





**Brighton & Hove
City Council**

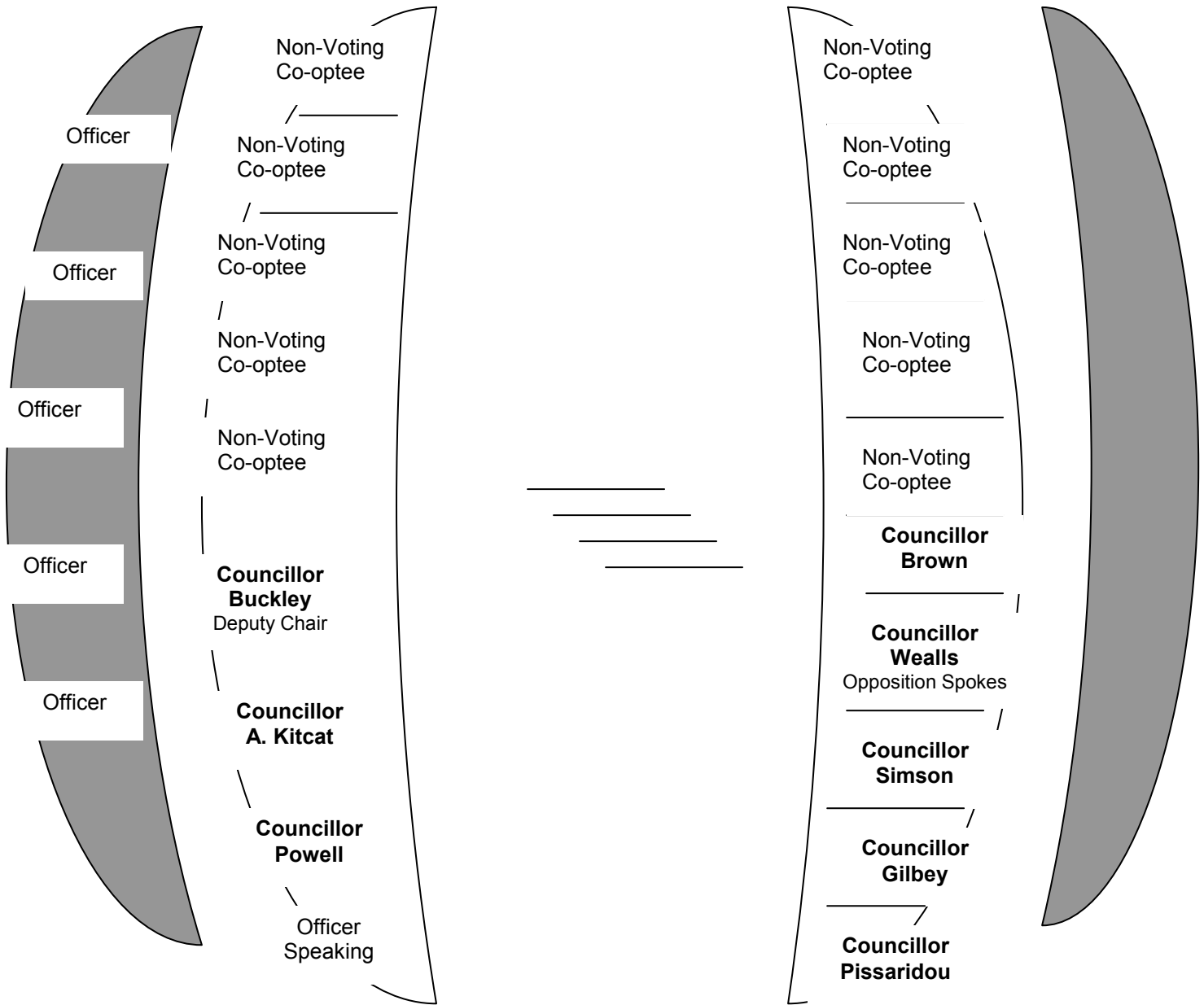
Children & Young People Committee

Title:	Children & Young People Committee
Date:	11 June 2012
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Shanks (Chair) Buckley Brown Gilbey A Kitcat Lepper Pissaridou Powell Simson Wealls
Non Voting Co-optees:	Representatives of the following: Clinical Commissioning Group (1 clinical and 1 executive); Police; Chair, Local Safeguarding Children Board; Chair, Learning Partnership; Youth Justice Board Parent Forum; Sussex NHS Community Health Trust; Youth Council (2); Community and Voluntary Sector; CAMHS;
Contact:	Penny Jennings Democratic Services Officer 01273-291-065

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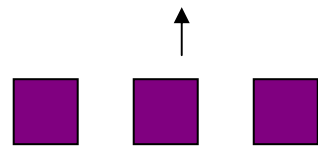
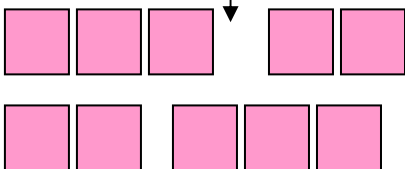
Democratic Services: Children & Young People Committee

Legal Officer	Councillor Shanks Chair	Strategic Director; People	Democratic Services Officer
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Public Speaker	Public Speaker
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Public Seating



Press

AGENDA

Part One

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1. Procedural Business

2. Minutes of Children and Young People's Cabinet Member Meeting **1 - 18**

Minutes of the Children and Young People's Cabinet Member Meetings, 6 March and 4 April 2012 (attached for information)

3. Arrangements for Setting up Urgency Sub Committees **19 - 26**

Report of the Strategic Director, Resources (copy attached)

Contact Officer: Mark Wall, Head of Democratic Services Tel: 29-1006

Ward Affected: All Wards

4. Chair's Communications

5. Start Times of Meetings and Date of Next Scheduled Meeting

To agree the start time of future meetings and date of next scheduled meeting.

6. Public Involvement

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

(a) **Petitions:** to receive any petitions presented to full council or at the meeting itself;

(b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on 31 May 2012;

(c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on 31 May 2012.

7. Issues Raised by Councillors

To consider the following matters raised by councillors:

(a) **Petitions:** to receive any petitions submitted to the full council or to the meeting itself;

(b) **Written Questions :** to consider any written questions;

(c) **Letters:** to consider any letters;

(d) **Notices of Motion:** to consider any notices of motion.

8. Children and Young People's Committee - Business Planning 27 - 42

Report of Strategic Director, People (copy attached)

Contact Officer: Jo Lyons, Lead Commissioner, Schools, Skills and Learning Tel: 293514

Ward Affected: All Wards

9. Review of the Secondary Admission Process for 2014/15 43 - 50

Contact Officer: Gil Sweetenham, Schools Futures Project Director Tel: 29-3474

Ward Affected: All Wards

10. Brighton and Hove Schools Standards Report 2010/11 51 - 90

Report of the Strategic Director, People (copy attached)

Contact Officer: Michael Nix, Post 16 Development Manager Tel: 29-0732

Ward Affected: All Wards

11. Children's Social Work - Case Management 91 - 136

Report of Strategic Director, People (copy attached)

Contact Officer: James Dougan, Head of Service, Children's and Families Tel: 295511

Ward Affected: All Wards

The City Council actively welcomes members of the public and the press to attend its meetings and holds as many of its meetings as possible in public. Provision is also made on the agendas for public questions to committees and details of how questions can be raised can be found on the website and/or on agendas for the meetings.

Agendas and minutes are published on the council's website www.brighton-hove.gov.uk. Agendas are available to view five working days prior to the meeting date.

Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested.

For further details and general enquiries about this meeting contact Penny Jennings, (01273 291065– penny.jennings@brighton-hove.gov.uk or email scrutiny@brighton-hove.gov.uk

Date of Publication Wednesday, 30 May 2012

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE CABINET MEMBER MEETING

4.00pm 5 MARCH 2012

COMMITTEE ROOM 1, HOVE TOWN HALL

MINUTES

Present: Councillor Shanks (Cabinet Member)

Also in attendance: Councillors Marsh and Wealls

PART ONE

29. PROCEDURAL BUSINESS

29(a) Declarations of Interests

29.1 There were none.

29(b) Exclusion of Press and Public

29.2 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Cabinet Member considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of the proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100I(1) of the Act).

29.3 **RESOLVED** - That the press and public be not excluded from the meeting.

30. MINUTES OF THE PREVIOUS MEETING

30.1 **RESOLVED** – That the minutes of the Children & Young People Cabinet Member Meeting held on 20 January 2012 be agreed and signed by the Cabinet Member as a correct record.

31. CABINET MEMBER'S COMMUNICATIONS

31.1 There were none.

32. ITEMS RESERVED FOR DISCUSSION

32.1 **RESOLVED** – That all items be reserved for discussion.

33. PETITIONS

33.1 There were none.

34. PUBLIC QUESTIONS

34.1 There were none.

35. DEPUTATIONS

35.1 There were none.

36. LETTERS FROM COUNCILLORS

36.1 There were none.

37. WRITTEN QUESTIONS FROM COUNCILLORS

37.1 There were none.

38. NOTICES OF MOTIONS

38.1 There were none.

39. COMMISSIONING STRATEGY FOR SERVICES FOR CHILDREN WITH DISABILITIES: PROGRAMME UPDATE

39.1 The Cabinet Member considered a report of the Strategic Director, People providing a programme update in relation to the commissioning strategy for children with disabilities. The report set out progress on the implementation of that strategy and sought endorsement of the key initiative to pilot individual budgets for short breaks (respite) for children and young people with disabilities who had an assessed need for social care support.

39.2 The report detailed how it was proposed that the pilot would proceed both in the national context and locally. The pilot would seek to assess the levels of social care support and would look at how that could best be delivered within the resources available and also set out what it was hoped to achieve as a result of the pilot and beyond.

