability Partnership Board could do more to support community involvement in service resilience planning
- To consider how to more fully involve PaCC and other community groups in the delivery of the Transitions Strategy
- To revise the Cabinet report to make clearer how the recently completed re-commissioning work has provided assurance that the local day services market can and will absorb additional capacity if Wellington House is closed.

19.25 Members considered a recommendation proposed by the Chair:

People O&S committee recommends that, should Cabinet decide to close Wellington House, Cabinet requires that Adult Social Care ensures that annual assessments of current service users are prioritised, so that all assessments are completed within 6 months of the closure of Wellington House, and any issues arising from the transfer of vulnerable people to alternative provision are identified and addressed in a timely manner. This should be reported back to People O&S committee.

Members voted to agree this recommendation.

19.26 Members considered a recommendation proposed by Cllr McLeay:

- ***That Cabinet does not proceed with the decision to close Wellington house. That the council undertakes a comprehensive assessment (involving partners and users of services) of current and projected need for learning disability day services across the city, including an evaluation of unmet and hidden need. Looking as a one council, in the context of changes to Adult Social Care by national government, to see how we can be sure of providing for appropriately in the future including for young people leaving college and school.***

Members voted to reject this recommendation.

19.27 Cllrs McLeay, McNair, Baron Ahmad and Shanks asked that it be noted that they have particular concerns about the transfer of services from the council to the independent sector, as a large portion of the savings identified will be due to lower pay in the independent sector. There is a concern as to whether private sector provision will genuinely be of the same standard as council provision, given the lower rates of pay on offer. There is also a more general concern that the Council has duties to encourage local employers to pay sustainable wages and offer decent working conditions and this work is potentially undermined by decisions such as this one. The council is rightly proud of the public services it provides and the fact that it offers excellent terms and conditions so we should be reluctant to change that.

19.28 RESOLVED – (1) That the Cabinet Report be noted;
 (2) that an extract of the People special meeting draft minutes be shared with Cabinet;
 (3) that People O&S committee recommends that, should Cabinet decide to close Wellington House, Cabinet requires that Adult Social Care ensures that annual assessments of current service users are prioritised, so that all assessments are completed within 6 months of the closure of Wellington House, and any issues arising from the transfer of vulnerable people to alternative provision are identified and addressed in a timely manner. This should be reported back to People O&S committee.

The meeting concluded at 5:30 pm

Signed

Chair

Dated this

day of

Public Question from Mr Kieran Stringer

Given the projected growth in SEND need in Brighton & Hove, and the importance of supporting disabled young people as they move into adulthood, will the Council undertake or commission an integrated 5-, 10- and 15-year assessment of future demand for adult disability support — including day opportunities, respite, supported living, residential care and the impact of family-carer breakdown and compare that projected demand with the capacity the city expects to have available?

Brighton & Hove City Council

People Overview & Scrutiny Committee

Agenda Item 27

Subject: Educational Equity Framework

Date of meeting: 29 September 2026

Report of: The Chair, People O&S Committee

Contact Officer: Name: Corporate Director for Families, Children and Wellbeing
Email: giles.rossington@brighton-hove.gov.uk

Ward(s) affected: (All Wards);

Key Decision: No

For general release

1. Purpose of the report and policy context

- 1.1 The council is currently developing an Educational Equity Framework. Plans for this framework are being shared with People Overview & Scrutiny Committee at an early stage, so the committee has an opportunity to input into its development. Once a final draft has been agreed, the framework will again be shared with People O&S in advance of its consideration by Cabinet.

2. Recommendations

2.1 People Overview & Scrutiny Committee should:

- Note the latest education performance and trend data
- Note the activity currently underway to address educational disadvantage, including changes to school admission arrangements and wider inclusion initiatives.
- Consider the emerging themes identified through local data and intelligence.
- Provide views on the areas of educational disadvantage that should be prioritised for further analysis and future scrutiny reporting.

3. Context and background information

- 3.1 In general, Brighton & Hove school performance remains strong, outperforming national averages. However, the city has a longstanding problem with educational equity: children from more disadvantaged backgrounds tend to perform poorly in comparison to non-disadvantaged

children, and the both the size of this gap and the attainment of disadvantaged children are worse than national averages.

- 3.2 The council sought to address this problem through Better Outcomes, Better Lives: Brighton & Hove's Strategy for Tackling Educational Disadvantage 2022-26. There have been successful initiatives and partnerships across the life of the strategy, but limited evidence of positive impacts on school attainment, attendance or exclusions. The council is committed to addressing these issues, both via a number of active workstreams, and by the development of a new Educational Equity Framework.
- 3.3 People Overview & Scrutiny Committee has been invited to contribute to the development of the Framework. More details of educational disadvantage in the city and the ways that partners plan to increase equity may be found in the appendices to this report.

4. Analysis and consideration of alternative options

- 4.1 This report asks People O&S committee to contribute to the development of the Educational Equity Framework rather than suggesting a specific option to be agreed.

5. Community engagement and consultation

- 5.1 None directly for this report. Members may wish to explore the council's community engagement plans in terms of the development of the Educational Equity Framework.

6. Financial implications

- 6.1 [There are no financial implications arising directly from this information only report.](#)

Name of finance officer consulted: Ishemupenyu Chagonda Date consulted (18/09/26):

7. Legal implications

- 7.1 No direct legal implications have been identified.

Name of lawyer consulted: Victoria Simpson Date consulted 21/09/2026

8. Risk implications

- 8.1 None directly for this report. Members may wish to explore the council's risk management planning in the context of developing the Educational Equity Framework.

9. Equalities implications

- 9.1 None directly. Members may wish to explore how the council plans to address the specific educational disadvantages experienced by young people with protected characteristics, for example in terms of ethnicity or disability.

10. Sustainability implications

- 10.1 None directly.

11. Health and Wellbeing Implications:

- 11.1 None directly. Members may wish to explore plans to address educational disadvantage for young people in contact with social care.

Other Implications

12. Procurement implications

- 12.1 None identified.

13. Crime & disorder implications:

- 13.1 None directly.

14. Conclusion

- 14.1 Members are asked to note plans to develop an Educational Equity Framework and note that data that underpins approaches. Members are also asked to contribute to ideas to the development of the framework.

Supporting Documentation

1. Appendices

1. Annual Standards Report (data pack)
2. Presentation slides

BRIEFING

Subject: Annual Education Standards Report

Date of Briefing: February 2026

Report of: Richard Barker; Head of Education

Email: Richard.Barker@brighton-hove.gov.uk

1. Purpose of the report and policy context

- 1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2024 - 2025 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.
- 1.3 This report also explains some of the work that is happening to support outcomes for specific groups.

2. Recommendations

- 2.1 That Councillors note the report.

3. Context and background information

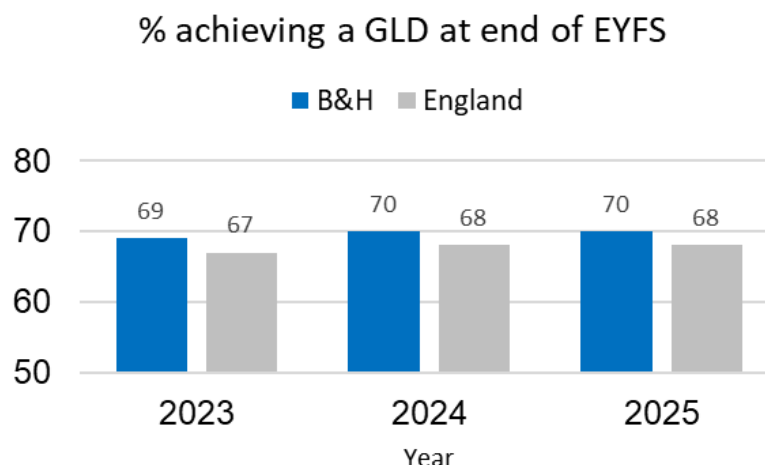
- 3.1 In August 2025, 98% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding which is the same as the England average. Ofsted publishes statistics every six months.
- 3.2 Ofsted school inspection one-word judgements were removed in September 2024 so Brighton and Hove performance cannot be compared to national and other LAs using these overall judgements. There are 64 maintained / academy / free schools in the city. 3 schools that converted to new academy schools are still awaiting inspection however they were all in receipt of good/ outstanding grades. At the end of August 2025, 26 schools have good or outstanding judgements in all areas of quality of education, behaviour and attitudes, personal development, effectiveness of leadership and management, and where applicable early years provision and sixth form provision. They also have a judgement of effective safeguarding. Another 32 schools have overall judgements of good or outstanding or that the school continues to maintain these standards. Four schools have 'requires improvement' judgements in one or more areas. No schools have inadequate judgements.
- 3.3 Overall in Brighton and Hove, Ofsted outcomes are strong and on key measures at the end of primary education (Key Stage 2) or at GCSE pupils as a whole in the city tend to achieve in line with or above pupils nationally. **We have seen a dip in outcomes at Key Stage 2 in 2025.** The longer-term challenge, that disadvantaged pupils do not achieve as well as those who are not disadvantaged remains. However, our schools are committed to addressing this supported by an 'Educational Disadvantage Strategy'. Whilst there are some

indications that specific projects have had a positive impact on outcomes, the overall trend remains below the national average for many areas.

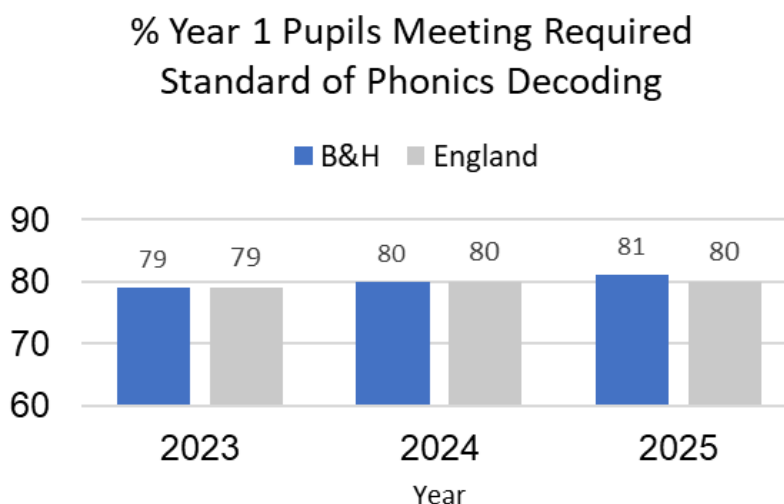
4. Summary of outcomes

4.1.1 Early Years (age 5) and Key Stage 1 (age 7)

The Brighton & Hove percentage of pupils achieving a good level of development (GLD) in Early Years is above the national average, as it has been for last 2 years (See Appendix 1).



4.1.2 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was higher than the national average. (See Appendix 2)

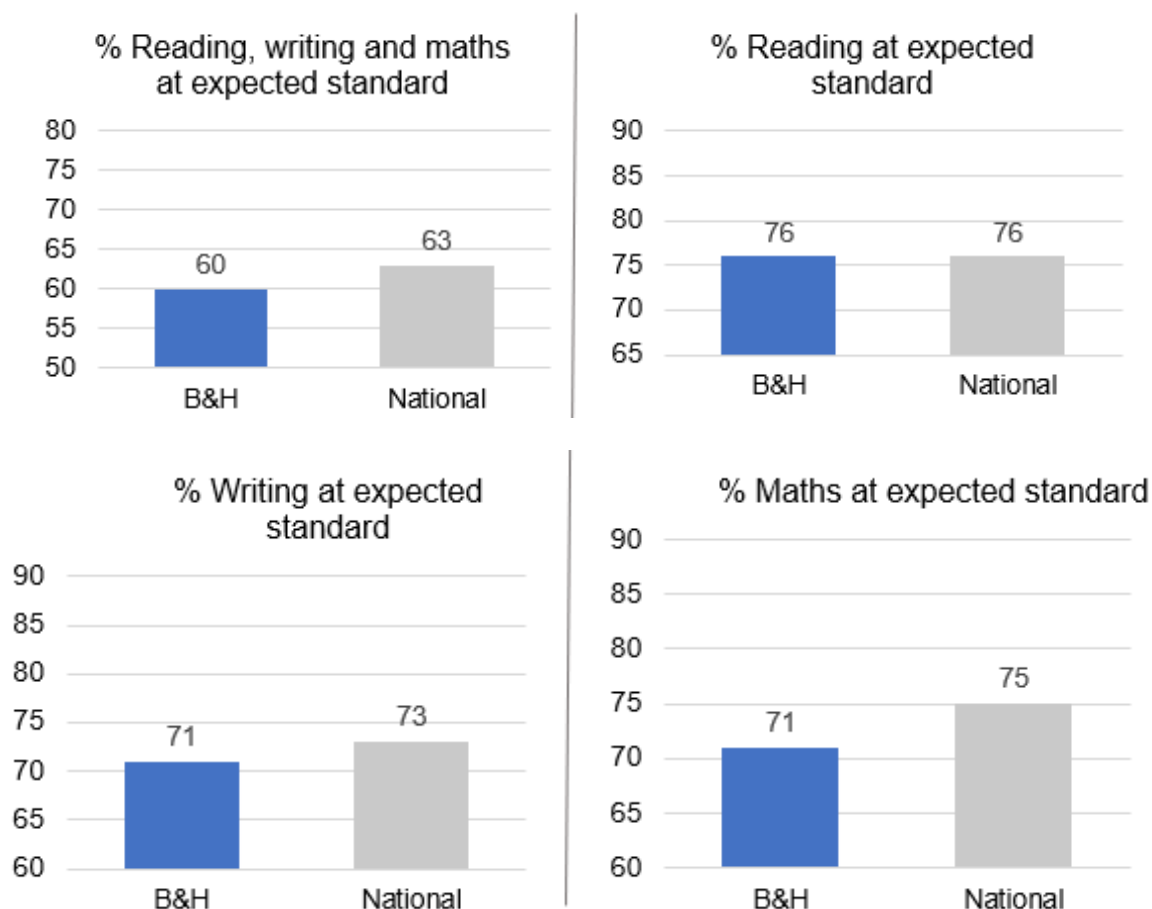


4.1.3 The Department for Education (DfE) introduced the multiplication tables check (MTC) in 2022, as a statutory assessment for pupils attending schools in England. Local Authorities are not involved in the data collection. The DfE use a third party to collect this data directly from schools. The published data is summarised in the Appendix