39.3 Councillor Marsh sought clarification as to why the pilot was commencing now, the arrangements proposed in instances where there was more than one child with disabilities in the family , how families would be chosen to take place in the pilot and

regarding arrangements which would be put into place post 19. Councillor Marsh considered that currently there was a gap in provision for young adults post 19.

- 39.4 It was explained that the pilot followed from a programme of 6-7 pilots nationally and that a lot of work would be done with individual families as this did represent a radical approach, in that dependent on the needs of individual families, the level of support could equate to direct financial provision, provision of “virtual” money or a combination of both. Careful consideration would be given to the level of support given to individual families in order to assist them in the best management of the resources provided to them. Work would also be carried out in conjunction with “Amaze” and the Federation of Disabled People. This was a genuine pilot in that it could be subject to amendment based on operational experience, elements of it, or ultimately the scheme itself would not be proceeded with if it was not considered to be the most effective way of delivering these resources. Councillor Marsh was pleased to note that this was a genuine pilot.
- 39.5 Councillor Wealls sought further clarification regarding operation of the pilot and whether it was outcome led. It was explained that there were no preconceptions regarding this and that different conversations were likely to take place in respect of the needs of individual families and of individual parents too.
- 39.6 **RESOLVED** – (1) That the Cabinet Member approves the implementation of a pilot for individual budgets for short breaks (respite) for children and young people with disabilities with an assessed need for social care support; and
- (2) That the Cabinet Member notes that the pilot will be taken forward through established partnership and joint working arrangements between the Council’s Joint Commissioner, managers and staff in the council’s integrated Child Development and Disability Service, Community and Voluntary Sector organizations, parent carer groups (including the Parent and Carer Council hosted by Amaze), children and young people and other stakeholders.

40. TWO YEAR OLD EARLY EDUCATION ENTITLEMENT

- 40.1 The Cabinet Member considered a report of the Strategic Director, People detailing the proposed arrangements in respect of early education entitlement for two year olds.
- 40.1 The Council would have a statutory duty to fund free childcare places for the 20% most disadvantaged two year olds from September 2013. In 2011/12 the Council funded 135 two year olds to attend childcare 10 hours a week 38 weeks a year. that would need to increase to 600 children for 15 hours a week to meet the statutory duty by September 2013. This increase would have significant financial implications. The Government planned to extend the statutory duty to 40% of all two year olds from September 2014. It was anticipated that the level of take up would be around 90%. The childcare had to be with childcare providers registered with Ofsted including childminders who were part of a quality assured group.
- 40.2 Councillor Marsh referred to the fact that a number of childminders appeared to have some vacancies, whereas there was pressure on nursery places especially in certain parts of the city. Councillor Marsh also referred to the fact that there were also nursery schools attached to schools across the city, asking whether and how this would be

factored into the arrangements. It was explained that there was a range of good quality early years provision across the city. There were vacancies with some nurseries and childminders. It was considered that there might be sufficient places across the city but the places were not in the right areas. More places were needed in the most disadvantaged areas of the city and particularly in the east. There were implications for school nursery classes which would be considered as parents might want their children to stay with the same provider. The main eligibility condition was similar to that for free school meals. The Department for Education were working on a web based checker which would enable local authorities to check which families would be eligible.

40.3 Councillor Wealls sought clarification in relation to the funding to be provided by central government. It was explained that the funding for two year olds was not ring-fenced. For 2011/12 and 12/13 the funding had been included in the Early Intervention Grant. The Government had stated that large amounts of funding had been put into the grant nationally but these amounts were not visible locally because of other funding reductions. The Government had not yet decided on the funding mechanism from April 2013.

40.4 **RESOLVED** - That the Cabinet Member for Children and Young People:

(1) Agrees to the strategy to gradually increase the number of two year olds offered free childcare starting from April 2012 to reach 600 by September 2013 and to increase the hourly rate from £4.85 to £5.00 an hour;

(2) Agrees to sustain existing, good quality voluntary sector childcare providers in areas where additional places will be needed;

(3) Notes the financial risk of the additional revenue funding needed to meet the statutory duties (estimated to be over £1m in 2013/214), and possible capital implications if it is decided to increase provision in certain areas of the city.

41. PROVISION OF FAMILY GROUP CONFERENCES

41.1 The Cabinet Member considered a report of the Strategic Director, People detailing proposals in relation to arrangements for family group conferences.

41.2 It was explained that Family Group Conferences were a concept which had originated in New Zealand where they had been used for many years and latterly, the US, Europe and the UK. They formed an integral part of the decision making process and future planning when a child or young person was in crisis. The term "family" could be defined very broadly to encompass family members and others well known by the child and to the family as well as members of their immediate family. Discussions would take place which would identify issues which needed to be covered by the Plan, following which there would be private family time in order to enable the family to come up with a plan. A partnership approach was adopted which enabled children to be maintained with support within their own families and communities. An effective programme had operated in the City since 2002 and positive outcomes had been achieved. This approach was not appropriate in all cases but had been successful in instances where it could be used as a practical alternative to dealing with matters through the courts, or to

a child being placed in care. Approval was sought to enter into a tender process for further provision from October 2012.

- 41.3 Councillor Marsh sought clarification regarding why this provision was being re-tendered for now and it was explained that previously tendering had been an annual process by setting it for a longer period (2 ½ years), it was hoped that this would build in a greater degree of stability. Whilst the existing arrangements had worked well, the authority was required to look at what was provided holistically.
- 41.4 Councillor Wealls sought clarification regarding the role of social workers and other professionals and in terms of the costs associated with provision of this service. It was explained that although social workers were involved, the process was an independent one and as such because the family was pivotal in devising the resultant plan they were not present throughout the whole process. The cost of provision was not large and was cost effective in terms of the outcomes it was able to delivery in instances where consideration of this as an option was appropriate; also there were economies of scale in relation to contracts entered into for a longer period.
- 41.5 **RESOLVED** - That the Cabinet Member:
- (1) Agrees to a tender process to procure provision of Family Group Conferences for the city;
 - (2) Agrees the contract for Family Group Conferences from September 2012 to end of March 2015 with a break clause in March 2014;
 - (3) Authorises the Strategic Director, People to approve the award of a contract to the selected provider following completion of the procurement process.

42. NON-PUBLIC MINUTES

- 42.1 **RESOLVED** – That the Cabinet Member be authorized to sign the non public minutes of the meeting held on 20 January -2012 as a correct record.

The meeting concluded at 5.35pm

Signed

Chair

Dated this

day of

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE CABINET MEMBER MEETING

1.00pm 4 APRIL 2012

COMMITTEE ROOM 3, HOVE TOWN HALL

MINUTES

Present: Councillor Shanks (Cabinet Member)

Also in attendance: Councillors A Norman and Mitchell

Other Members present: Councillor Littman

PART ONE

43. PROCEDURAL BUSINESS

43(a) Declarations of Interests

43.1 There were none.

43(b) Exclusion of Press and Public

43.2 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Cabinet Member considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of the proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100I(1) of the Act).

43.3 **RESOLVED** - That the press and public be not excluded from the meeting during consideration of any item on the agenda.

44. ITEMS RESERVED FOR DISCUSSION

44a Purpose of the Meeting

- 44.1 The Managing Principal Lawyer and Legal Adviser to the meeting stated that she considered it would be helpful if she clarified the purpose of the meeting and set out the parameters of its decision making at the outset.
- 44.2 On 22 March full Council considered the admissions arrangements for the city. Admissions arrangements were specifically reserved to full council under the constitution. Today's meeting had been called in response to concern expressed at full council on 22 March, that there might be grounds to reconsider whether or not the boundary of the catchment area for Varndean/Dorothy Stringer should remain the same.
- 44.3 At Cabinet on 15 March 2012 it had been resolved that the proposal to alter the boundary between the catchment areas for Dorothy Stringer/Varndean and Blatchington Mill/Hove Park not be adopted for 2013/14, but be postponed until 2014/15 to allow for a wider consultation to take place, and that the existing boundary be retained for 2013/14.
- 44.4 At full Council on 22 March the admissions arrangements were adopted with the boundary remaining the same.
- 44.5 However, in the light of the concern expressed that this issue needed to be looked at in more depth, it was agreed to convene a special CMM where this specific issue would be the sole agenda item. Members had before them the appendices and report which went to full Council, and the Cabinet Member could consider whether there was information which warranted looking at this issue again. Thus the Cabinet Member would need to decide having considered the report (Item 51 on that afternoon's agenda) whether or not to resolve to recommend to full Council to redraw the boundary for the Dorothy Stringer/Varndean and Blatchington Mill/Hove Park catchment area for school admissions in 2013/14. Whilst in no way wishing to pre-empt the decision of the Cabinet Member, but in order to be clear about the parameters of this meeting and next steps, in the event that this was the resolution of the Cabinet Member, this meeting did not have the power to change the boundary, it had the power to recommend that this was an agenda item at full Council and to recommend to full Council that the boundary should be changed. It would then be a matter for full Council as to whether or not to resolve that the boundary was changed for admissions in 2013/14.
- 44.6 The issue then arose as to how and when full Council could be convened. By regulation Local Authority's were required to set their admissions criteria by 15 April 2012. If this boundary was to be reconsidered this meant that to comply with regulations the latest that this could be considered by full Council on 12 April. This would require there to be a Special Council called at short notice, which would will require the agreement of 6 members or the Mayor or the Chief Executive. It would be most unfortunate if a specially convened meeting was to be held on or before 12 April as it would have to be on short notice and fell during the school holidays. A full Council meeting was already scheduled for 26 April. Were this item to go to that agenda, then it would mean the Local Authority would be late by 10 days in setting the admissions criteria, but it would also mean that proper notice of the meeting could be given, and it would take place in term time when parents were more likely to be aware of it. Since the admissions criteria related to 2013/14 and all other issues relating to admissions had been agreed, on balance she

considered that it would be reasonable to delay setting the criteria for 10 days and to ensure that the public and members would have proper notice of the meeting.