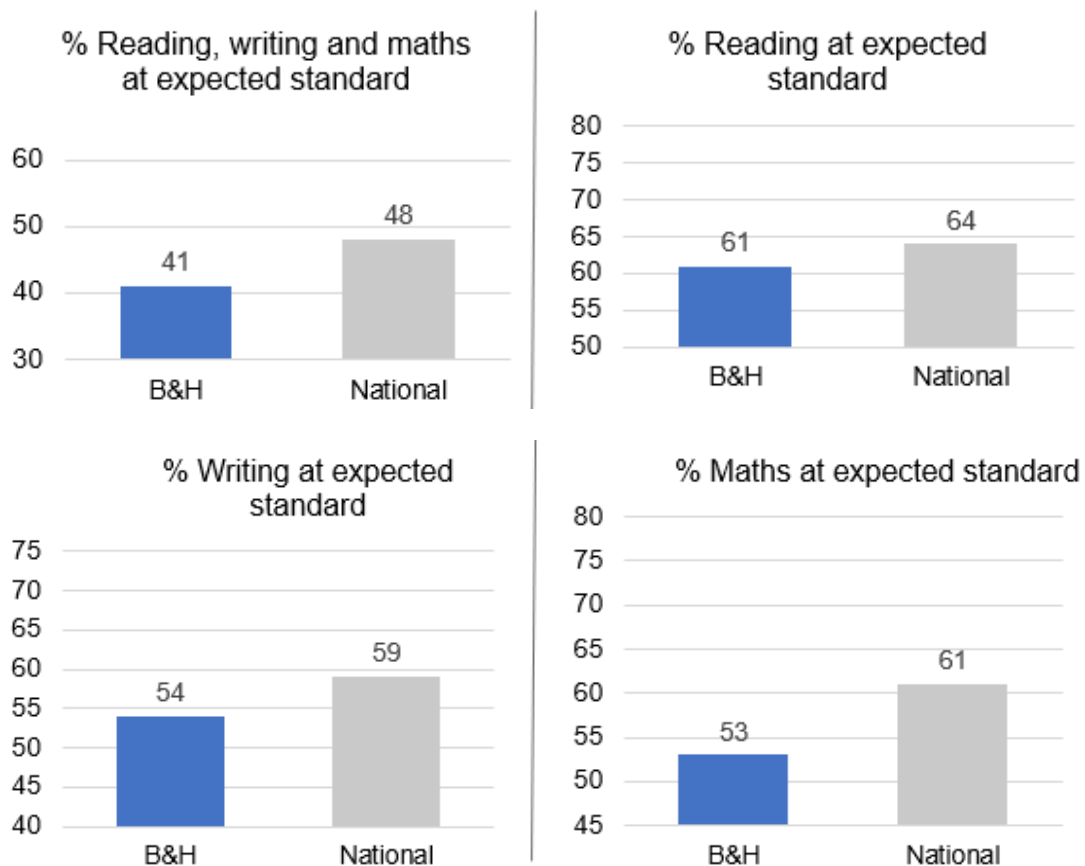
4.1.4 KS1 data was no longer available in 2024; 2023 was the final year the DfE collected teacher assessments at the end of KS1.

4.2.1 Key Stage 2, End of Primary Education (see Appendix)

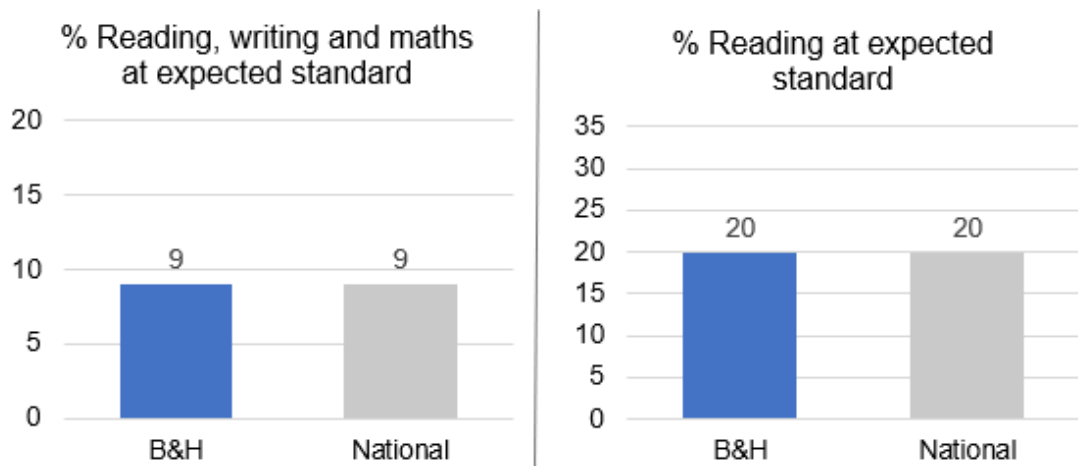
Key Stage 2 (KS2) key performance indicators of 2024/25 outcomes for all pupils

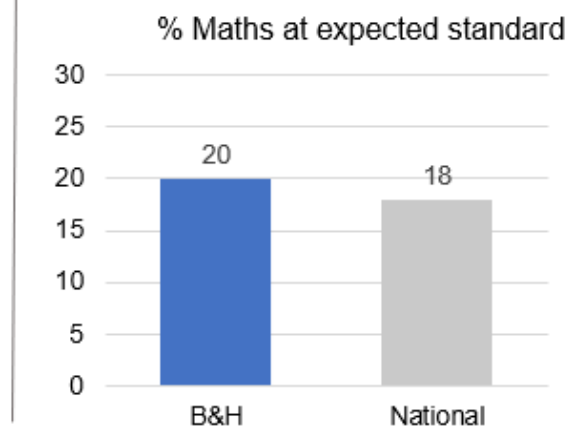
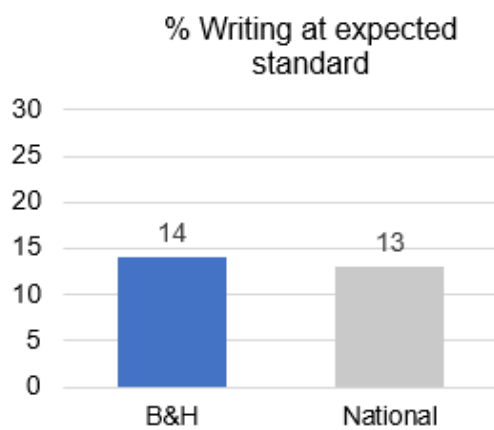


- 4.2.2 At KS2, the percentage of all pupils achieving the expected standard in reading was in line with the national average. The percentage of all pupils achieving the expected standard in reading, writing and maths combined, writing and maths was below the national average by a minimum of 2 percentage points.
- 4.2.3 There are no progress measures at the end of KS2 for 2024/25 because the baseline of teacher assessments at the end of KS1 was cancelled in England due to the Covid-19 pandemic. This makes it impossible to understand how pupils in the city progressed from their starting points.
- 4.2.4 Key Stage 2 key performance indicators of 2024/25 outcomes for Disadvantaged pupils



- 4.2.5 At KS2, the percentage of disadvantaged pupils achieving the expected standard in reading is below the national average. Reading, writing and maths combined, writing and maths are significantly below the national average.
- 4.2.6 Key Stage 2 key performance indicators of 2024/25 outcomes for pupils with an Education, Health and Care Plan (EHCP).

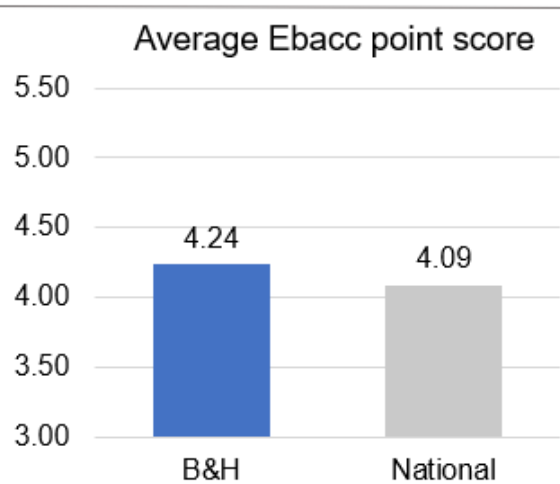
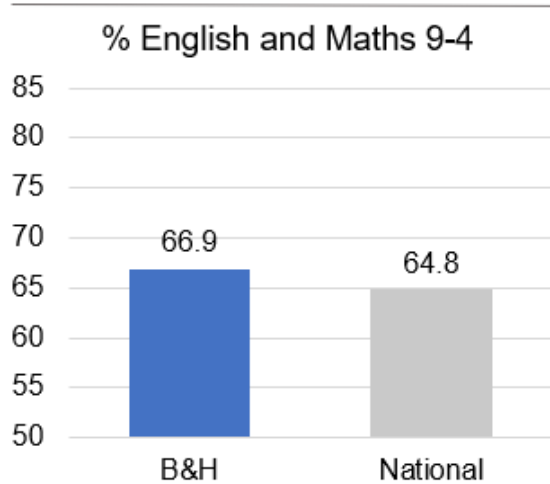
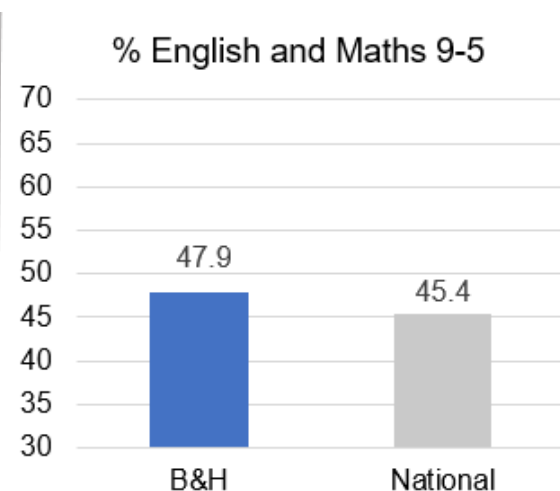
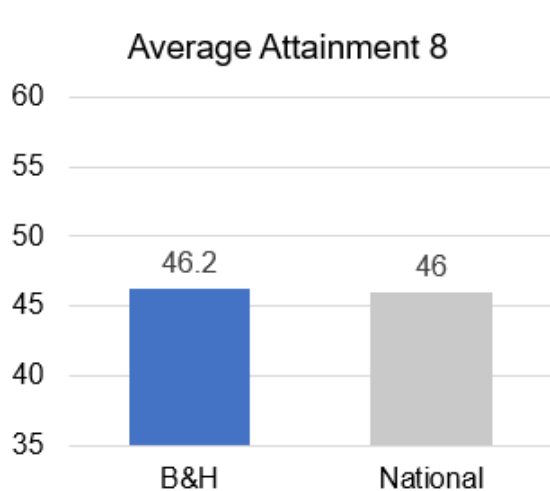




4.2.7 At KS2, the percentage of pupils with an Education Health and Care Plan (EHCP) achieving the expected standard in writing and maths is above the national average. Reading and reading, writing and maths combined are in-line with the national average.

4.3 Key Stage 4 (See Appendix 5)

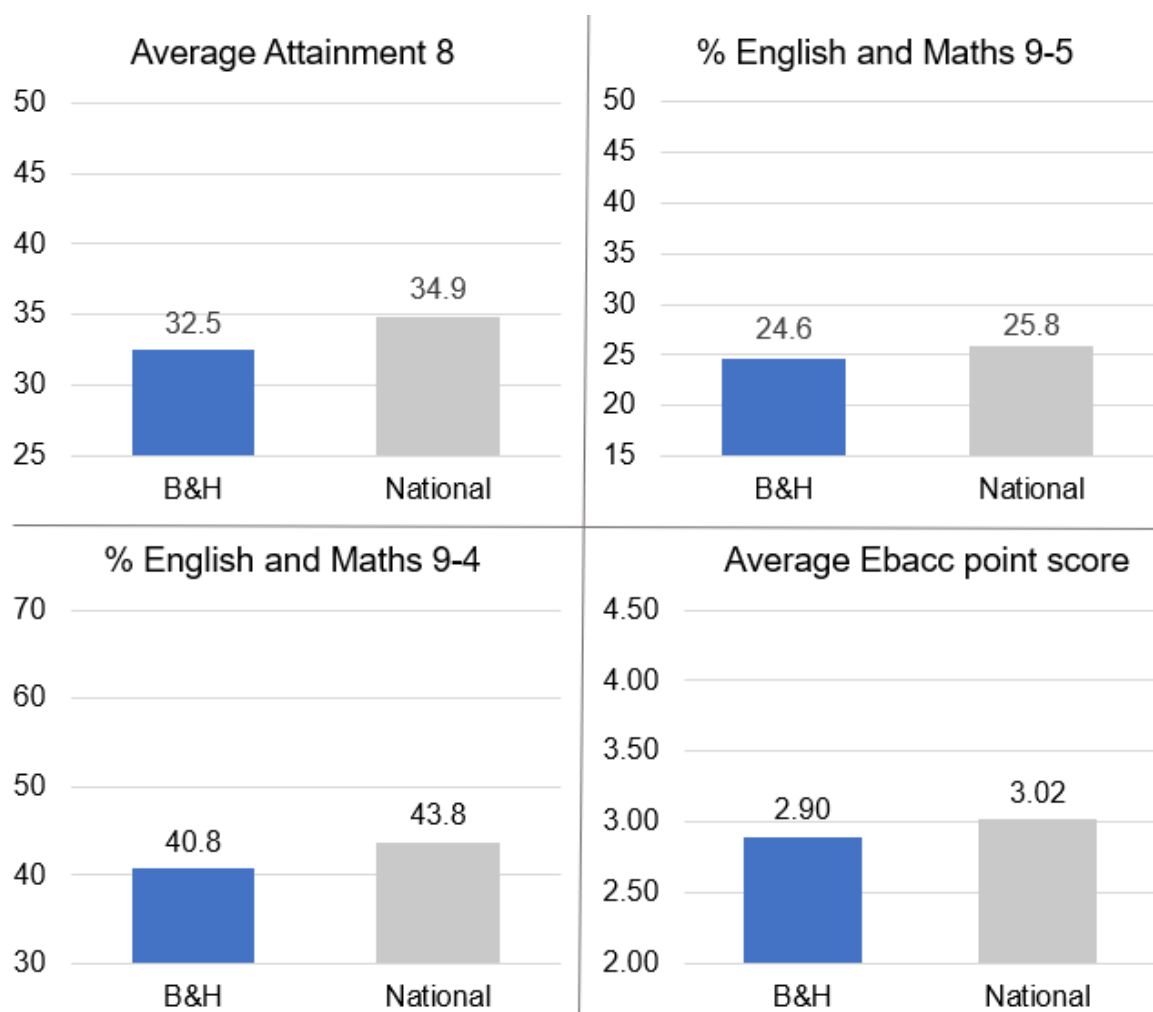
4.3.1 Key Stage 4 (KS4) key performance indicators of 2024/25 outcomes for all pupils.



Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.3.2 Key attainment measures for all students including Attainment 8, Grade 4+ and 5+ in both English and Maths and EBAC score are strong (quartile B considering 152 LAs for which there is data) and above national averages.

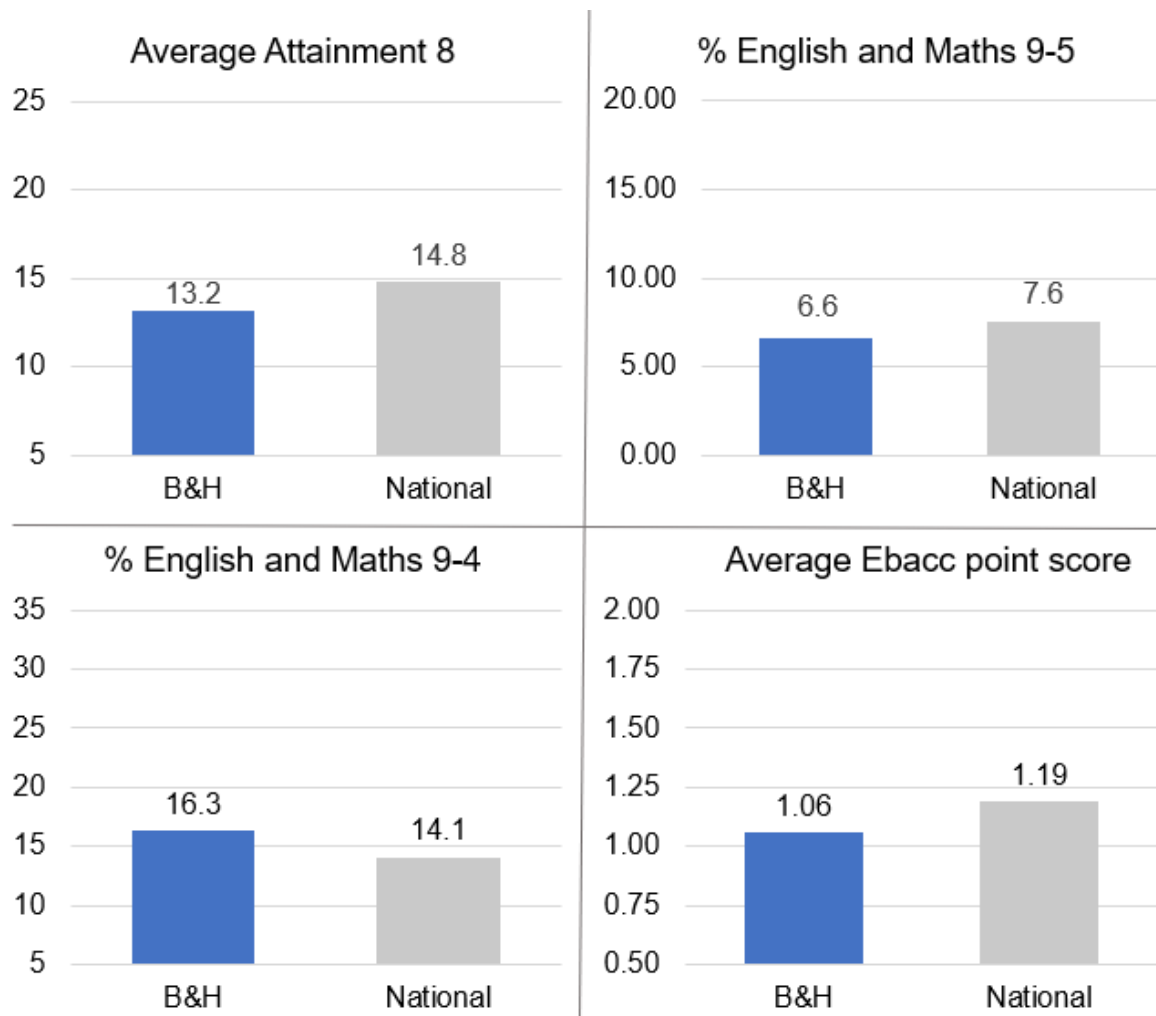
4.3.3 Key Stage 4 key performance indicators of 2024/25 outcomes for Disadvantaged pupils



Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.3.4 Attainment of disadvantaged pupils is generally below the national averages for this group. This is consistent with trends prior to the pandemic. B&H is either in quartile B (5+ and Ebacc score) or C (Attainment 8 and 4+) for these measures.

4.3.5 Key Stage 4 key performance indicators of 2024/25 outcomes for students with an Education Health and Care Plan (EHCP).

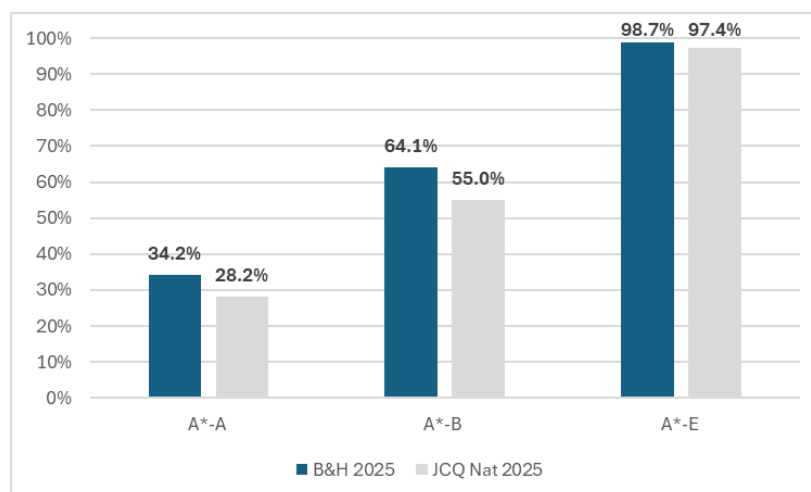


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

- 4.3.6 At KS4, Attainment 8 and Ebacc average point score of students with an EHCP is below the national average for this group. The percentage achieving English and Maths at grades 9-5 is below national, but grades 9-4 is above national.

4.4 Other Measures

- 4.4.1 Brighton and Hove A- Level results remain above National Averages for attainment.
- 4.4.2 A Level Results 2025 – Brighton & Hove (local collection) compared to the National JCQ Benchmark



4.4.3 Geographical analysis (see appendix 7) shows that there is significant variation of outcomes when we look at certain areas. Key stage 2 and key stage 4 outcomes are significantly lower in Moulsecoomb and Bevendean, East Brighton and some areas of Hove. This was also the case before the pandemic.

4.5 Next Steps and Focus on Disadvantage

4.5.1 The outcomes for disadvantaged pupils are improving at KS4 and are broadly in line with national averages. Reading at KS2 remains above national average. However, attainment remains below the national average in many areas and disadvantaged pupils do not do as well as non-disadvantaged pupils at all ages. This has been the case for many years and was the driver for the Strategy for Tackling Educational Disadvantage.

4.5.2 Specific work happening as a result of the Strategy for Educational Disadvantage includes:

4.5.2.1 All professional development events for school leaders and colleagues (governors and all school staff) are designed to support outcomes for disadvantaged pupils. We are committed to raising awareness of strategies to improve outcomes disadvantage in all conferences for school leaders. All training events delivered by the school improvement team have an integral focus on disadvantaged woven into course content.

4.5.2.2 As a result of our partnership work with Durrington Research School and the Education Endowment Foundation a total of 41 schools have completed the flagship training programme "From Mitigation to Success." Analysis of data from the primary schools who have engaged with this programme, show that average outcomes are above the national averages in most areas. Following this successful collaboration, we continued working together on an Evidence Exploration Partnership which aimed to identify and better understand why outcomes for disadvantaged pupils in Brighton and Hove are lower than their non-disadvantaged peers. A clear pattern emerged across Early Years, KS2, and KS4: spoken language and communication, alongside significant vocabulary deficits, were at the heart of underperformance across the city. We are now in Year 2 of a bespoke training programme and have plans for this to continue so that schools engaged will embark on a two- to four-year journey, not a one-off initiative. To raise attainment in primary maths, the school

improvement team commission professional development courses that cover Early Years Foundation Stage, KS1 and KS2. These are offered in conjunction with expert providers such as Sussex Maths Hub and Every Child Counts (Edge Hill University). The principles behind these offers align with the 'Recommendations for Improving Mathematics' published by the Education Endowment Foundation.

- 4.5.2.3 Work has been commissioned from the University of Sussex, where Dr Matt Easterbrook from the Psychology Department is collaborating with a cohort of 35 schools across the city. The project includes a series of workshops, training sessions and data analysis, supported by a structured evaluation process. It builds on evidence-informed approaches focused on strengthening teacher–student interactions and fostering a greater sense of belonging in classrooms—particularly for disadvantaged pupils.
- 4.5.2.4 Impact is measured for all maths professional development. For the Every Child Counts maths intervention, disadvantaged pupils made an average of 15 months progress over 12 weeks intensive input with an adult. Following professional development on Fractional Understanding, all schools engaged saw an increase in the number of pupils successfully answering questions from the Fractions, Decimals and Percentages strand in SATs. In response to schools' request, bespoke professional development has been designed to support and challenge the range of pupils currently found within one class.
- 4.5.2.5 We have mapped the extra-curricular opportunities for disadvantaged pupils, with the aim of supporting all schools to improve this provision by sharing best practice. Through offering a rich and broad offer, children are more likely to feel a sense of belonging to a school and attain better grades.
- 4.5.2.6 In primary schools, disadvantaged pupils are being prioritised for support in reading through a range of funded offers that include Every Child a Reader interventions, volunteer readers, and other projects identified by schools to meet the needs of their pupils. Schools with high levels of disadvantage pupils are being encouraged to engage with an evidence-based inspiring approach to writing delivered by the Centre of Literacy in Primary Education and supported by an associate school in the city. Schools that have engaged with this Power of Reading approach have seen outcomes in reading and writing improve for all their pupils, including their disadvantaged cohort.
- 4.5.2.7 Each school is allocated a prioritisation level and any school at risk of not being Ofsted 'Good' has a specified action plan outlining the support for those schools. The use of Strategy Board Meetings and individual meetings with Heads and Chairs of Governors allows the LA to challenge outcomes appropriately. We have successfully worked in partnership with 3 schools, who no longer need support, either because Ofsted have now judged them good, or because standards have risen appropriately to demonstrate they do not require further intervention. Another 3 schools with strategy boards closed.
- 4.5.2.8 We are continuing to promote and support the take up of 15 hours of free childcare for eligible disadvantaged two-year olds. Census data from January 2025 shows take-up at 85%. We offer early years providers a higher hourly rate for EYFE for disadvantaged two-year-olds, compared with those of working parents.

4.5.2.9 We continue to support the successful Word Play programme, a 30-week group intervention through BHISS in the final preschool year for children identified as at risk of delay in language and communication.

4.5.2.10 As part of Best Start in Life we are now also rolling out the evidenced based 'Early Talk Boost' programme from Speech and Language UK. We have funded resource packs for more than 30 early years education settings in the areas of highest need and are offering free training and follow up support to all.

5. Community engagement and consultation

5.1 The data will be shared with all school leaders and with governors

6. Financial implications

6.1 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

6.2 There are no direct financial implications for the LA as a result of the recommendations in this report. It is also key that the budgets are reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council during the financial year

7. Legal implications

7.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996, to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty

8 Supporting Documentation

Appendices

APPENDIX 1

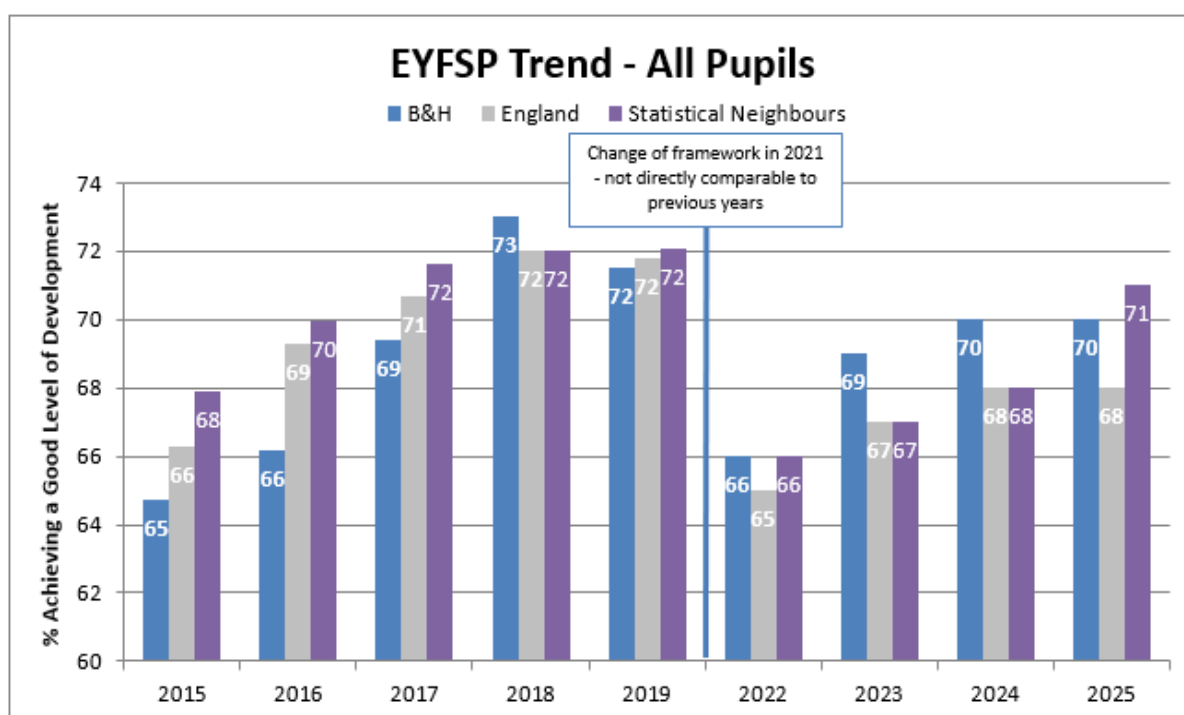
8.1.1 Early Years Foundation Stage Profile – (4- to 5-year-olds)

8.1.2 In 2021, the EYFSP assessment framework was significantly revised. It is therefore not possible to directly compare assessment after 2021/22 outcomes with earlier years.

8.1.3 The 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19).

8.1.4 To achieve a good level of development, a pupil must achieve the expected level in all the early learning goals within areas of communication and language, physical development, personal, social and emotional development, literacy, and numeracy.