- 44.7 If the view was reached that there was no need to reconsider the current boundary, the above advice would not apply, it was considered however, that it would be helpful to set out the parameters of the meeting at the start. In December 2011 the constitution had been amended to provide that the policy framework reserved to full Council to include :“School admission arrangements, and that should be interpreted to cover the council’s admissions policy (as represented by the admissions booklet for primary and secondary schools) , and the School Organisation Plan”.

44b Items Reserved for Discussion

- 44.8 **RESOLVED** – That all items be reserved for discussion.

45. PUBLIC QUESTIONS

- 45.1 There were none.

46. PETITIONS

- 46.1 The Cabinet Member for Children and Young People considered the following petitions which were set out in circulated report of the Strategic Director, Resources. Each petitioner had a period of up to three minutes to amplify on their petitions.

46(a) Petition – Change to Dorothy Stringer/Varndean Catchment Area to Include East of Dyke Road for 2013/14 Intake, do not postpone the Decision Until 2014/15

- 46.2 Ms Sylvester presented a petition signed by 317 people as set out below and referred from the meeting of Council held on 22 March 2012: Ms Sylvester stated that since the meeting of Council she had collected more signatures and that the total now stood at 517and growing, now around 1,200.

“We the undersigned petition the Council:

As Brighton and Hove City Council have already highlighted there are issues for children travelling to Hove Park. They are not able to attend extra curriculum clubs and socialise with their peers after school. We want our children to be able to walk to their local schools and remain in their community. There is no point in postponing this decision as it is just delaying the solution and affecting the education of even more people in the process. To give us hope and an opportunity to consult on this issue and then to delay the decision and deny the current Year 5 students this option would be unfair! A decision needs to be made now! “

- 46.3 Ms Sylvester thanked the Cabinet Member for agreeing to hold the special meeting. She explained that she was presenting the petition in favour of expanding the Dorothy Stringer/Varndean catchment area to the east Dyke Road for September 2013 as this decisive action would allow their community’s children to walk to Brighton schools rather than having to cross the city by bus to Hove. She and those supporting her petition

considered that the straightforward changes proposed would result in the following benefits:

- give local children access to local schools they can see from their homes
- increase the number of children walking/ cycling to school, thereby, meeting the council's sustainability priorities
- enable children to attend after-school clubs at their secondary school
- be mindful of a local community's need to stay together
- give more children the chance to make the transition to secondary school with friends
- cut down on pollution and improve fitness
- alleviate mounting pressure on school places in Hove secondary schools
- reduce the time, cost, resource and grave anxiety associated with appeals and further consultation

46.4 The petition showed that there was overwhelming support in the area affected and that it continued to grow. they believed that there was a clear mandate to change the boundary for the 2013/14 secondary school intake, it represented a sensible decision. Decisions were not made on referendums, however, these issues had been raised previously, five years ago and it was hoped that they would be listened to now. Ms Sylvester quoted from the Council's own consultation document which stated that:

"..experience has shown that families living between the railway line and Dyke Road find travelling to Hove Schools (particularly Hove Park Lower School) problematic. The council currently supports a bus service..., but any child relying on this service is unable to attend after school activities."

46.5 Ms Sylvester stated that in the petitioners view sending children to their fifth and sixth closest schools made no sense. This boundary change would not solve the citywide school place issue, but would be a quick and effective way of taking action on Hove's ticking school place timebomb. It would avoid the brinkmanship involved the following year when places were predicted to have run out. It was also a well-timed and useful way to correct an anomaly which had caused an entire community great difficulty, the petitioners believed that the numbers stacked up and that there would be sufficient places in the Dorothy Stringer/Varndean catchment area.

The petitioners believed the numbers stacked up because:

- this boundary change was originally proposed by the council!
- places at Dorothy Stringer had been increased to 330
- Varndean had placed 54 children out of catchment this year
- Cardinal Newman would continue to hive off a proportion on children
- If a sibling link was honoured in this area, to help families who already have children in Hove schools, it would reduce any initial impact
- Concerns over numbers could be addressed by limiting the area affected to Map 1.

46.6 The consultation proposal had looked at returning people to the catchment that they campaigned to keep five years ago. It was the natural choice for this slice of Brighton;

families with sight of Brighton schools. There were children in Year 5 waiting to hear if they will be able to walk to a school in a familiar neighbourhood. Their lives would be changed for the better by a simple boundary change from this consultation. If a positive change was made now without delay.

46.7 The Cabinet Member thanked Ms Sylvester for her petition advising her that she would receive a copy of the minutes of the meeting in due course.

46.8 **RESOLVED** – That the petition be received and noted.

46(b) Petition-Opposition to Proposed Boundary Changes: Dorothy Stringer/Varndean Catchment Area to Include East of Dyke Road for 2013/14

46.8 Mr Graham-Rowe presented a petition signed-by 22 people stating that:

We the undersigned request:

“In response to the campaign in favour of moving the Dorothy Stringer/Varndean catchment to include families living east of Dyke Road we invite you to sign our petition opposing this change. There has been a lot of misinformation put out about this complex issue and we encourage you to (read on) and hear the other side. There is an assumption that all Stanford parents should support these changes, but actually if this goes ahead it will have a negative impact on many children attending Stanford. So please help. Rather than vilifying local schools we should be giving them support and addressing the issues that will help improve them.”

46.9 Mr Graham-Rowe stated that unfortunately this issue had split the community. Many of the comments parents had made to support their reasons for wanting the boundary moved his petitioners agreed with. Everyone wanted local community secondary school their children could go to after leaving Stanford Juniors. In an ideal world this local school would be in a central location to the Hove/Brighton border and all children from Stanford would be in the same catchment. All the Stanford children could walk to this school together in the morning and get home safely on foot after their afterschool clubs, even in the cold dark winter months. However, realistically there was no such school (unless Cardinal Newman suddenly had a change of policy). A number of parents had always been aware of and accepted the catchment area that they lived in and had openly accepted that their children would go to one of the secondary schools in that catchment area, along with a reasonable number of their peers/friends from Stanford. However, many parents from Stanford weren't willing to accept the catchment area that they were in but at the same time were unwilling to move. He considered that this wish to move the catchment might be beneficial to them but would actually have a negative impact on children who fell outside the proposed boundary extension.

46.10 He considered that most of the parents petitioning hard to get the boundary changed were doing so as they didn't want their children to go to Hove Park School. Not just because it is far away but because they believed it was not good enough for their children. Their wish not to have their child go to Hove Park would mean that the children at Stanford who do not live in the proposed extension catchment area would not only have to travel a long distance to Hove Park but do so with few if any friends. He knew this was the case as he already have a daughter at Hove Park, allocated a place in

Hove Park by the lottery system, when all her friends got Blatchington Mill. He strongly supported the lottery system, but the fact was that she was having a very difficult time there as all the other children have arrived there in big groups of friends from the surrounding schools and she is the odd one out. If the boundary goes ahead it is very likely that this will happen again for their second daughter regardless of whether she got into Blatchington Mill or Hove Park as she only had one friend from Stanford who lived beyond the proposed extension. As feelings had been running so high many parents with an opposite view had felt intimidated and had either been unwilling to sign or had wanted to sign anonymously. He wished to point out that the petition which had been set up to by a handful of mothers that either did not work or did so part-time. He on the other hand worked full time and couldn't compete with the amount of time he could invest in this petition. Besides collecting signatures from parents they had been knocking on doors collecting signatures from people with no children, who had no clue or even interest in repercussions of these changes.

46.11 The Cabinet Member thanked Mr Graham-Rowe for his petition advising him that he would receive a copy of the minutes in due course.

46.12 **RESOLVED** – That the petition be received and noted.

47. DEPUTATIONS

47.1 The Cabinet Member considered two Deputations as set out below. Each depute had a period of up to five minutes to speak to their Deputation.

47(a). Deputation in Support of Considering and Making Changes to the Proposed Boundary Extension (in Support of the Petition Received at Council on 22 March 2012)

47.1 Ms Sylvester presented the following Deputation in support of making changes to the catchment area boundary for Dorothy Stringer/Varndean for 2013/14 to take in an area to the East of Dyke Road.

47.2 Ms Sylvester stated that she had sympathy with anyone making decisions relating to school places. Clearly, you were never going to please all the people, all the time. However, she urged that consideration be given to the overwhelming support for this boundary change from families who actually lived in the area affected, between the railway line and Dyke Road. Her group represented the majority view.

Inevitably, people objecting to the change live outside of the area and generally fall into one of two categories:

1. they were concerned about protecting places at Dorothy Stringer and Varndean or,
2. they had an older child already at a Hove school and wanted to secure a friendship group for their younger child, even if this meant an entire community traversing the city to keep them company.

47.3 Whilst these motivations were understood they did not take account of the implications for the local community, nor the developing picture for the city's schools where there was more room in one catchment (Dorothy Stringer/Varndean) and increasing pressure

on another (Hove Park/Blatchington Mill). It had been suggested that this boundary change would cause division. Stanford Juniors was divided. It was slap-bang on the catchment boundary and had 96 children split between 11 different schools and had had to deal with up to 20 appeals in past years. Division and dissatisfaction exist already existed. It was tough on families and unbearable for children, split from friends and sent miles from their community. This boundary change would redress the balance, sending more Brighton children to Brighton schools. The boundary change dealt mainly with the Port Hall area however, going forward, the future Stanford school community was only likely to be the Port Hall area because of a dramatically shrinking catchment. The previous year, families living roughly 600 metres away from the Infants School in Chatsworth Road, within Port Hall itself, had been denied places. Families keen for their children to go to Hove schools with larger friendship groups would have them – from the Hove junior schools they would be attending. Sending children from this community to Hove schools would make even less sense in the future.

- 47.4 The bus service from the area to Hove schools was inadequate and children could not participate in after school clubs. There was a misconception that a further influx of Stanford School families would fix an issue that had not been successfully addressed for five years, the solution was that the solution proposed by the council to send our local community back to local secondary schools. Local children would have an opportunity to walk, in groups, along safe routes to their closest schools. It would be naïve to imagine that there won't be *occasional* car runs, however, this paled into insignificance compared to daily bus journeys and car journeys of double the distance to pick up children stranded over in Hove. This did not amount to vilifying schools that they could not walk to. Essentially, the neighbouring dual catchment areas were not very different. They each had one school that had traditionally performed reasonably well and another that was improving. If their calculations were correct, primary schools in Hove had been expanded to take an additional 270 children this year. These children were going to need secondary school places. Just as bussing in 277 children from over three miles away to Cardinal Newman on their doorstep was irritating, they wouldn't blame the Hove community for feeling the same way about them. Her group had done their best to engage, direct people to the council's consultation and make their views known. There was heartfelt support for this boundary change. However, the boundary change wouldn't just help this particular community, it would deliver outstanding benefits from a sustainability, community and citywide perspective. They wanted their children to walk to their local school, participate in after-school clubs and make the tricky transition to secondary school with friends.
- 47.5 The Cabinet Member thanked Ms Sylvester for her Deputation, the contents of which were received and noted.
- 47.6 **RESOLVED** – That the content of the Deputation be received and noted.
- 47(b) Opposing the Request set out in the Petition Considered at Council on 22 March 2012: The Case for Keeping the existing Boundary**
- 47.7 Mr Graham-Rowe presented the following Deputation in opposition to that requesting changes to the catchment area boundary for Dorothy Stringer/Varndean for 2013/14 to take in an area to the East of Dyke Road as requested by Ms Sylvester.

“We request that the Special Meeting of the Children and Young People’s Cabinet Member Meeting vote to keep the existing school catchment boundary for Dorothy Stringer and Varndean, on the grounds that it will not solve any of the problems expressed by parents in the proposed area. Instead it will only serve to isolate some children, hamper efforts to improve public transport to Hove Park and Blatchington Mill, increase traffic between Porthall and Dorothy Stringer, adding to an existing bottleneck on South Road and undermine the very principle of “Every child matters” by creating a two-tier education system. “

47.8.1 Mr Graham-Rowe re-iterated his earlier comments that it was regrettable that this issue seemed to have split the local community, especially as both groups were broadly in agreement. Mr Graham-Rowe spoke to two circulated A4 sheets in support of his Deputation. He stated that there was a little questioned claim that Dorothy Stringer was the local school for the Port Hall community (but not for those outside Porthall). There were several places in the disputed area where it was true that Dorothy Stringer was the nearest school but equally there were places where Hove Park Upper School and Blatchington Mill were an equal or even shorter walking distance away. By way of example Mr Graham-Rowe stated that he had taken two random addresses within the area were one in Exeter Street and one in Tivoli Crescent and had used Google Maps to chart the estimated walking distance and times to make a crude but illustrative comparison. This information showed clearly that, with the exception of Hove Park Lower School, there was not much difference between the distance of the schools in the two catchments and that the difference in walking time was a matter of a few minutes. The notion that Dorothy Stringer was in any way more “local” was a myth. The fact was that you had to walk (or drive) to Dorothy Stringer and Varndean from the area because there were no buses, not that it was not possible to walk to Blatchington Mill or Hove Park Upper School. The “fly in the ointment” related to Hove Park Lower School.

47.9 The fact that many residents saw Dorothy Stringer and Varndean from their homes was at least partly due to the fact that Porthall was built on a hill rather than due to close proximity. This added to the illusion of the schools being much nearer. It also seemed to have been forgotten that the year before the introduction of the lottery system, there had been much upset in the Port Hall area as several children had not been living close enough to Dorothy Stringer and Varndean to gain places there, they had not been local enough then either.

47.10 The Cabinet Member thanked Mr Graham-Rowe for his Deputation the contents of which were received and noted.

47.11 **RESOLVED** – That the content of the Deputation be received and noted.

48. LETTERS FROM COUNCILLORS

48.1 There were none.

49. WRITTEN QUESTIONS FROM COUNCILLORS

49.1 There were none.

50. NOTICES OF MOTIONS

50.1 There were none.

51. SCHOOL ADMISSION ARRANGEMENTS 2013/14

51.1 The Cabinet Member, Children and Young People considered the re-circulated report of the Strategic Director, People relative to the proposed school admission arrangements for 2013/14. The Cabinet Member explained that the recommendations set out in the original report had been agreed by the meeting of Cabinet held on 15 March and were then forwarded to the meeting of Full Council held on 22 March 2012. At the meeting of Council held on 22 March agreement had been given to all of the recommendations with the exception of that relating to the consultation process in relation to the boundaries of the catchment areas for Varndean and Dorothy Stringer Schools. In consequence of the comments made by Councillors at that meeting of Council she had agreed to an urgent special Cabinet Member meeting being called in order to consider the points raised.

51.2 The Strategic Commissioner, Planning and Contracts, Learning and Partnership gave a presentation by reference to maps, setting out the existing and proposed catchment area boundaries. The area marked yellow indicated the area referred to in the petition submitted requesting that the Dorothy Stringer/Varndean catchment areas be changed to include the area east of Dyke Road for the 2013/14 intake rather than a decision on this matter being postponed until 2014/15 pending the outcome of a further consultation process. The Strategic Commissioner went on to explain that the secondary admissions process had begun in 2006. It had been designed to provide a local school or schools for all children within the city. The system was dependent on the catchment areas "catching" and had been designed for the numbers of children in each area at that time. Random allocation was used as the tie breaker for oversubscription to any school.

51.3 The present situation was that although the numbers in the catchment areas had begun to change even in the current year less than 60 children had been directed to schools not identified as one of their preferences. The prime role of the local authority was to provide sufficient places for children within the city. There were at present 2400 secondary places in Year 7, by 2014/15, 2417 places would be needed and it was anticipated that this figure would increase year on year for the foreseeable future.

51.4 The proposal under discussion, to increase the Dorothy Stringer/Varndean catchment area for 2013/14 recognised that there had been a change in numbers in the catchment area requiring more places in the Blatchington Mill/Hove Park area. If the proposal was accepted it would balance the numbers in the Blatchington Mill/Hove Park and Dorothy Stringer/ Varndean catchment areas for the immediate future, but would not resolve the long term need for more places in the city as a whole. Whatever secondary catchment areas were determined, children at relevant primary schools would still be going to a wide range of different schools dependant on where they lived, as primary schools were not linked to secondary schools.

51.5 Councillor Mitchell stated that it was regrettable that there appeared to be division within the local neighbourhood on this issue and that the qualitative arguments on both sides had not emerged until now, and was of the view that a measured debate needed to take place in relation to the issues raised. Councillor Mitchell sought clarification regarding the manner in which the latest consultation process had taken place considering that it

was regrettable that individual households that not been consulted i.e., via a leaflet drop. The Strategic Commissioner explained that although a door to door consultation had not taken place, the consultation process had been publicised by a number of means, several public meetings had also taken place.

- 51.6 Councillor A Norman was in agreement stating that it had become apparent during the 2006 consultation process that information provided via school, did not always reach home and that in consequence parents may not have been fully aware of the consultation process. She considered it unfortunate therefore that the consultation process had not been more exhaustive. The issues raised at Council which had given rise to that afternoon's special meeting had been raised before and having been raised again and in the light of the supporting information given, she considered that that this issue should be re-visited. Whilst it was regrettable that there were differing views within the area she supported a re-drawing of the catchment boundary to encompass that shown on the illustrative plans presented at that afternoon's meeting. Hove Park was an improving school, however, transport to the school from the area was inadequate and prevented pupils from the area from engaging fully in activities available at the school, this issue needed to be addressed irrespective of the decision reached.
- 51.7 Councillor Mitchell sought clarification of the potential impact of the changes, also the period for which they would remain in place and whether the provision of a Church of England Secondary school would impact on this. The -- explained that in the case of free/faith schools, the Local Authority had no control over the selection of pupils, they had their own admissions criteria and tended to draw pupils for a wider area than the immediate geographical locality. Admission arrangements, although reviewed annually were designed to have sufficient flexibility to absorb demographic changes over a five year period, the Local authority had to ensure that there were a sufficient number of school places available across the city overall. Councillor Mitchell was in agreement with Councillor Norman that irrespective of any decision reached in relation to the catchment area boundaries, issues raised concerning provision and running times of the school bus needed to be addressed.
- 51.8 Councillor Shanks stated that in her role as Cabinet Member having considered the submissions made and additional information placed before her that afternoon, that she was minded to refer the matter back to the meeting of Council scheduled for 26 April with a recommendation that changes to the existing catchment area boundaries be made to include the area to the east of Dyke Road in the catchment area for Dorothy Stringer/Varndean for 2013/14; with any commensurate changes to the boundaries for Blatchington Mill/Hove Park. Councillor Shanks also sought confirmation whether of any further amendments that would be required and the Strategic Commissioner, confirmed that if the recommendation was agreed, retention of a sibling link for the resulting catchment area would need to be retained for a further five year period.
- 51.9 **RESOLVED TO RECOMMEND TO THE COUNCIL** – That approval be given to alter the boundary between the catchment areas for Dorothy Stringer/Varndean and Blatchington/Mill Hove Park for 2013/14 as indicated by the yellow area on the indicative plan; the Dorothy Stringer/Varndean catchment area to include the area to the east of Dyke Road. Commensurate with that the sibling link to be retained for a five year period to expire in 2018/19.