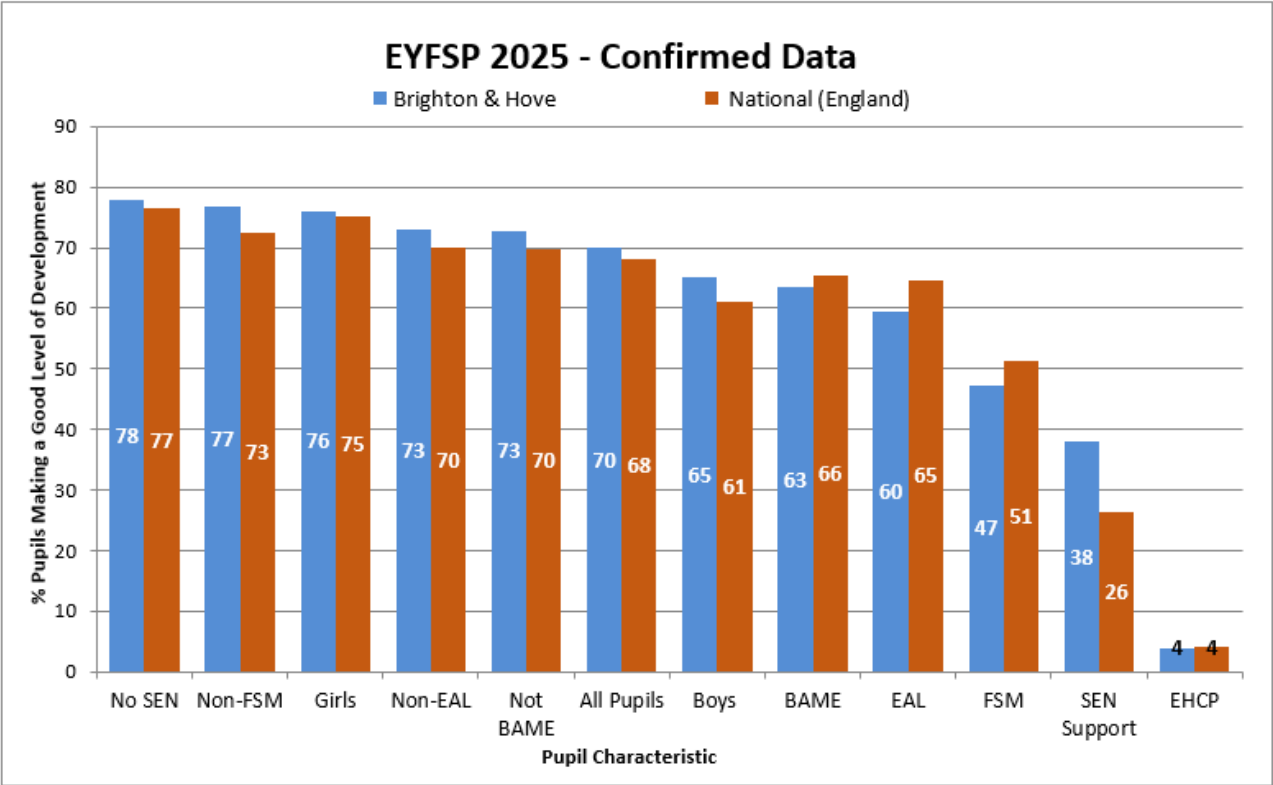
8.1.5 Table 1: EYFSP Trend All Pupils



8.1.6 The Brighton & Hove percentage of all pupils achieving a good level of development was above the national average but slightly below the statistical neighbour average.

8.1.7 The following table provides further information on the performance of groups compared to the national benchmark.

8.1.8. Table 2: EYFSP 2025 Comparison



8.1.9 In 2025, there were 433 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,267 (19.1%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 47% which was lower than the national average (51%).

8.1.10 In Brighton & Hove, the percentage of pupils with SEN (Special Educational Needs) Support achieving a good level of development was significantly above the national value. The percentage of Brighton & Hove reception children with an Education Health and Care Plan achieving a good level of development was in-line with the national figure.

8.1.12 The percentage of pupils with English as an Additional Language (EAL) achieving a good level of development continues to be below the national figure.

8.2 Actions taking place or planned – focus on disadvantage:

8.2.1 In Brighton & Hove, we have high take up rates of the early years free entitlement by eligible two year olds. From the 2022 census the take-up in Brighton & Hove was 90%, significantly above the national figure of 72% and our statistical neighbours of 69%. This early provision will support the children of disadvantaged families and provide that early support that can make such a difference.

- 8.2.2 Early education from age two has long-lasting benefits for children, and helps to promote a child's physical, emotional, cognitive and social development. Joint work between the early years team, Family Hubs, children's social care, health visitors and nurseries across the city continues to ensure high take up of free childcare places for low income two year olds in the city. A new Best Start in Life Strategic plan 2026-2029 has been developed and published with a focus on delivering Best Start in Life to meet GLD targets for 2028.
- 8.2.3 The Best Start in life Strategic plan has a focus on delivering home learning and evidence based interventions including REAL (Raising Early Achievement in in Literacy) Early Talk Boost, PEEP learning together and Triple P parenting through Best Start Family Hubs and Early years settings with a focus on disadvantaged children. The programmes aim to work with parents to increase opportunities to learn in the home environment and improve parenting outcomes.
- 8.2.4 Brighton & Hove took part in Phase 1 of the national Early Years Professional Development Programme (EYPDP). This supported pre-reception early years Practitioners (EYPs) to improve their practice in working with children between the ages of 2 and 4, to improve outcomes in language, literacy and numeracy for the most disadvantaged children. Fourteen early years practitioners in Brighton & Hove gained a level 4 qualification in Creating Communication Friendly Settings for 2s to 4s, and ten settings in the private and voluntary sectors as well as our children's centre nurseries gained Communication Friendly Status for 2s to 4s. Brighton & Hove will take part in Phase 3 of the updated EYPDP national programme from spring 2023.
- 8.2.5 The Ethnic Minority Achievement Service (EMAS) has targeted bilingual support for the language groups most at risk of not achieving a Good Level of Development. EMAS delivered specific training for parents of children receiving EMAS bilingual and TA support in reception. This comprised 3 sessions around how to help your child at home. This was delivered over zoom and in community languages. EMAS supported early years settings with network meetings focussing on how children progress through steps of learning English and how to identify SEND for an EAL child. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant.
- 8.2.6 The Brighton and Hove Inclusion Support Service support nurseries with training and support to identify and support individual children with SEND. In schools SEN is prioritised throughout school improvement and as well as being examined during know your school visits there is now an annual Headteacher conference dedicated to SEN.

APPENDIX 2

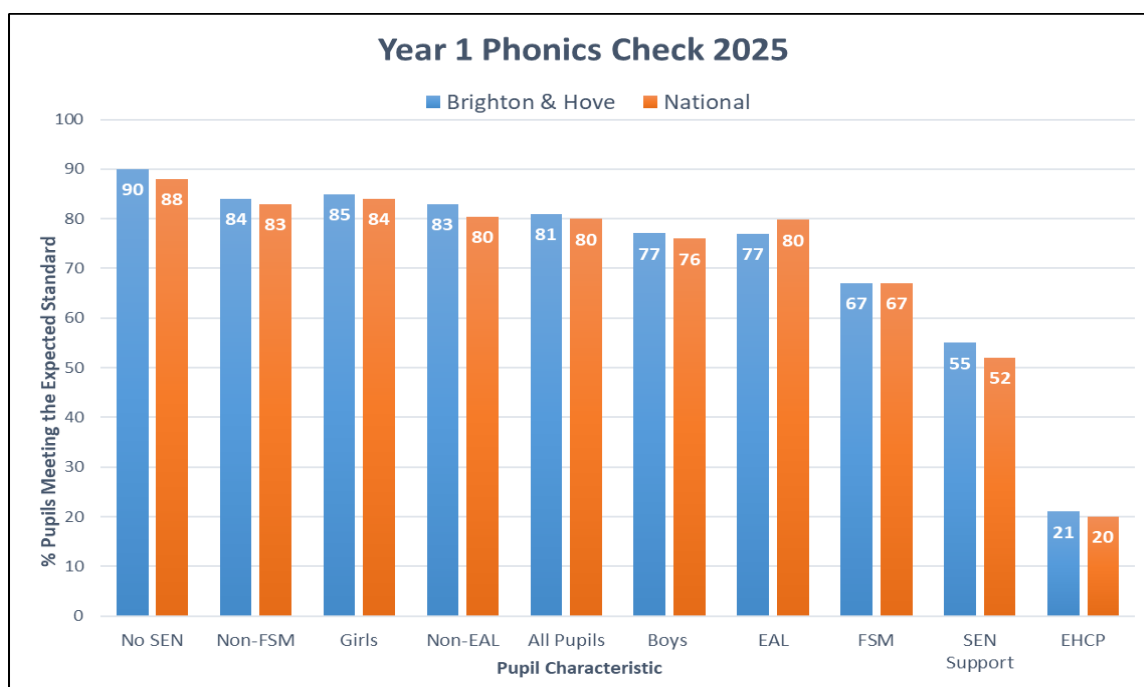
9.1 Year 1 Phonics Check (age 6)

9.1.1 These statistics cover the Phonics Check outcomes of year 1 pupils. Year 2 pupils are checked again in the following year if they do not meet the standard in Year 1.

9.1.2 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was 1 percentage point above national and 1 percentage point below the statistical neighbour average.

9.1.3 The following table provides further information on the performance of groups compared to the national benchmark.

9.1.4 Table 3: Year 1 Phonics 2025



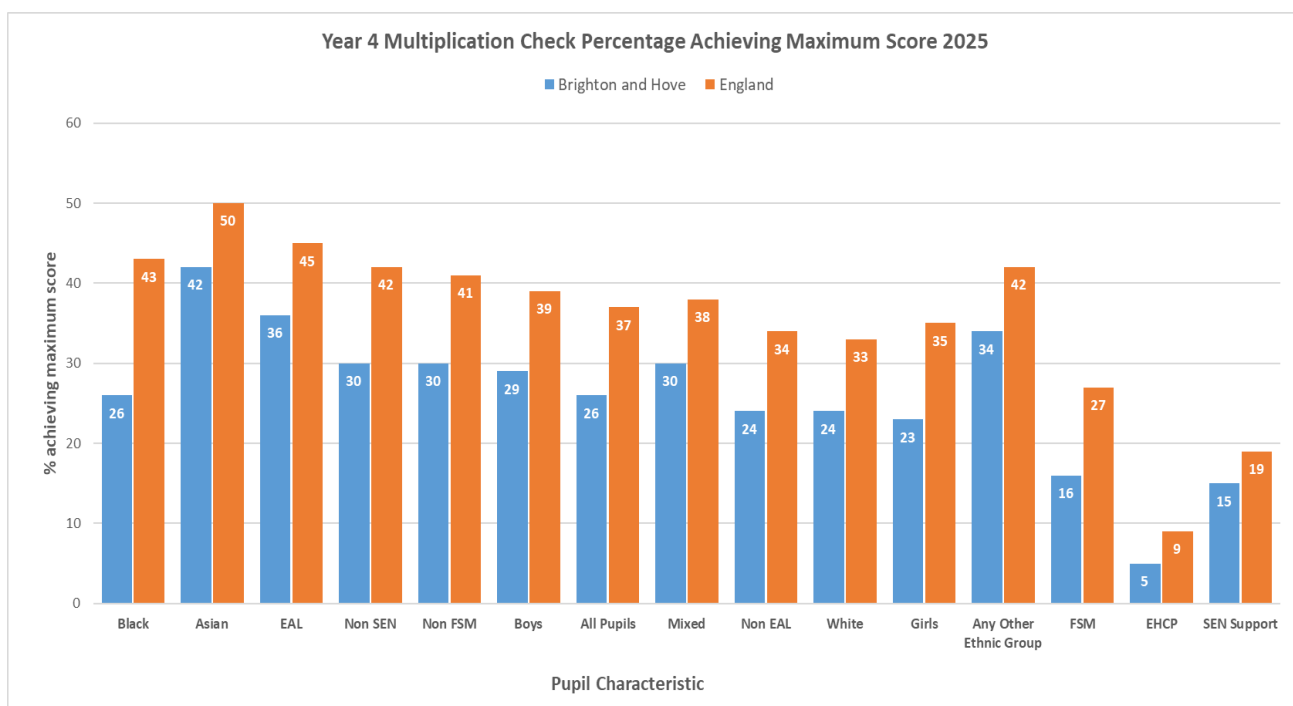
9.2 Actions (taken place or) happening as a result of data:

9.2.1 We work closely with Springhill English Hub (based in Southampton) to provide support for schools where needed. This includes: school visits to conduct a phonics audit, providing Continuing Professional Development (CPD) and funding to support specific resources for the school's Systematic Synthetic Phonics program.

9.2.2 A small number of schools have had and continue to have further challenge and support. This is being offered mainly by School Partnership Advisers.

APPENDIX 4

Multiplication Check



10 Key Stage 2 Outcomes (All Pupils)

- 10.1.1 In Brighton and Hove, 2536 pupils were included in end of KS2 attainment statistics.
- 10.1.2 Nationally, outcomes in reading, writing and maths combined have increased by at least one percentage point each year since 2022. Combined outcomes in Brighton & Hove are the same since 2022.
- 10.1.3 Nationally, the outcomes for each subject have improved since 2022, with reading seeing the least growth in this period. In Brighton and Hove reading and maths have decreased in comparison to 2022 values, while writing has increased slightly. All Brighton & Hove outcomes remain lower than outcomes in 2019, which can be attributed to the effects of the COVID-19 pandemic.
- 10.1.4 The Brighton & Hove percentage of pupils achieving the expected standard for Reading, Writing and Mathematics combined (60%) is below the national average (63%).
- 10.1.5 The percentage of pupils achieving the expected standard in reading is now in-line with the national average, whereas the percentage of pupils achieving the higher standard continues to be above the national average.
- 10.1.6 The percentage of pupils achieving the expected standard in writing based on teacher assessment is below national. The percentage of pupils writing at a greater depth within the expected standard continues to be below national.

- 10.1.7 The percentage of pupils achieving the expected standard in Mathematics and the percentage of pupils achieving the higher standard are both below the respective national averages by 4 percentage points.

10.2 Disadvantaged Pupils

- 10.2.1 There were 790 disadvantaged pupils at the end of KS2 in 2025.
- 10.2.2 The percentage of disadvantaged pupils in Brighton & Hove achieving the expected standard in reading, writing and mathematics combined is below the national average for this group by 7 percentage points.
- 10.2.3 The percentage of disadvantaged pupils achieving the expected standard in reading is now below the national average for this group.
- 10.2.4 The percentage of disadvantaged pupils achieving the expected standard in writing continues to be below national.
- 10.2.5 The percentage of disadvantaged pupils achieving the expected standard in maths is below the national average for this group, with the gap now extending from 5 to 8 percentage points.

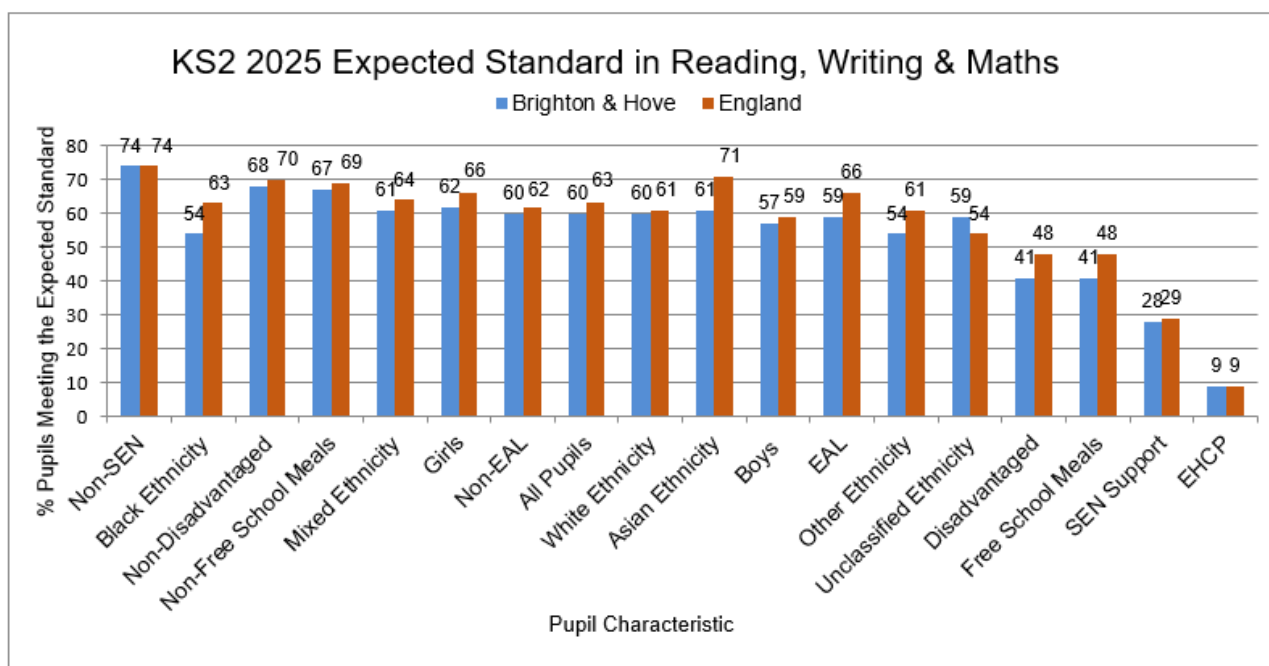
10.3 Pupils with Special Educational Needs

- 10.3.1 In Brighton & Hove, there were 173 pupils with an Education, Health and Care Plan (EHCP) at the end of KS2 in 2025. In Brighton & Hove, the percentage of pupils with an EHCP achieving the expected standard in reading, writing and mathematics combined was in-line with the national average for this group.
- 10.3.2 In Brighton & Hove, there were 552 pupils with SEN Support at the end of KS2 in 2025. In Brighton & Hove, the percentage of pupils with SEN Support achieving the expected standard in reading, writing and mathematics combined is below the national average for the group by 1 percentage point.

10.4 Other Groups

- 10.4.1 There were 127 Asian pupils, 74 Black pupils, 259 Mixed pupils, 82 pupils from any other ethnic group, 43 pupils with an unclassified ethnicity and 1962 White pupils at the end of KS2 in 2025.
- 10.4.2 Excluding pupils with an unclassified ethnicity, the Brighton & Hove percentages of pupils achieving the expected standard in reading, writing and mathematics combined were below the national average for all ethnic groups.
- 10.4.3 There were 427 pupils with English as an Additional Language (EAL) at the end of KS2 in 2025. The percentage of pupils with EAL achieving reading, writing, and maths combined is in-line with the national average for the same group.

10.4.4 Figure : Percentage achieving reading, writing and maths at the expected standard by pupil characteristic with national comparator.



10.4.5 Table : Percentage achieving reading, writing and maths combined trend for all, disadvantaged, and non-disadvantaged pupils with national and other comparators.

KS2 2025: Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2023	2024	2025
B&H All	60	60	60
England All	60	61	63
B&H Disadvantaged	39	40	41
B&H Other (non-disadvantaged)	67	68	68
England Disadvantaged	44	46	48
England Other (non-disadvantaged)	67	68	70
Statistical Neighbour Disadvantaged	39	39	46
South East Coastal Strip Disadvantaged	39	40	43

10.4.6 Table : Percentage achieving the expected standard in individual and combined subjects trend for all, disadvantaged and non-disadvantaged pupils with national comparator.

KS2 2025 Revised	Pupil group	Brighton & Hove			Trend	National			Trend
Results		2023	2024	2025		2023	2024	2025	
Reading Test	All pupils	73	79	76		76	75	76	
	Disadvantaged	60	65	61		61	63	64	
	Non-disadvantaged	82	85	83		79	80	81	
Writing Teacher Assessment	All pupils	72	71	71		72	72	73	
	Disadvantaged	51	53	54		58	59	59	
	Non-disadvantaged	79	78	79		78	78	79	
Maths Test	All pupils	72	72	71		73	74	75	
	Disadvantaged	55	54	53		59	59	61	
	Non-disadvantaged	79	79	80		80	80	81	
Reading, Writing and Maths combined	All pupils	60	60	60		60	61	63	
	Disadvantaged	39	40	41		44	46	48	
	Non-disadvantaged	67	68	68		67	68	70	

APPENDIX 5

11. Key Stage 4 GCSE Revised Results

11.1 All pupils

11.1.1 In Brighton & Hove, there were 2,396 pupils at the end of KS4 in 2025.

11.1.2 In Brighton & Hove, the average Attainment 8 of all pupils continues to be above the national average. The percentages of pupils achieving standard passes (grades 4-9) and strong passes (grades 5-9) in English and maths combined are also above the national average.

11.2 Disadvantaged Pupils

11.2.1 In Brighton & Hove, there were 638 disadvantaged pupils at the end of KS4 in 2025.

11.2.2 The average Attainment 8 score is below the national average for this group. The percentages of disadvantaged pupils achieving standard passes (grades 4-9) and strong passes (grades 5-9) in English and Maths combined are also below the national average for this group.

11.3 Pupils with Special Educational Needs

11.3.1 In Brighton & Hove there were 166 pupils with an Education, Health and Care Plan (EHCP) at the end of KS4 in 2025.

11.3.2 In Brighton & Hove, the average Attainment 8 of pupils with an EHCP is below the national average for this group. The percentage of these pupils achieving strong passes (grades 5-9) is below the national average for this group. The percentage achieving standard passes (grades 4-9) in English and Maths combined is above the national average for this group.

11.3.3 In Brighton & Hove, there were 404 pupils with SEN Support at the end of KS4 in 2025.

11.3.4 In Brighton & Hove, the average Attainment 8 of pupils with SEN Support is above the national average for this group. The percentage of these pupils achieving standard passes (grades 4-9), and strong passes (grades 5-9) in English and Maths combined is above the national averages for this group.

11.4 Other Groups

11.4.1 There were 110 Asian pupils, 55 Black pupils, 240 Mixed pupils, 83 pupils from any other ethnic group, 24 pupils with an unclassified ethnicity and 1884 White pupils at the end of KS4 in 2025.

11.4.2 Average Attainment 8 for Black pupils is below the national group. Asian, Mixed, other and White groups are above their group national averages.

11.4.3 In Brighton and Hove there were 360 pupils with English as an additional language (EAL) at the end of KS4 in 2025.

11.4.4 Average Attainment 8 for pupils with EAL was above the national average of that group. The percentage of EAL pupils achieving strong passes (grades 5-9) in English and Maths combined was below the national average.

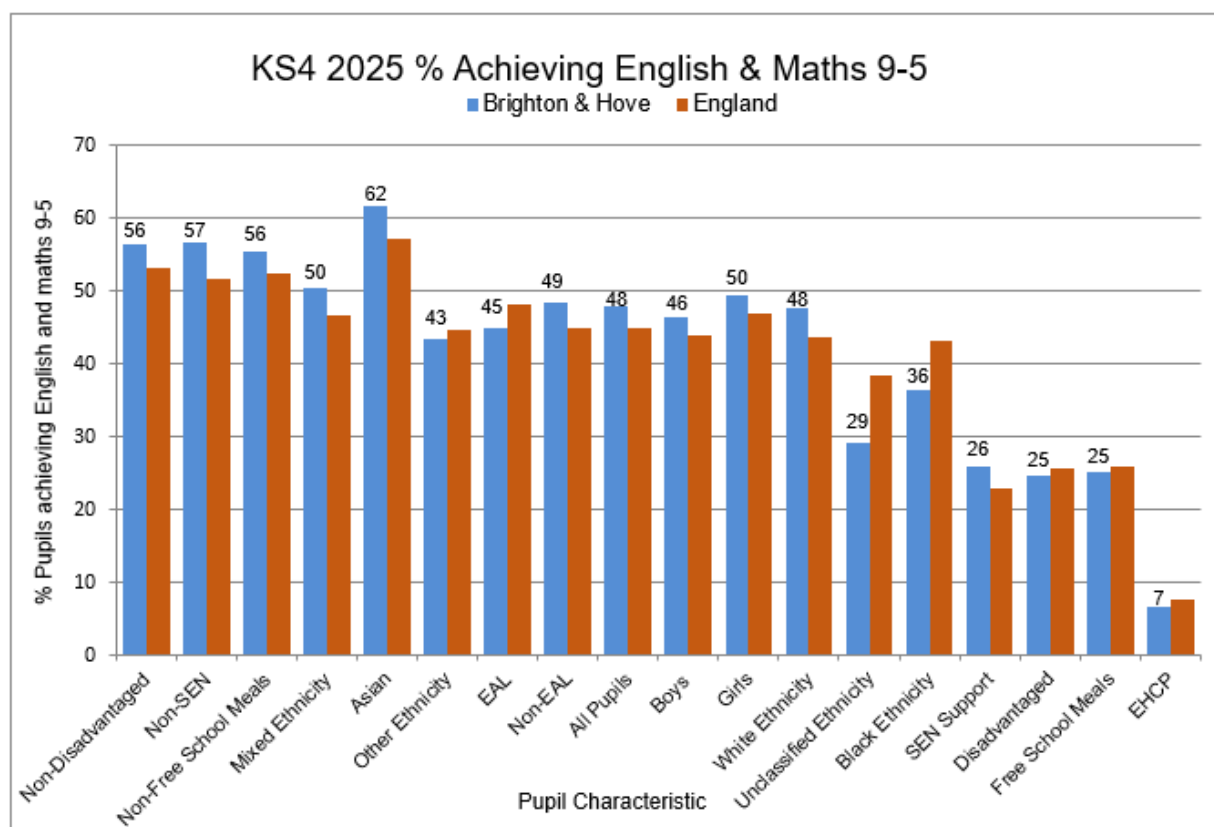
11.4.5 Table : Attainment 8 for all, disadvantaged and non-disadvantaged pupils with national and other comparators.

Attainment 8	2018	2019	2023	2024	2025
B&H All	48.0	47.6	47.8	48.0	46.2
England All	46.6	46.8	46.4	46.1	46.0
B&H Disadvantaged	34.9	33.7	32.5	34.0	32.5
B&H Other (non-disadvantaged)	52.3	52.3	52.3	52.3	51.2
England Disadvantaged	36.8	36.8	35.1	34.7	34.9
England Other (non-disadvantaged)	50.3	50.5	50.4	50.2	50.4
Statistical Neighbour Disadvantaged	34.6	34.9	33.1	32.4	37.2
South East Coastal Strip Disadvantaged	33.5	33.6	31.3	31.3	32.0

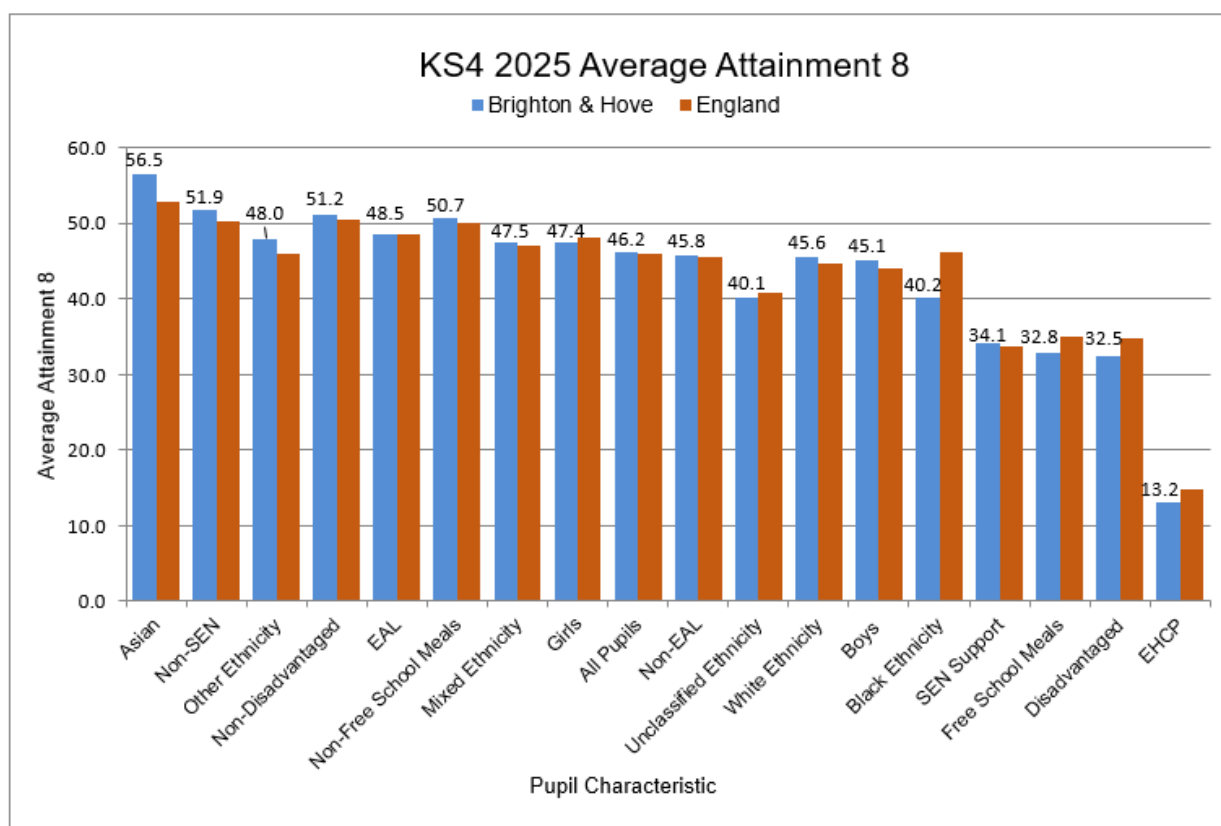
11.4.6 Table : Disadvantaged pupils results trend with national comparator.

Year	% English and Maths 9-4		% English and Maths 9-5		Attainment 8		Progress 8		Ebacc average point score (APS)	
	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat
2018	43.2	44.6	21.1	24.9	34.9	36.8	-0.57	-0.44	2.93	3.07
2019	41.1	44.9	21.9	24.8	33.7	36.8	-0.70	-0.45	2.84	3.09
2023	42.5	43.7	24.0	25.4	32.5	35.1	-0.74	-0.57	2.89	2.99
2024	44.3	43.7	27.8	26.1	34.0	34.7	-0.59	-0.57	3.04	3.00
2025	40.8	43.8	24.6	25.8	32.5	34.9	-	-	2.90	3.02

Figure : Percentage achieving English and maths grade 9 to 5 by pupil characteristics with national comparator.