The meeting concluded at 2.00pm

Signed

Chair

Dated this

day of

Subject:	Constitutional Matters		
Date of Meeting:	11 June 2012		
Report of:	Monitoring Officer		
Contact Officer:	Name:	Mark Wall	Tel: 29-1006
	E-mail:	mark.wall@brighton-hove.gov.uk	
Key Decision:	No		
Wards Affected:	All		

For General Release

1. SUMMARY AND POLICY CONTEXT

- 1.1 To provide information on the committee's terms of reference and related matters including the appointment of its Urgency Sub-Committee.

2. RECOMMENDATIONS

- 2.1 That the committee's terms of reference as set out in this report, be noted; and
- 2.2 That the establishment of an Urgency Sub-Committee consisting of the Chair of the Committee and two other Members (nominated in accordance with the scheme for the allocation of seats for committees), to exercise its powers in relation to matters of urgency, on which it is necessary to make a decision before the next ordinary meeting of the Committee be approved.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The Council meeting on 26 April 2012 agreed the new constitution for the City Council. The new constitution came into force at the conclusion of the Annual Council meeting on 17 May.
- 3.2 Article 6 of the constitution, which incorporates a schedule of all the Committees/Sub-committees established in the new constitution together with a summary of their respective functions, is reproduced at Appendix 'A' to this report.

The Children & Young People Committee – Terms of Reference

- 3.3 The terms of reference of the Children & Young People Committee are set out in the new constitution. This Committee is responsible for education, social care services and health services to children and young people and exercises the functions of the Council as Local Education Authority. The Committee is also responsible for the exercise of the Council's functions in respect of public health relating to children which transfer to the Council under the Health and

Social Care Act 2012. The Committee is also the Council's Children and Young Peoples Trust Board for the purposes of the Children Act 2004.

[Note: These terms of reference should be read in the context of the 'Introduction and General Delegations' included in the Scheme of Delegations to Committees and Sub-Committees at part 4 of the constitution. For ease of reference these sections are attached at Appendix 'B' to this report]:

Membership

- 3.4 10 Members of the authority and up to 11 non voting co-optees
- 3.5 The arrangements for substitute Members to attend meetings of Committees/Sub-Committees, as set out in the Council Procedure Rules 18 to 24, apply to meetings of the Children & Young People Committee.

Programme Meetings

- 3.6 Ordinary meetings of the Economic Development & Culture Committee are scheduled to take place on the following dates during 2012/13:

Monday 11 June 2012
Monday 17 September 2012
Monday 12 November 2012
Monday 14 January 2013
Monday 11 March 2013

- 3.7 Meetings of the Committee will normally be held at Hove Town Hall and will start at 4.00 p.m.

Urgency Sub-Committee

- 3.8 The Constitution states that 'each Committee of the Council except the Audit & Standards Committee may appoint an Urgency Sub-Committee to exercise its powers. The Membership of such Urgency Sub-Committee shall consist of the Chair of the Committee, and two other Members nominated by the Group Leader or Leaders as appropriate to meet the requirements for the allocation of seats between political groups. Such Urgency Sub-Committees may exercise their powers in relation to matters of urgency on which it is necessary to make a decision before the next ordinary meeting of the Committee. Every decision of each Urgency Sub-Committee shall be reported for information to the next ordinary meeting of the Committee as appropriate.'

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 All Members considered and approved the new constitution on the 26th April 2012.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 There are no specific financial implications arising from this report. It is expected that the overall effect of the introduction of the new constitution will be cost neutral.

Finance Officer Consulted: Name Anne Silley Date: 23/05/12

Legal Implications:

- 5.2 The Council's constitution complies with the requirements of the Localism Act 2011, the Local Government Act 2000, the Local Authorities (Constitutions) Direction and relevant guidance.
- 5.3 There are no adverse Human Rights Act implications arising from this report.

Lawyer Consulted: Elizabeth Culbert Date: 23/05/12

Equalities Implications:

- 5.4 There are no equalities implications arising from the report.

Sustainability Implications:

- 5.5 There are no sustainability implications arising from the report.

Crime & Disorder Implications:

- 5.6 There are no crime & disorder implications arising from the report.

Risk and Opportunity Management Implications:

- 5.7 The provision of this pay policy statement provides greater transparency to enable the public to understand and challenge local decisions of pay and reward of the council's workforce.

Public Health Implications:

- 5.8 There are no public health implications arising from the report.

Corporate / Citywide Implications:

- 5.9 There are no corporate or city wide implications arising from the report..

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The council's constitution provides for the appointment of the sub-committees and urgency sub-committees and it is for the Committee to determine this action and it could decide not to make such appointments. However, this

would be contrary to the wishes of the council and is not therefore regarded as a viable alternative option.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 The recommendations are being put forward in line with the requirements of the constitution.

SUPPORTING DOCUMENTATION

Appendices:

1. (A) Article 6 – Committees and Sub-Committees
2. (B) Terms of Reference

Background Documents

1. The Constitution

ARTICLE 6 – COMMITTEES AND SUB-COMMITTEES

6.01 Introduction

The implementation of the Council's budget and policy framework, and the discharge of its regulatory functions, is undertaken by a number of Committees and Sub-Committees with powers delegated from the full Council. The Council has also devolved powers to Partnership Boards with health bodies, under the National Health Service Act 2006, the Children Act 2004 and the Health and Social Care Act 2012.

The Council will appoint or make appointments to the Committees, Sub-Committees, Joint Committees and Partnership Boards as set out in the left hand column of the tables below. An indication of the functions of each Committee/Sub-Committee/Joint Committee/Partnership Board is shown in column 3 of the table. The terms of reference and powers delegated to each Committee, Sub-Committee, Joint Committee and Partnership Board are more particularly set out in Part 4 of the constitution.

6.06 Urgency Committee/Sub-Committees

- (a) The Council shall establish an Urgency Committee to exercise its powers. The membership of the Urgency Committee shall consist of 7 Members. The Urgency Committee may exercise its powers in relation to matters of urgency on which it is necessary to make a decision before the next ordinary meeting of the Council. Every decision of the Urgency Committee shall be reported for information to the next ordinary meeting of the full Council.
- (b) Each Committee of the Council may appoint an Urgency Sub-Committee to exercise its powers. The Membership of such Urgency Sub-Committee shall consist of the Chair of the Committee, and two other Members nominated by the Group Leader or Leaders as appropriate to meet the requirements for the allocation of seats between political groups. Such Urgency Sub-Committees may exercise their powers in relation to matters of urgency on which it is necessary to make a decision before the next ordinary meeting of the Committee. Every decision of each Urgency Sub-Committee shall be reported for information to the next ordinary meeting of the Committee as appropriate.

Procedural Rules:

Rule 22: Urgency Sub-Committees

- 22.1 Each Committee of the Council shall appoint an Urgency Sub-Committee to exercise its powers. The membership of such Urgency Sub-Committee shall consist of the Chair of the Committee, and two other Members nominated by the Group Leader or Leaders as appropriate to meet the requirements for the allocation of seats between political groups.
- 22.2 Such Urgency Sub-Committees may exercise their powers in relation to matters of urgency on which it is necessary to make a decision before the next ordinary meeting of the Committee. Every decision of each Urgency Sub-Committee shall be reported for information to the next ordinary meeting of the Committee as appropriate.

Scheme of Delegation to Committees and Sub-Committees: Introduction and General Delegations

TERMS OF REFERENCE OF COMMITTEES

CHILDREN & YOUNG PEOPLE COMMITTEE

Explanatory Note:

This Committee is responsible for education, children's health and social care services, public health relating to children and young people, including services to young people up to the age of 19, and exercises the council's functions as Local Education Authority. Most of these services are delivered jointly with the Health Service and, to reflect this, the Committee is also the Council's Children and Young People's Trust Board for the purposes of the Children Act 2004.

Delegated Functions

To exercise the functions of the Council:

1. as a Local Education Authority under any enactment relating to education, youth services and the employment of children;
2. in relation to educational charities;
3. in partnership arrangements with other bodies connected with the delivery of education;
4. in relation to social services for children and young people;
5. in partnership arrangements with other bodies connected with the delivery of services for children, young people and families;

6. regarding families in connection with the functions of the Committee set out above or where there are no other arrangements made under this scheme of delegation;
7. under or in connection with the children and young people's partnership arrangements made with health bodies pursuant to section 75 of the National Health Service Act 2006 and section 10 of the Children Act 2004 ("the section 75 Agreements");
8. in relation to children's public health including but not limited to:
 - sexual health
 - physical activity, obesity, tobacco control programme

 - physical activity, obesity, tobacco control programme
 - prevention and early detection
 - immunisation
 - mental health
 - NHS health check and workplace health programmes
 - dental health
 - social exclusion
 - seasonal mortality;
9. in relation to those aspects of children's public health which transfer to the council under the Health and Social Care Act 2012.

NOTE

- (a) All the above functions shall be exercised subject to any limitations in the section 75 Agreements.
- (b) Policy issues which are relevant both to this Committee and the Adult Care & Health Committee may be considered by either of those Committees or by the Policy & Resources Committee.

Subject:	Children's Committees – business planning		
Date of Meeting:	11 June 2012		
Report of:	Strategic Director People		
Contact Officer:	Name:	Jo Lyons	Tel: 29-3514
	Email:	Jo.lyons@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The revised constitution allows for a number of committees to direct and oversee work with children. These include the Children's and Young people's Committee, the Corporate Parenting Committee and the Health and Wellbeing Board. Public and community health matters relating to children may also be considered at the Adult and Public Health Committee. The work of these various committees is overseen by the strategic director people, who serves also as the Council's statutory director of children's services (DCS). Scrutiny of decisions by these various boards and committees will be the responsibility of a revised scrutiny process.
- 1.2 This paper aims to help committee members ensure that their programme of work does not duplicate that of related committees or groups. The various responsibilities of the committees mentioned in the body of this paper are given as appendices and have all been approved through the Council's proper Constitutional Practices.