11.4.5 Figure : Average Attainment 8 score by pupil characteristics with national comparator.



11.5 Actions as a result of data – focus on disadvantage

11.5.1 As explained previously in the report there is a strategy in place to improve outcomes for disadvantaged which includes all secondary schools in the City. All 10 schools are member of the secondary partnership and are committed to working together to improve outcomes for disadvantaged pupils. This includes commitment to a joint performance indicator linked to outcomes of disadvantaged pupils across the city.

11.5.2 Work continues to support pupils as they move from KS2 to KS3. The Vulnerability Index provides a template so that clear information can be transferred quickly and easily between settings. Training is delivered to primary colleagues on how to effectively complete this form and to KS3 colleagues on how to then use this information to successfully support their new pupils.

11.5.3 In addition to the Vulnerability Index, city-wide literacy transition units of work provide further support during this transition from Year 6 to Year 7. During Year 6, all pupils in the city engage with texts from Happy Here, producing writing to share with their new secondary teachers. On arrival in Year 7, pupils continue to use the same book offering them some

familiarity. Teachers are able to refer to pupil's writing from Year 6 as a benchmark to support progress through KS3.

- 11.5.4 In conjunction with the Sussex Maths Hub, we are offering professional development that supports pupils in their transition from primary to secondary school. EEF research has shown there is a dip in attainment from Y6 into Y7, especially for disadvantaged pupils, and this project aims to mitigate against this. This collaboration between primary and secondary teachers of maths focuses on quality first teaching and consistent approaches across the phases.
- 11.5.5 In response to a request from a secondary Headteacher, our school improvement team facilitated a cross-phase writing project. This enabled colleagues from Y6 and KS3 to meet, share practice and develop strategies to ensure a consistency of approach to the teaching and learning of reading and writing. The overarching aim of this group is to raise outcomes for disadvantaged pupils in their English GCSE.
- 11.5.6 Subject networks are supported by the LA, allowing subject leaders from schools to meet, share resources, planning and pedagogy. Leads for each of these sub groups meet with the LA and all subject areas are focusing on what can be done to support disadvantaged learners this year.
- 11.5.7 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits (lead by practicing Ofsted inspectors);
- 11.5.8 Secondary chairs of governors meet each term with the local authority to support and challenge each other and to share best practice. Their Autumn meeting examined data relating to disadvantage
- 11.5.9 The schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.
- 11.5.10 Services such as Virtual School, TESU (Traveller Education Service Unit) and EMAS (Ethnic Minority Achievement Service) are working alongside schools and Governors to raise awareness in schools and support these children and will further support many disadvantaged pupils.

Appendix 6

12.1 Key Stage Five - A level results (age 18)

12.1.1 Table 6:

	2023	JCQ Nat 2023	2024	JCQ Nat 2024	2025	JCQ Nat 2025
A*-A	33.7%	26.5%	35.7%	27.6%	34.2%	28.2%
A*-B	62.6%	52.7%	63.5%	53.6%	64.1%	55.0%
A*-E	98.9%	97.2%	98.3%	97.1%	98.7%	97.4%

12.2 National Results

12.2.1 This year's pattern shows the percentage of entries resulting in A*-A, A*-B and A*-E have all increased since last year.

12.2.2 Nationally, the A level pass rate (A*-E) was at 97.4%, compared to 97.1% in 2024 and 97.2% in 2023. The proportion of A* and A grades was 28.2%, compared to 27.6% in 2024 and 26.5% in 2023.

12.2.3 The number of A Level entries decreased by 0.3% on the previous year, whilst there was a 11.9% decrease in AS Level entries.

12.3 Brighton & Hove

12.3.1 Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A*-A and A*-B grades. The overall pass rate is also above national.

12.3.2 In 2025, provisional results show 34.2% of A Level entries achieved grade A* or A, compared to 35.7% in 2024 and 33.7% in 2023.

12.3.3 Around 89% of A-Level students in the city study at the two sixth form colleges, around 67% at BHASVIC and around 22% at Varndean College. Approx. 11% of A-level students study in the sixth forms at Newman College (CNCS), Hove Park and BACA, with 93% of these attending Newman College. There has been an increase in the number of learners since the previous year, from 2609 (in 2024) to 2839 (in 2025). Kings School Sixth Form had their first cohort of learners completing A Levels this year.

Appendix 7 GEOGRAPHICAL AREA ANALYSIS OF OUTCOMES

13.1 Results have been analysed by Ward, Middle Super Output areas across Brighton and Hove, Lower Super Output Areas representing 'inner' Whitehawk, and the 'BN2 5' postcode sector. Pupils are assigned to areas based on their main home address in the January School Census 2025.

13.1.1 Overall attainment measures in KS2 and KS4 show geographical variation. KS2 and KS4 outcomes are significantly lower in areas of Moulsecoomb, Bevendean, East Brighton and some areas of Hove. This was the case in 2019. The reasons for this will be likely linked to low income and the disproportionately negative affect of the pandemic in these areas.

13.1.2 Table. KS2 and KS4 attainment measures for areas of interest in Brighton and Hove

All areas in Brighton and Hove	KS2 Pupils	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
Brighton and Hove average	2,536	60%	2,396	48%
National average	-	63%	-	45%
Wards <i>2023 definition (doesn't include some pupils newly arrived from overseas that are removed from official local authority statistics above, or non-Brighton and Hove residents in Brighton and Hove schools)</i>				
Brunswick & Adelaide	38	71%	33	45%
Central Hove	79	73%	60	57%
Coldean and Stanmer	63	56%	59	31%
Goldsmid	109	69%	84	62%
Hangleton & Knoll	237	51%	199	48%
Hanover & Fiveways	116	45%	126	52%
Hollingdean & Fiveways	188	65%	206	62%
Kempton	37	35%	39	46%
Moulsecoomb & Bevendean	132	52%	112	31%
North Portslade	129	51%	129	35%
Patcham & Hollingbury	153	61%	179	49%
Preston Park	126	60%	128	60%
Queens Park	77	51%	69	52%
Regency	28	68%	36	47%
Rottingdean and West Saltdean	70	63%	53	32%
Round Hill	39	54%	43	47%
South Portslade	117	68%	100	41%
West Hill & North Laine	39	62%	47	43%
Westbourne & Poets' Corner	94	71%	77	57%
Westdene & Hove Park	170	71%	136	69%

Whitehawk & Marina	117	52%	131	30%
Wish	95	74%	111	69%
Woodingdean	108	56%	101	28%
<i>Middle Super Output Area</i> <i>2011 definition (doesn't include some pupils newly arrived from overseas that are removed from official local authority statistics above, or non-Brighton and Hove residents in Brighton and Hove schools)</i>				
Aldrington	85	69%	76	58%
Aldrington South	56	82%	58	67%
Bevendean & Moulsecoomb East	83	54%	75	24%
Brunswick	27	78%	32	44%
Coldean & Moulsecoomb North	61	57%	59	31%
Elm Grove & Bear Road	61	57%	64	56%
Fiveways	97	73%	110	69%
Goldsmid East	67	61%	58	64%
Goldsmid West	78	79%	57	54%
Hangleton North	134	58%	97	45%
Hangleton South	120	47%	119	51%
Hanover	59	44%	60	60%
Hollingbury	73	68%	90	62%
Hollingdean & Moulsecoomb West	105	48%	97	43%
Hove Central	32	66%	26	42%
Kemptown	32	41%	33	52%
King Alfred	47	64%	29	76%
Mile Oak	95	51%	104	35%
North Laine & the Lanes	35	71%	52	42%
Patcham East	75	65%	106	48%
Patcham West & Westdene	87	61%	61	62%
Portslade by Sea	91	71%	102	58%
Portslade Village	93	61%	69	38%
Preston Park	71	55%	54	65%
Roedean & Marina	35	51%	44	55%
Rottingdean & Saltdean	70	63%	53	32%
Round Hill	30	40%	38	42%
Seven Dials	39	51%	28	64%
St James's Street & Queen's Park	52	44%	43	44%
West Blatchington	80	74%	65	68%
Whitehawk	116	47%	129	24%
Withdean Woods	67	66%	69	55%
Woodingdean	108	56%	101	28%
(Not known)	0	-	0	-

Specific Areas in Brighton and Hove	KS2 Pupils	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
<i>Lower Super Output Area 2011 definition</i>				
Brighton and Hove 025B	24	54%	28	14%
Brighton and Hove 025C	15	53%	25	20%
Brighton and Hove 025E	19	42%	24	17%
Brighton and Hove 032A	11	45%	18	56%
'inner' Whitehawk (total of above)	69	49%	95	24%
<i>BN2 5 Postcode sector</i>				
BN2 5 total	118	51%	135	30%

** This includes pupils in Brighton and Hove schools except for those with sole registration in pupil referral units. It does not include residents in schools of other local authority areas, independent schools, non-maintained special schools, and those educated other than at school.*

Figure. End of Key Stage 2 attainment map using middle super output area (MSOA) boundaries.

End of Key Stage 2: Percentage of pupils achieving the expected standard in Reading, Writing and Maths combined.

Legend ● 40-49% ● 50-59% ● 60-69% ● 70-79%

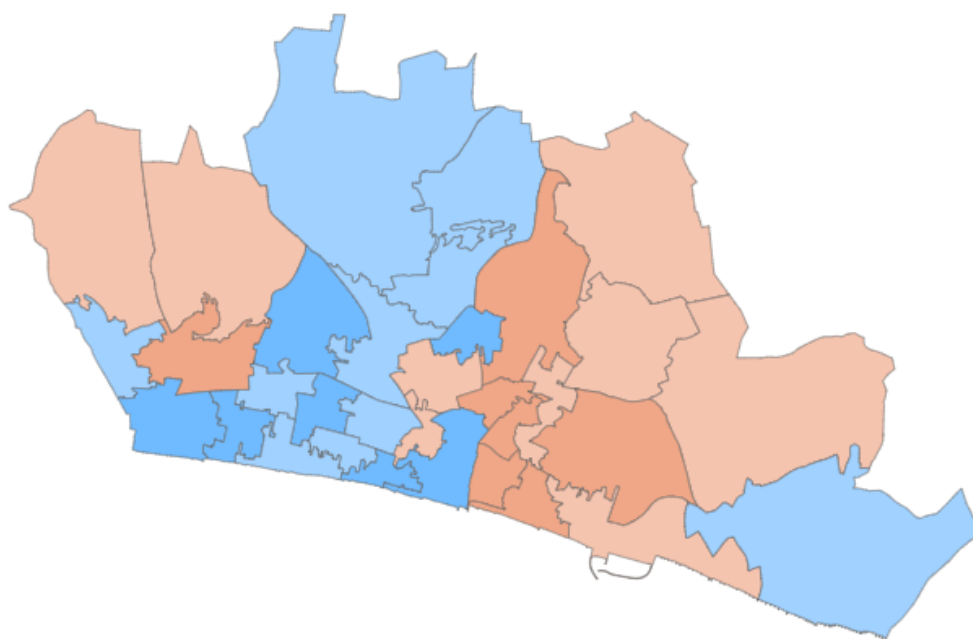


Figure. End of key stage 4 attainment map attainment map using middle super output area (MSOA) boundaries.

End of Key Stage 4: Percentage of pupils achieving English and Maths GCSEs combined at grades 9 to 5

Legend ● 20-29% ● 30-39% ● 40-49% ● 50-59% ● 60-69% ● 70-76%

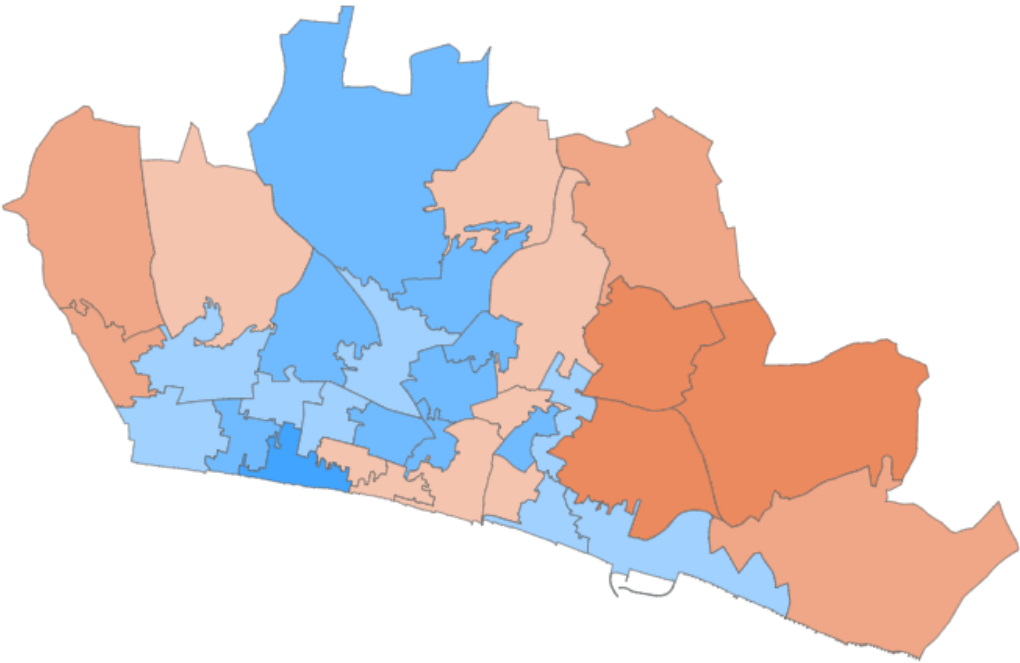


Figure. End of Key Stage 2 attainment map using ward boundaries.

End of Key Stage 2: Percentage of pupils achieving the expected standard in Reading, Writing and Maths combined.

Legend ● 38-39% ● 40-49% ● 50-59% ● 60-69% ● 70-76%

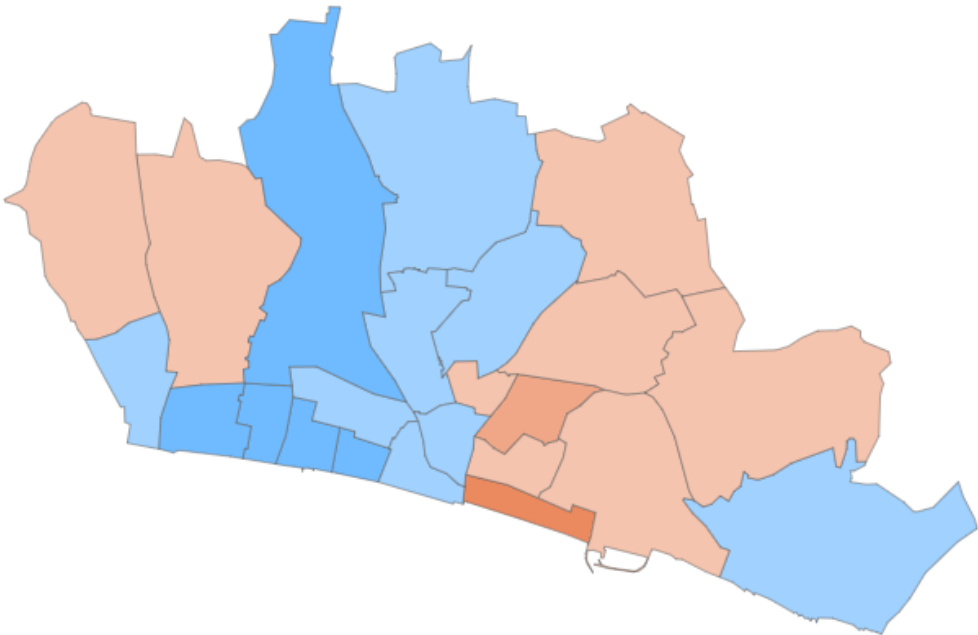
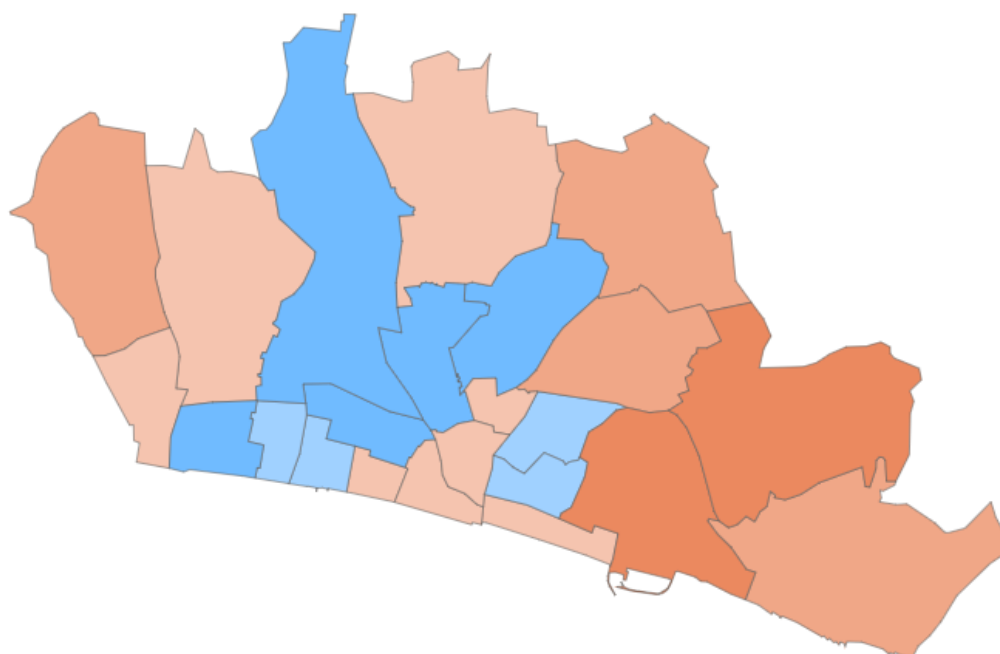


Figure. End of key stage 4 attainment map using ward boundaries.

End of Key Stage 4: Percentage of pupils achieving English and Maths GCSEs combined at grades 9 to 5

Legend ● 21-29% ● 30-39% ● 40-49% ● 50-59% ● 60-68%



13.2 Actions as a result of data

- 13.2.1 Any Requires Improvement Schools within most deprived wards will be prioritised for school improvement support. At this stage we are expecting schools to reach an agreement with partnerships to an increased spend to support these schools. We are also looking to our school partnerships and working to develop support for schools in this area requiring intervention and support.
- 13.2.2 Funded audits of provision for disadvantaged pupils are being developed. Once tested, we will invite all schools serving children and young people from Whitehawk and other deprived wards to be the first to benefit.
- 13.2.3 Maths and Reading projects will continue to target all schools within the most deprived wards and where they are not already engaged, work will be undertaken to understand why. Likewise, wider training and professional development offers will target these schools to ensure they benefit.
- 13.2.4 The Local Authority will continue to work with the Multi-Academy Trusts to develop strong relationships and look at shared approaches to supporting the pupils in these wards.
- 13.2.5 We are reviewing the current partnership cluster model to ensure that schools in Whitehawk are active participants in strong partnerships that focus on school improvement.

- 13.2.6 We will continue to work with community partners such as Class Divide to look at practical steps that can be taken to improve the educational experience of children and young people in these wards.
- 13.2.7 We have consulted with a community group and as a result are planning a conference with a focus on 'belonging'. This conference will be an opportunity to highlight the challenges children and young people living in poverty face on a day-to-day basis in addition to exploring and sharing best practice.
- 13.2.8 For Early Years children, the Whitehawk area is included in a targeted pilot organised by the library service and Children's Centres throughout 2023 to promote the value of stories and reading with young children. This includes working with schools and local nurseries to deliver parent and child sessions; story sessions and giving useful resources to those who attend.

People, Overview and Scrutiny Committee

Educational Equity

67



Be connected



Be confident



Be innovative
and creative



Be diverse
and inclusive



Be healthy and
psychologically safe



**Brighton & Hove
City Council**

Supporting the Council Plan

Outcome 2: A Fair and Inclusive City

- Reducing educational inequalities and attainment gaps, including the impact of poverty and disadvantage.
- Improving inclusion, participation and life chances by targeting support towards communities facing the greatest barriers.

Outcome 3: A Healthy City that Helps People to Thrive

- Improving children's outcomes through stronger school readiness, educational achievement, attendance and inclusion.
- Supporting wellbeing, aspirations and progression through strengthened early years and multi-agency support.

Outcome 4: A Responsive and Learning Council with Well-Run Services

- Strengthening partnership governance, shared leadership and collective accountability across the system.
- Driving continuous improvement through performance monitoring, co-production, evaluation and evidence-informed decision-making.



Be connected



Be confident



Be innovative
and creative



Be diverse
and inclusive



Be healthy and
psychologically safe

Purpose

To provide O&S Committee with the latest education performance data and trends, set out the actions already being taken to address educational disadvantage, and seek members' views on the priority issues that should inform future policy development and scrutiny.

That Overview & Scrutiny Committee should:

- Note the latest education performance and trend data.
- Note the activity currently underway to address educational disadvantage, including changes to school admission arrangements and wider inclusion initiatives.
- Consider the emerging themes identified through local data and intelligence.
- Provide views on the areas of educational disadvantage that should be prioritised for further analysis and future scrutiny reporting.

Key Evaluation Findings

Better Outcomes, Better Lives: Brighton & Hove's Strategy for Tackling Educational Disadvantage 2022-2026

- It maintained a strong focus on educational disadvantage with schools across the city.
- There were some successful initiatives and partnerships that strengthened practice and collaboration in some schools.
- There was limited evidence of a positive impact on attainment, attendance and exclusions.
- Educational inequalities and neighbourhood disparities remain significant.
- Much of the activity would have happened through existing programmes.
- The strategy united activity but was less effective in driving accountability and system-wide change.

Overall, whilst there was some strong delivery of some initiatives and partnership working, there is limited evidence of improved outcomes for disadvantaged children and young people.

Current activity

- Changes to secondary school admission arrangements – giving greater priority to children on free school meals with an accompanying research project
- Continuation of education projects to promote better teaching of language skills from an early stage and develop stronger strategies to support greater belonging for all children
- Transition work between nurseries, schools and colleges to support vulnerable children and young people with an accompanying research project
- Prioritising support to schools on attendance including the development of a citywide attendance strategy
- Delivering the Special Educational Needs and Disability reform plan with additional practitioners available to support schools
- Focussing delivery through Best Start Family Hubs
- Developing a revised alternative provision offer
- Delivering the anti-racist education strategy
- Maintaining a priority focus on this at headteacher meetings
- Improving the correlation of data sets and analysis across council teams

Trend over time – B&H gaps

BHCC Gap Trend	2022	2023	2024	2025	2026	Line
EYFSP Disadvantage Gap	30	23	26	30	30	
Y1 Phonics Disadvantage Gap	19	25	18	20	24	
KS2 RWM Disadvantage Gap	26	27	28	28	29	
Av. Attainment 8 Disadvantage Gap	19	20	18	19	TBA	

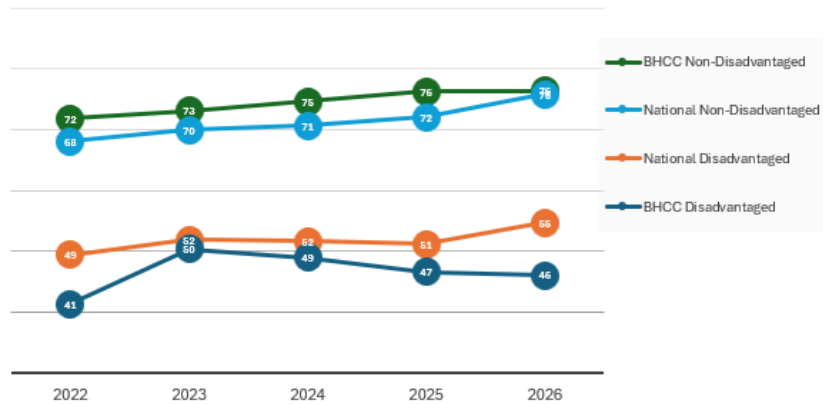
The table outlines the ‘gap’ between academic outcomes for “disadvantage” learners and “non-disadvantaged” learners in key academic measures across the various education phases.

The numbers are the percentage or numerical ‘gap’ between each group.

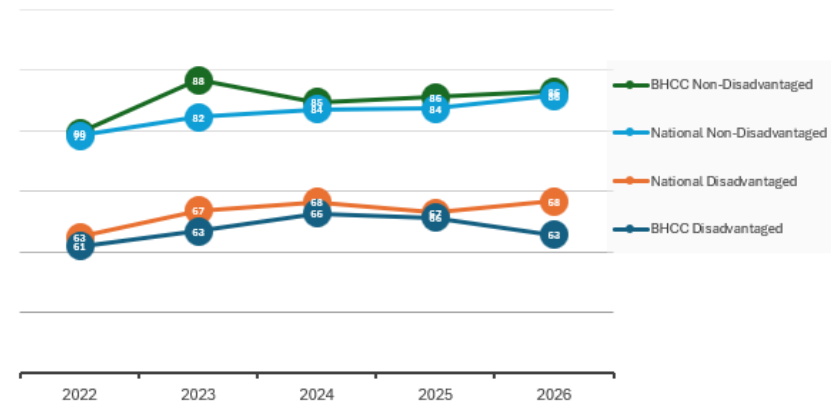
- Early Years Foundation Stage Profile (EYFSP)
- Year 1 phonics - Infant school/Primary school measure
- Key Stage 2 Reading, Writing and Mathematics – Junior school/primary school measure
- Average attainment 8 – average achievement of pupils across eight GCSE qualifications