2. RECOMMENDATIONS:

- 2.1 That the draft annual plan as given in 3.7, and reflecting the Corporate Plan should be used to direct the work of this Committee and the officers servicing it
- 2.2 That chairs of the various children's committees should meet bi-annually to agree a common forward plan

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 The Children's and Young People's Committee (Appendix 1)

The Children's Committee is to take-on the corporate responsibilities for children and young people which will include the duties of the Children's Trust (CYPT - which is to be held in abeyance, rather than be disbanded). This note is intended as a briefing document to help members new to the work of our children's workforce to understand

local and national priorities, and we are organised to meet them. It will also have a complete programme of work in line with the agreed schemes of delegation.

The local Children's Trust – The Brighton and Hove Children's and Young People's Trust Partnership (CYPT)

Our local trust was formed from a merger of the council's Children, Families and Schools Directorate with South Downs Health Children and Families Directorate in April 2006. It had overall responsibility for supporting and leading the education, health and social care services for children and young people across the city, for supporting families and for ensuring children are brought up in a caring, secure and healthy environment. Its duties are now carried-out through the *Children and Families Delivery Unit*, and through the *Learning and Partnership* and *Children, Youth and Families* commissioning teams. A key part of this work is delivered through so-called section 75 agreements with the health sector which allows budgets to be shared and NHS functions to be delegated to the local authority. The Trust is, then, the embodiment of these arrangements and historically its priorities captured in the Children's and Young People's Plan, a device which is no longer statutory.

The Children's and Young People's Plan, which ended in March 2012, had four priorities:

1. Strengthen safeguarding and child protection, early intervention and prevention
2. Reduce child poverty and health inequality
3. Promote health and wellbeing, inclusion and achievement
4. Develop the CYPT partnership and drive integration and value for money

This has been subsumed into the council's corporate plan for 2012 onwards, but members might want a simple brief outcome driven plan to help monitor the work of the Council in this area.

Although the government made several changes to the Children's Trust responsibilities on taking office, there remains a duty to co-operate and a responsibility to secure the five outcomes for children:

- **Being Healthy** - enjoying good physical and mental health, and living a healthy lifestyle.
- **Staying Safe** - being protected from harm and neglect and growing up able to look after themselves.
- **Enjoying & Achieving** - getting the most out of life and developing broad skills for adulthood.
- **Achieving Economic Well-being** - overcoming socio-economic disadvantages to achieve their full potential in life
- **Making a Positive Contribution** - to the community and to society, and not engaging in anti-social or offending behaviour.

The requirement that each local authority appoints a suitably qualified first tier officer as director of children's services and reporting to the chief executive remains. In Brighton and Hove, this responsibility is discharged by the Strategic Director, People, who will be the lead officer for the children's committee.

Health and Social Care

This is the primary work of the delivery unit and seeks to improve outcomes for children through effective early help. Its staff work in a variety of situations including family homes, schools, children's centres, youth centres, GP surgeries and hospital settings.

These teams although integrated, retain a number of specialist functions including education psychology, health visiting, teaching and social work. A £10m contract with Sussex Community Trust (SCT) provides for the secondment of around 200 NHS staff to the city council allowing us to deliver a fully integrated paediatric community health services to Brighton and Hove. This means managers also come from a wide variety of professional backgrounds including social workers, teachers, nurses, health visitors, doctors, as well as the more traditional local and national government professional manager routes. It is the wish of officers of both the Council and our health partners to continue and strengthen these links as we move forward. Members will certainly want to form a view on this.

A major change in service organisation was implemented in 2011 with integrated teams established to address particular issues such as children in need or those looked after. This approach is paying dividends with a reduction in children on children in need plans of around 15% year on year. This will ultimately allow the money spent on delivering plans to be reinvested in early help. As the early help impacts further on improving outcomes, we will see costs decrease. However, there remain high numbers of children looked after by the council and understanding this further and bringing numbers down in partnership with the **Corporate Parenting Sub-Committee** (appendix 2) will be vital.

3.2 Safeguarding

A key role of the Children's Committee will be to oversee the safeguarding arrangements of the Council and to ensure our contribution to the work of the **local safeguarding children's board (LSCB)** is of the highest quality. The constitution of the Brighton and Hove Local safeguarding Children Board is given in appendix 5. It reports annually to the Children and Young people's Committee. This might include monitoring numbers of children on plans, the flow of children through the care system and our responsiveness to need. Much of this is inspected by Ofsted on a three yearly basis with the report itself used to support service improvement. Receiving regular updates on this work will therefore form a significant part of the business, and the link across into the LSCB will need to be managed carefully. Unlike other members, the Lead Member for children has a nationally prescribed job description given by Parliament: the chair of the Children's Committee will be accountable to this job description.

Safeguarding is an area of potential confusion and overlap in business. It is the intention to have a **Corporate Parenting** sub-committee of Policy and Resources: we are required to have a LSCB, and a **Health and Wellbeing Board (appendix 3)**. The work plans of these four committees will need close co-ordination. This may be best facilitated by the chairs meeting, say, twice a year to agree a common forward plan. A statement of agreement exists between the CYPT and the LCSB: this will need to be updated to reflect these new arrangements

3.3 Schools and Learning

Successive governments have progressively weakened the statutory links between schools, colleges and academies and the local authority. The term familiar to many – Local Education Authority – now has little legal standing, and we have an ever decreasing roster of statutory functions. However, we do have a number of responsibilities that will be overseen by the Children's Committee:

- Sufficiency of school places, including capital programmes

- Catchment areas (although at present this is reserved to full council)
- Supporting schools in intervention
- SEN, including behaviour and placements
- Music and arts provision

Data sharing arrangements are very complex, as are our statutory responsibilities. The Government has released academies from a wide range of local accountabilities (it would say 'freed') but this means for example that we are reliant on our good relationship with local academies for information on progress and even attendance. However, it would seem reasonable for Children's Committee to receive updates on each.

3.4 Youth and Community

The Council commissions around £2m of youth activity. The vast majority of this is non-statutory, and so the Council traditionally uses its monies to ensure gaps in provision are filled, and priorities, which may change from year to year, are adequately resourced and meet certain agreed quality standards. We are in the first year of our new commissioning strategy and so regular updates on progress and impact will be essential so that members provide proper overview and governance.

3.5 Youth Offending

The Youth Offending Service has a separate management board chaired by the DCS. The accountable bodies for the management board have been the local community safety partnership and the CYPT. The Children's Committee may want to receive regular reports from the Board to ensure proper governance and accountability. The YOS also has clear child protection responsibilities for which it is accountable to the LSCB. The Director of Children's Services chairs the Youth Offending Service management board and provides a link between it and the Children's and Young people's Committee.

3.6 Health and Wellbeing Board

The 2011 Health & Social Care Act requires every upper-tier local authority to establish a Health & Wellbeing Board (HWB). HWBs are partnership bodies, bringing together councils, NHS commissioners and user representatives to set the local health and care agenda.

Constitution

HWBs will be committees of the relevant Council. This means that they are subject to the regulations governing council committees and will have their membership and Terms of Reference agreed annually by the Full Council (i.e. the elected members) of the relevant local authority.

Duties

HWBs will be responsible for:

- Overseeing and agreeing the local Joint Strategic Needs Assessment (JSNA) – an ongoing analysis of health and care needs and provision in the area
- Agreeing a Joint Health and Wellbeing Strategy (JHWS) – a high-level plan for health, public health and adult and children's social care services for the local area

- Holding local Clinical Commissioning Groups (CCG) to account for their commissioning plans
- Encouraging co-working between health and social care
- Encouraging public engagement with health and social care decision-making

These are the *minimum* requirement duties set out in legislation: HWBs can take on other roles as well if agreed locally.

- 3.7 An draft annual plan for the Children’s and Young People’s Committee, covering the relevant business carried forward from Cabinet, Cabinet Member’s Meeting (CMM) and Scrutiny gives an outline as shown in table 1:

Table 1

Children’s Committee: 2012/13 Work Plan

Month	Agenda Items
11 th June	<ul style="list-style-type: none"> • Children’s Committee – Business Planning (TP) • A Review of Secondary Admissions Process for September 2014/15 (JL/GS) • Annual Standards and School Performance Report (& MOU with Aldridge Foundation & Secondary Compact) (JL/HF) • Children’s Social Care Update (JD)
17 th September	<ul style="list-style-type: none"> • Annual Report on School Attendance, Access and Exclusion (JL/MB) • Equalities update (including bullying and racist incidents) (JL/SB) • Annual School Organisation/Admissions Report (JL/GS) • Annual Report on Music and Arts Service (JL/PC) • Funding Arrangements for the Extension of free entitlement for 2 year olds • Children’s Centre Consultation • Housing for Vulnerable Young People • Provision of Family Group Conferences
12 th November	<ul style="list-style-type: none"> • Annual Standards and School Performance Report (JL/HF) • Annual Report of the work of the Learning Partnership (LP chair/JL) • Annual Report from SACRE (JL/MN) • The new SEN Strategy (JL/member of the partnership) • Programme Budgets 2013-15 (LH)

14 th January	<ul style="list-style-type: none"> • Children’s Social Care Performance Update (JD) • Report on commissioning and delivery of Youth Services (SB/JD) • Child Poverty Strategy Update JL/SB) • Annual YOT performance report (SB/JD) • Fees and Charges (LH)
11 th March	<ul style="list-style-type: none"> • Review of S75 Agreement Partnership Agreements (SB) • Commissioning Strategy for services for children with disabilities: Progress Update (SB/JD) • Annual SEN performance report (JL) • Annual Report of the Behaviour and Attendance Partnership (JL/EM)

3.8 The Council’s Corporate Plan, which is available both on line and in Members’ rooms, details the priority outcomes for the Council’s work in the coming year, 2012-13 and is subject to approval by Policy and Resources Committee. A number of these relate directly to the work of this Committee. These include:

**PRIORITY 1: TACKLING INEQUALITY
2012/13 COMMITMENTS**

1. Look to reorganise services to vulnerable children and adults to provide more early help, reducing the need for crisis intervention
2. Establish a new service for ‘troubled families’, working with 225 families this year to help prevent them from falling into need and helping them stay out of crisis.
3. Improve services for vulnerable teenagers by improving access to psychological therapies and supported accommodation.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 The work plan suggested here arises out of manifesto commitments as well as statutory requirements placed on the Council. As such, they have been arrived at through a range of consultative methods.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 There are no financial implications arising from this Report.