Trend over time

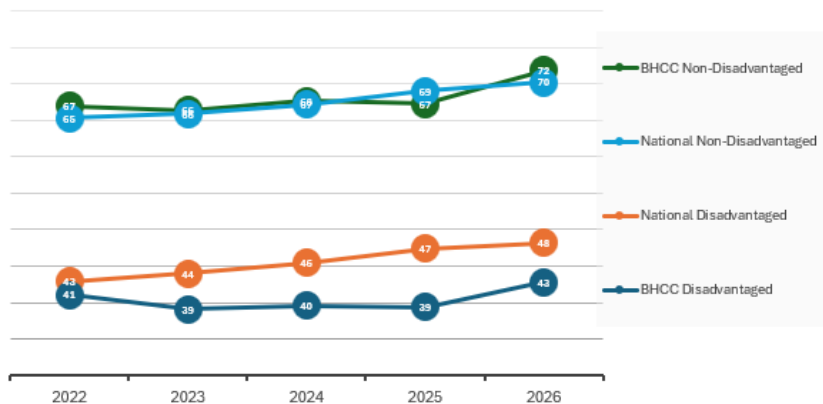
EYFSP Good Level of Development - Trend



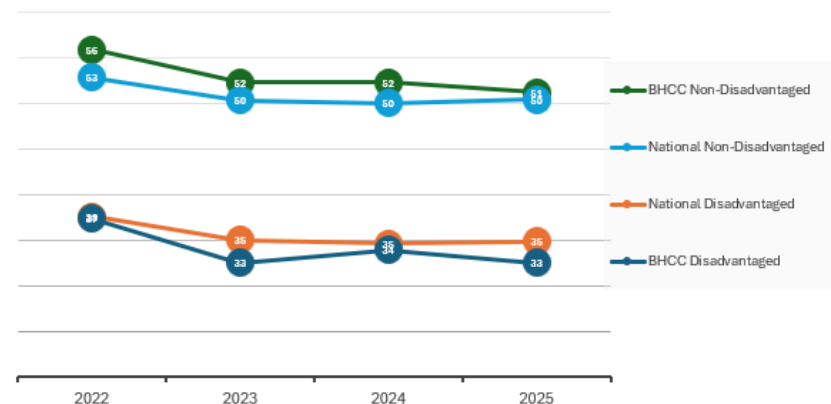
Y1 Phonics Working At Level - Trend



KS2 RWM Expected Level - Trend

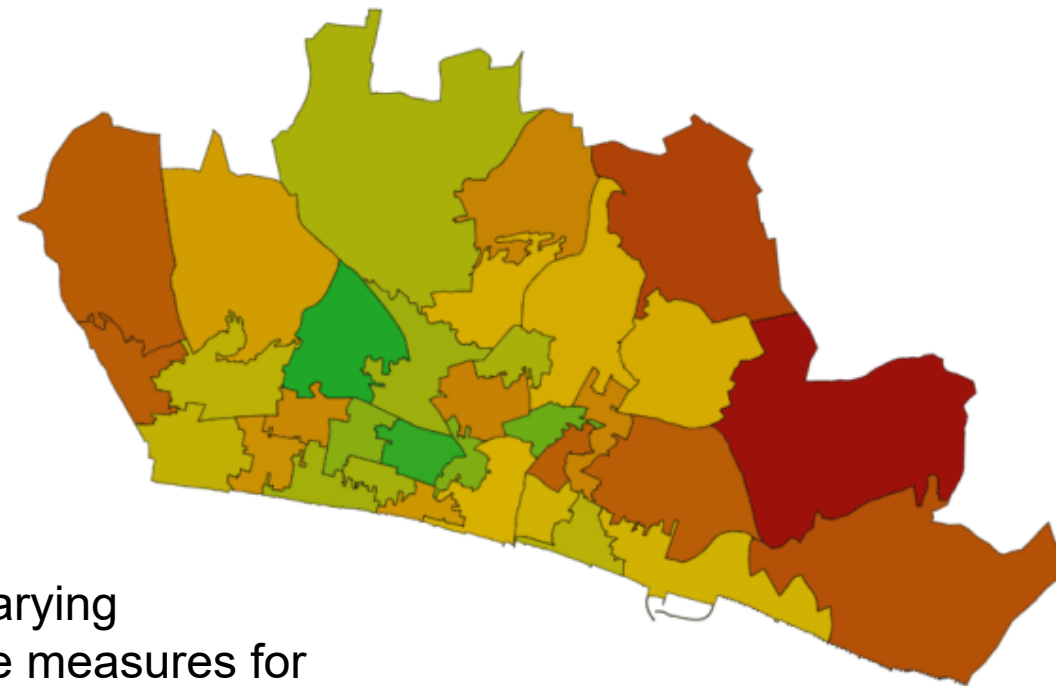


KS4 Average Attainment 8 - Trend

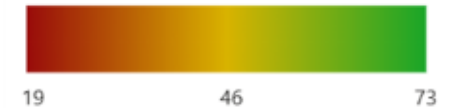


Geographical differences

Average Attainment 8 by MSOA - 24/25 Academic Year



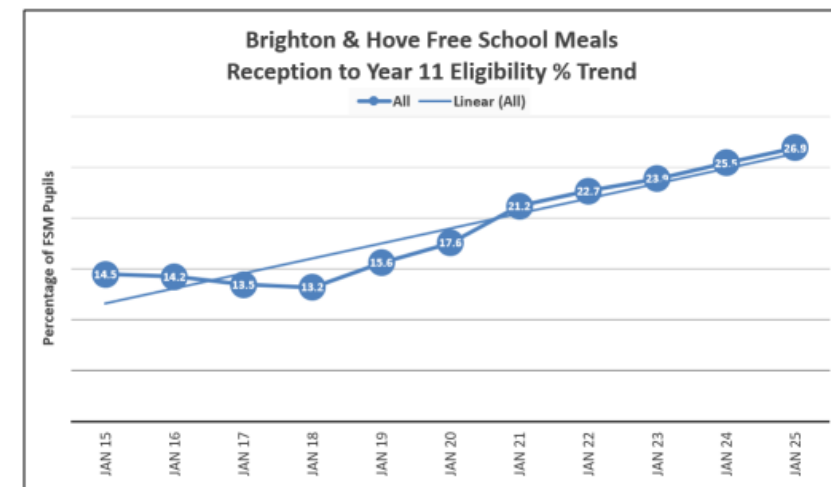
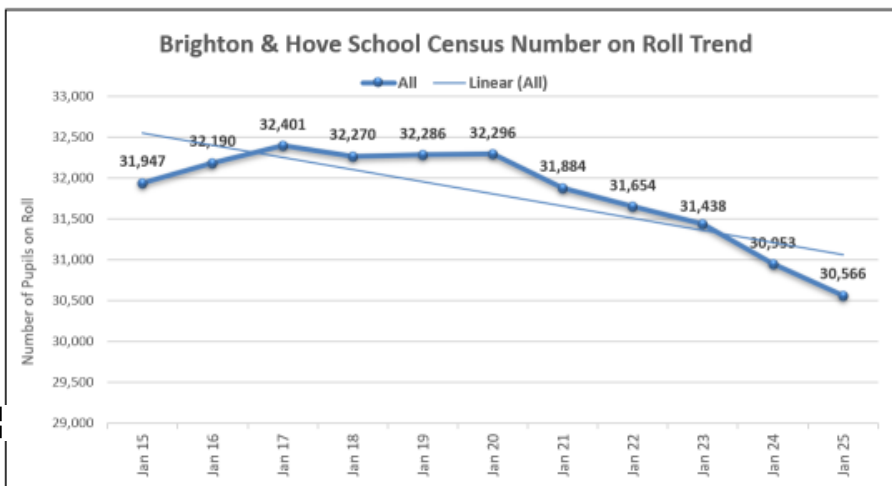
46 is the national average.



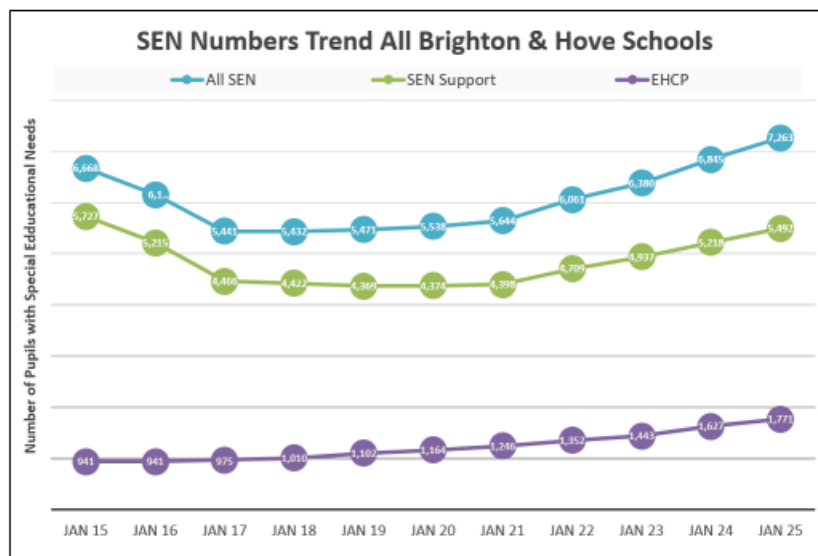
A 'heatmap' to show the varying secondary school outcome measures for Middle Layer Super Output Areas in the city with red areas achieving less well than green areas.

Context

75



Over time, pupil numbers are falling whilst the proportion of pupils receiving Free School Meals has risen alongside a rise in pupils with Education, Health and Care Plans or identified by schools as having Special Educational Needs.



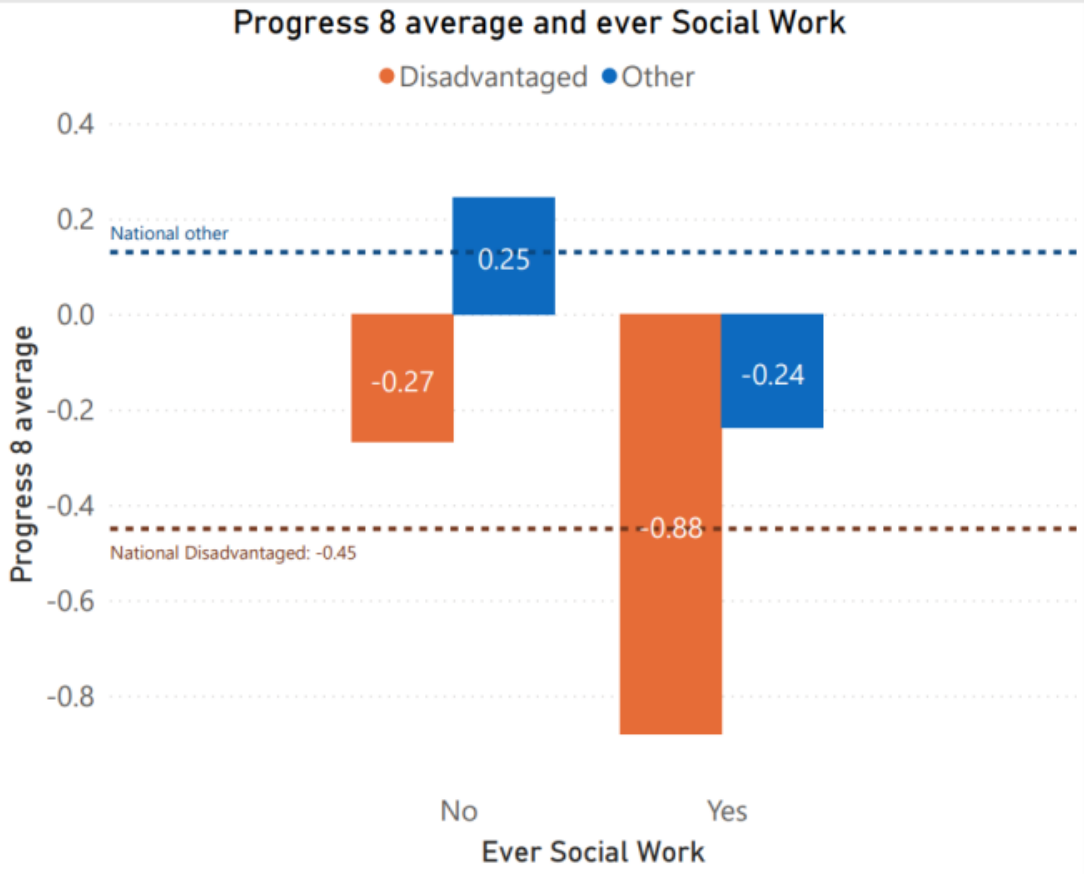
Overall attendance (annual 24/25)

- In Brighton & Hove disadvantaged pupils had an absence rate of 12.8%, an increase of 0.2% on the previous year.
- The absence rate of disadvantaged pupils is 7.5% higher than the national rate of attendance of non-disadvantaged pupils. This grew wider when compared to the previous year.
- Brighton & Hove is at the 93rd percentile for overall absence of disadvantaged pupils (the 1st percentile would be the highest performing Local Authority).
- Disadvantaged pupils attend significantly less than non-disadvantaged pupils.
- The impact of absence on academic outcomes is significantly higher for disadvantaged pupils.
- Even relatively small rates of absence significantly impact on academic outcomes for disadvantaged pupils.

Social Care

Is there a relationship between involvement of social care services and progress of Disadvantaged pupils?

- 71% of Disadvantaged pupils have at some point been known to social services compared to 23% of other pupils.
- Disadvantaged pupils known to social care services show lower average progress than other pupils known to social services.



Number of pupils

Ever Social Work	No	Yes
Disadvantaged	158	382
Other	1207	360

% Pupils

Ever Social Work	No	Yes	Total
Disadvantaged	29%	71%	100%
Other	77%	23%	100%

Data: KS4 2019; 557 Disadvantaged pupils, but only 540 pupils had key stage 2 data to allow progress to be measured.

Intersectionality: Ethnicity

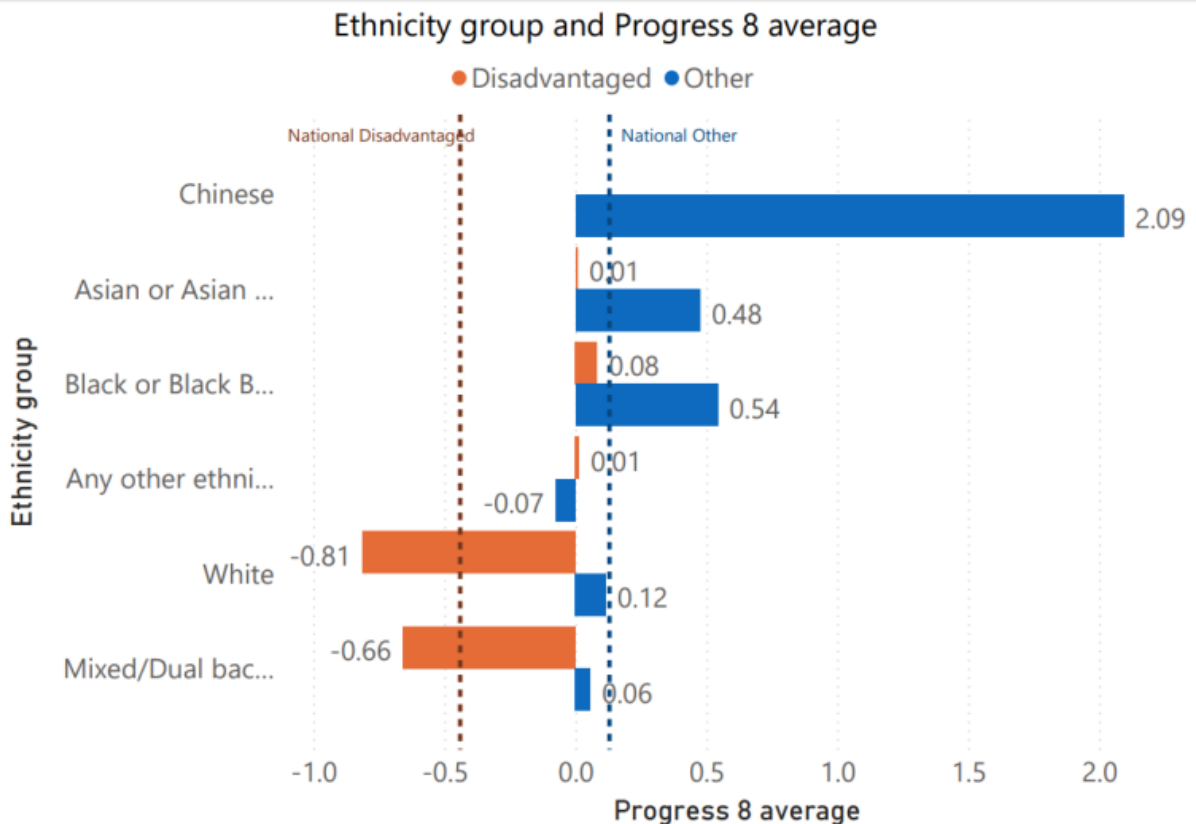
Is there a relationship between ethnicity and progress of Disadvantaged pupils at the end of secondary school?

- Disadvantaged pupils in mixed ethnic groups and white ethnic groups show lower progress.

Number and % of pupils

Ethnicity group	Pupils	Pupils %
Any other ethnic group	14	3%
Asian or Asian British	20	4%
Black or Black British	23	4%
Chinese	0	0%
Mixed/Dual background	63	12%
White	413	77%

White ethnicity group	Pupils
White -British	396
White Eastern European	2
White -Irish	5
White other	7
White Western European	3



Progress 8:

progress pupils make between the end of primary school (Key Stage 2) and the end of secondary school (Key Stage 4).

Emerging Themes

- Educational disadvantage remains the strongest predictor of educational outcomes.
- Gaps are evident from Early Years and persist through school.
- Attendance is a critical driver of outcomes.
- Children known to social care experience significantly poorer outcomes.
- Place matters, with substantial variation between neighbourhoods.
- Multiple disadvantages compound risk, particularly where poverty intersects with ethnicity, SEND or social care experience.

Developing a new framework

Understanding evaluation, defining the issue and agreeing next steps:

- DLT, People Overview and Scrutiny Committee, Poverty reduction steering group and headteacher meetings (September)
- Stakeholder consultation (October and November)

Designing, engagement and coproducing new framework:

- Call for Evidence (ends November)
- Education and Learning Strategic Board (19th November)
- Headteacher meetings (October and November)
- Define accountability and dashboard measures (by December)

Writing and developing new approach

- Finalise Theory of Change (January 2027)
- Finalise framework (January 2027)
- Ensure this includes recommendations from Call for Evidence

Review

- People, Overview and Scrutiny (February 2027)
- Cabinet sign off (March 2027)

Further considerations

Understanding the issue

What aspects of educational disadvantage require deeper analysis?

What evidence is currently missing?

Using data

What additional data would help us better understand educational inequality in Brighton & Hove?

How should we strengthen our use of data to identify priority groups and communities?

Future scrutiny

Which themes should be examined in greater depth through future scrutiny reports?

How should progress be monitored and assessed?