Finance Officer Consulted: Louise Hoten

Date: 17/05/12

Legal Implications:

- 5.2 The report provides a plan for the business of the committee. In relation to school admissions and the School Organisation Plan these issues are reserved to full council for decision making. This means under the current constitution these areas could only come to this committee for noting or recommendations, but not decision making.

Lawyer Consulted: Natasha Watson Date: 29.05.12

Equalities Implications:

- 5.3 For any change that has significant equalities implications a full impact assessment will be undertaken.

Sustainability Implications:

- 5.4 There are no sustainability implications from this report. Individual items may have sustainability issues and these will be addressed at the time.

Crime & Disorder Implications:

- 5.5 Links across to the community safety partnership through the Youth Offending Service will be vital in ensuring we meet our targets for reducing the numbers of young people engaged in crime, and the numbers of offences committed.

Risk and Opportunity Management Implications:

- 5.6 The Risks within this report relate to how various committees and boards will co-ordinate their work in the light of the statutory requirements placed on the statutory post holders of the chair of the children's committee and that of director of children's services (DCS).

Public Health Implications:

- 5.7 Clear relationships and co-ordination with both the adults and health committee and the health and wellbeing board will be vital to the success of the Children's Committee. Public Health commissioning will be agreed as part of the annual Joint Strategic Needs Assessment (JSNA).

Corporate / Citywide Implications:

- 5.8 The recommendation to manage business effectively across the named committees and boards, if accepted, should be able to ensure that work is co-ordinated both across the Council and its partners. The Children's Committee takes-on the statutory role of the Children's Trust Board and so will play a significant role in the wider partnership work of the Council.

Appendices

1. CHILDREN AND YOUNG PEOPLE COMMITTEE

Explanatory Note

This Committee is responsible for education, children's health and social care services, public health relating to children and young people, including services to young people up to the age of 19, and exercises the council's functions as Local Education Authority. Most of these services are delivered jointly with the Health Service and, to reflect this, the Committee is also the Council's Children and Young People's Trust Board for the purposes of the Children Act 2004.

Delegated Functions

To exercise the functions of the Council:

1. as a Local Education Authority under any enactment relating to education, youth services and the employment of children;
2. in relation to educational charities;
3. in partnership arrangements with other bodies connected with the delivery of education;
4. in relation to social services for children and young people;
5. in partnership arrangements with other bodies connected with the delivery of services for children, young people and families;
6. regarding families in connection with the functions of the Committee set out above or where there are no other arrangements made under this scheme of delegation;
7. under or in connection with the children and young people's partnership arrangements made with health bodies pursuant to section 75 of the National Health Service Act 2006 and section 10 of the Children Act 2004 ("the section 75 Agreements");
8. in relation to children's public health including but not limited to:
 - sexual health
 - physical activity, obesity, tobacco control programme
 - prevention and early detection
 - immunisation
 - mental health
 - NHS health check and workplace health programmes
 - dental health
 - social exclusion
 - seasonal mortality;
9. in relation to those aspects of children's public health which transfer to the council under the Health and Social Care Act 2012.

NOTE

(a) All the above functions shall be exercised subject to any limitations in the section 75 Agreements.

(b) Policy issues which are relevant both to this Committee and the Adult Care & Health Committee may be considered by either of those Committees or by the Policy & Resources Committee.

2. CORPORATE PARENTING SUB-COMMITTEE

Explanatory Note

The Corporate Parenting Sub-Committee has the status of a Sub-Committee of the Policy and Resources Committee. It acts as an advisory committee to the Council, its partners and its Committees on matters related to the Council's looked after children.

Its role is to ensure that the Council and its partner agencies have a joint commitment to:-

- (a) Achieving improved outcomes for children in care and care leavers;
- (b) Developing and overseeing implementation of the Corporate Parenting Strategy to drive improved outcomes;
- (c) Providing challenge to ensure that the Council's duties as Corporate Parent are carried out effectively and consistently.

Delegated Functions

1. To assist in the development, operation, monitoring and review of the Council's policies and strategies as they affect children in care and care leavers.
2. To develop, monitor and review a Corporate Parenting Strategy and work plan.
3. To promote a co-ordinated and partnership approach to the delivery of Council services as they affect children in care and care leavers and to challenge services where this is not evidenced or effective.
4. To advise the Council and its Committees on issues relevant to children in care and care leavers and to ensure that policies implemented by the Council which affect these children and young people are effective and appropriate.
5. To review and monitor outcomes for looked after children and care leavers, including data from the Corporate Parenting Report Card and feedback from the Standards & Complaints and Quality Assurance Framework officers in respect of children in care and care leavers.
6. To ensure that clear and accessible information is readily available to children in care and care leavers on the corporate parenting they can expect from the council.
7. To ensure that systems are in place which mean that the views of children and young people are represented in the development of services that affect them.
8. To report to the Council's Policy and Resources Committee and Council on a twice yearly basis.
9. To make recommendations to the relevant Committee where responsibility for a particular function rests with that Committee.
10. To appoint non voting Co-opted Members.
11. To ensure arrangements are made for the training and development of Councillors (and others as appropriate) on the Corporate Parenting role.
12. To receive reports on the discharge of the Council's functions regarding the provision of accommodation for looked after children and care leavers, and to make recommendations to the appropriate body of the Council.

3. HEALTH & WELLBEING BOARD

Explanatory Note

This Board is established as a shadow board in anticipation of the Health and Social Care Act 2012 coming into force. The Health and Wellbeing Board (“the H&W Board”) in its shadow form is responsible for advising the Council, the Sussex Primary Care Trust Board (“SPCT Board”) and the Clinical Commissioning Group (“CC Group”) on work to improve the health and wellbeing of the population of Brighton & Hove through the development of improved and integrated health and social care services. In particular it will be responsible for preparing a Joint Health and Wellbeing Strategy and a Joint Strategic Needs Assessment. The H&W Board’s procedures are similar to those of Council Committees, with modifications to reflect its purpose, composition and shadow status. The H&W Board comprises 7 Councillors and 7 further members determined having regard to the requirements of the Health and Social Care Act 2012.

Delegated Functions

1. To carry out its functions in shadow form until the requirements of the Health and Social Care Act 2012 comes into force (anticipated date 1 April 2013) when the Board will become a fully functioning Committee of the Council.
2. To lead and act as an advisory body to the Council, the SPCT Board and the emerging CC Group on work to improve the health and wellbeing of the people of Brighton & Hove, through the development of improved and integrated health and social care services.
3. In support of the foregoing, to advise the Council, the SPCT Board and the CC Group in relation to the following matters:-
 - (a) Providing city-wide strategic leadership to public health, health and adults and children’s social care commissioning, acting as a focal point for determining and agreeing health and wellbeing outcomes and resolving any related conflicts;
 - (b) Making ready for its future role of preparing and publishing the Joint Strategic Needs Assessment (JSN Assessment) for the City;
 - (c) Preparing and publishing a Joint Health & Wellbeing Strategy (JHW Strategy), monitoring the outcomes goals set out in the JHW Strategy and using its authority to ensure that the public health, health and adults and children’s commissioning and delivery plans of member organisations accurately reflect the Strategy and are integrated across the City;
 - (d) Receiving the annual CC Group’s commissioning plan for comment.
 - (e) Supporting joint commissioning and pooled budget arrangements where agreed by the H&W Board that this is appropriate;
 - (f) Promoting integration and joint working in health and social care across the locality;
 - (g) Establishing and maintaining a dialogue with the Council’s Local Strategic Partnership Board, including consulting on its proposed strategies and reporting on outcomes in line with the City’s Performance and Risk Management Framework.
 - (h) Involving stakeholders, users and the public in quality of life issues and health and wellbeing choices, by communicating and explaining the JHW Strategy;
 - (i) Developing and implementing a Communications and Engagement Strategy;
 - (j) Representing Brighton & Hove on health and wellbeing issues at all levels, influencing and negotiating on behalf of the members of the Board and working closely with the LINKs/local HealthWatch;
 - (k) Ensuring robust arrangements are in place for a smooth transition into the statutory H&W Board by April 2013.

4. The Health and Wellbeing Overview and Scrutiny Committee

To exercise powers with regard to the scrutiny of health services pursuant to the National Health Service Act 2006 and in particular:-

- To scrutinise matters relating to the health of the Authority's population and contribute to the development of policy and service to improve health and reduce health inequalities;
- To scrutinise matters relating to public health;
- To undertake all the statutory functions of the health scrutiny committee in accordance with the National Health Service Act 2006;
- To review and scrutinise the impact of the Authority's own services and of key partnerships on the health of its population;
- To encourage the Council as a whole to take into account the implications of their policies and activities on health and health inequalities;
- To make reports and recommendations to the National Health Service, the Council, the committees and sub-committees, and to other relevant bodies and individuals;
- To monitor and review the outcomes of its recommendations.

In all of the above, to liaise with other bodies that represent patients' views in order to seek and take account of the views of the local populations

To perform the Overview and Scrutiny function in relation to all matters, decisions and service provision connecting to Adult Social Care.

To perform the Overview and Scrutiny function in relation to all matters, decisions and service provision connecting to Children and Young People and in particular:

- the provision, planning and management of children's social services
- the provision, planning and management of education
- the health of the authority's children and young people, including contribution to the development of policy and service to improve health and reduce health inequalities, all in accordance with the principles of section 244 National Health Services Act 2006
- all of the functions of the Council as an education authority

5.

STATEMENT OF AGREEMENT BETWEEN BRIGHTON AND HOVE CHILDREN'S TRUST BOARD AND BRIGHTON AND HOVE LOCAL SAFEGUARDING CHILDREN BOARD

Purpose of agreement:

This agreement sets out the accountability arrangements and working relationship between Brighton and Hove's Children's Trust Board (CTB) and Brighton and Hove's Local Safeguarding Children Board (LSCB). It covers their respective roles and functions and mutual accountability arrangements. This agreement is about the relationship with the CTB and not the joint services.

The CTB and LSCB have formally agreed to the arrangements set out in this document, which will be subject to review annually (from the date of initial agreement).

Role of Local Safeguarding Children Board (LSCB)

The LSCB is a statutory partnership with responsibility for agreeing how relevant local organisations will co-operate to safeguard and promote the welfare of children. The LSCB's role is to monitor and evaluate the effectiveness of local arrangements to safeguard all children.

The LSCB's key responsibilities include the following:

- To participate in local planning and commissioning of children's services (through contributing to the Children's and Young People's Plan) – to ensure that safeguarding and promoting welfare is taken into account, or to initiate activities which investigate and improve practice in relation to safeguarding.
- Develop and promote policy and procedure for safeguarding children and young people. This includes training people who work with children, ensuring safe recruitment and working practice, and investigating allegations and concerns.
- Monitor and evaluate the effectiveness of what is done by the local authority and Board partners individually and collectively to safeguard and promote the welfare of children and advise them on ways to improve
- Communicate and raise awareness of the need to safeguard and promote the welfare of children to those who work with children, including volunteers, and members of the public.
- Collect and analyse information about child deaths, with a view to learning from experience and safeguarding and promoting the welfare of all children.
- Undertake Serious Case Reviews where abuse or neglect is known or suspected to be a factor in a child's death or serious injury – especially where there is cause for concern about the way professionals or agencies have worked together.
- Lead on or contribute to specific safeguarding initiatives, e.g. e-safety, missing children, safer workforce, and sexual exploitation.
- Produce and publish an annual report on the effectiveness of safeguarding in Brighton and Hove

LSCBs are now expected to have an independent chair so that the LSCB can exercise its local challenge function effectively. There is a statutory list of member agencies and recent guidance has added lay members and school representatives to the list.

Role of Children's Trust Board

The CTB provides the interagency governance of cooperation arrangements to promote children's well being in Brighton & Hove. These cooperation arrangements are made

pursuant to Section 10 of the Children Act 2004, whereby arrangements are to be made with a view to improving the well-being of children in the authority's area. . The CTB is responsible for developing a local strategy for improving children's lives by delivering better services – including their health and wellbeing. In particular the CTB promotes strong joint planning and commissioning of services and is responsible for ensuring services deliver improved outcomes for children and young people.

The key responsibilities of the Children Trust Board are as follows:

- Undertaking a joint strategic needs assessment to identify and agree local priority outcomes and setting out these priorities in a Children and Young People's Plan.
- These include identifying vulnerable children and intervening early to ensure they are safe and thriving, narrowing the gap between vulnerable children and others who are not in areas such as educational attainment, and reducing child poverty.
- The CTB will do this by listening to the views of children, young people, and their parents and carers; by promoting joint working, by ensuring effective commissioning of services, by using resources effectively and creatively, by aligning or pooling budgets, and by overcoming unnecessary barriers to sharing and communication.

The relationship between the LSCB and the CTB:

The LSCB is responsible for monitoring and evaluating local safeguarding arrangements whereas the CTB is responsible for bringing together, and monitoring, a common strategy for improving the well-being of children in the authority's area through the Children and Young People's Plan.

- The LSCB should be consulted on issues that affect how children and young people are safeguarded and how their welfare is promoted and to be a formal consultee during the development of the CYPP.
- The LSCB has the authority to call all agencies represented on the CTB to account for their safeguarding activity but is not accountable for the operational work of individual agencies or the CTB.
- The LSCB should provide robust, independent challenge to the safeguarding work of the CTB and its partners.
- The LSCB should provide an annual report to the CTB setting out an assessment of local safeguarding arrangements and its key findings from the monitoring and evaluation of local safeguarding arrangements during the year, and recommendations of areas of safeguarding which should be included in the CYPP.

Roles and responsibilities:

The roles of the LSCB and CTB must have a clear distinction. The LSCB is not an operational subcommittee of the CTB, and should not relate to the CTB in a way that

might compromise its separate identity and independent voice. The LSCB must be able to form a view on the quality of local activity to challenge organisations as necessary, and speak with that independent voice

The Independent Chair (IC) of the LSCB is accountable to the Local Authority (LA) locally by virtue of the fact that the LA is responsible for establishing the LSCB. The IC is accountable through the Director of Children's Services (DCS) and/or Council Chief Executive, for the delivery of effective partnership arrangements to safeguard children and for ensuring that the LSCB delivers its statutory functions effectively.

Members of LSCBs retain their own existing lines of accountability for safeguarding and promoting the welfare of children by their services as well as being responsible for contributing to effective arrangements for how agencies work together to safeguard children. However statutory guidance requires members to give precedence to their role as LSCB members when recommending or deciding upon the necessary steps to put something right. Members of LSCBs are responsible for;

- Ensuring, including through a programme of monitoring and evaluation, that their agency discharges its responsibilities to safeguard children effectively and taking appropriate action when required, including taking action internally and alerting the LSCB when shortfalls in arrangements are identified.
- Ensuring, including through participating in a programme of multi-agency monitoring and evaluation activity, that all agencies are working together effectively to safeguard children.

Members of CTB are required to contribute to the planning and delivery of services to children and young people in accordance with the CYPP and to specify their contribution to the joint strategy, including, as appropriate, local representatives of the private and third sectors.

Specific statutory responsibilities of LSCB members include;

- The DCS and Lead Member, working with the Chief Executive of the local Primary Care Trust, play a key part in developing effective joint leadership and clear local accountability arrangements.

The DCS and the Lead Member lead and facilitate local partnership arrangements, including the co-operation arrangements that underpin the local Children's Trust, the Children and Young People's Plan, information sharing databases, the Local Safeguarding Children Board and any section 75 arrangements relating to children's health. These responsibilities are the key to uniting partners and integrating services to make each local area the best possible place for children to grow up.

The DCS has responsibility for the safety and welfare of all children, especially looked after children, across all agencies; this includes:

- statutory responsibility for ensuring that an effective LSCB is in place on behalf of the Local Authority

- being a member of the LSCB and working closely to support the Independent Chair to ensure it functions effectively
- contributing to monitoring the extent to which other Board members act in accordance with the CYPP, and hold them to account through the CTB
- ensuring that children, young people, parents and carers are at the heart of consultation in the strategic planning of services and are able to feed back on their experience of the quality of service.
- considering data on child protection and information emerging from the LSCB and regularly reviewing all points of referral where concerns about a child's safety or welfare are received, to ensure that they are sound in terms of the quality of assessments of any risks of harm to the child, decision-making, onward referral and multi agency working.
- Supporting, advising the LSCB Chair, and monitoring progress

The Lead Member, as an elected representative, should be proactive in developing the local vision and driving improvements for local people, including through the CTB (and CYPP) and the LSCB. The LM should:

- Chair the CTB;
- be a participant observer of the LSCB;
- provide the political leadership needed for the effective co-ordination of work with other relevant agencies with safeguarding responsibilities;
- take steps to assure themselves that effective quality assurance systems for safeguarding are in place and functioning across service areas and levels of need.

The LSCB chair has a crucial role in making certain that the LSCB operates effectively and has an independent voice. The Chair should:

- Not be a member of the CTB but be able to be a participant observer;
- Provide leadership to the LSCB so it fulfils its functions;
- Provide when necessary an independent public voice on behalf of the LSCB;
- Promote partnership and mutual scrutiny.

5 Operational arrangements

In order to deliver local services effectively the LSCB and CTB will:

- Have an ongoing and direct relationship, communicating regularly through identified lead individuals. The DCS and LSCB chair will meet at least quarterly, and the Lead Member will meet with both at least twice per annum;
- Work together to ensure action taken by one body does not duplicate that taken by another;
- Ensure they are committed to working together to ensure there are no unhelpful strategic or operational gaps in policies, protocols, services or practice.

This means that:

- The LSCB will undertake safeguarding audits and feedback the results to the CTB, advising on ways to improve, highlighting areas of underperformance and highlighting gaps in service for the CT to consider as part of its joint commissioning process
- The CTB will consult the LSCB on issues, policies and strategies which affect how children are safeguarded and their welfare promoted, for example; the LSCB has in particular a statutory duty on developing threshold so this will be subject of consultations
- The CTB will take note of recommendations and identified areas for improvement made by the LSCB and report back to the LSCB on subsequent progress
- The CTB will ensure the LSCB is formally consulted during the development of the CYPP
- The CTB will ensure that those issues raised in the LSCB's annual report into the effectiveness of safeguarding arrangements are responded to as part of the development of the CYPP
- The CTB will ensure that messages and information provided by the LSCB are appropriately disseminated within CTB member organisations
- The CTB will take an overview of the LSCB's activities as part of its monitoring arrangements, as the work of the LSCB falls within the framework of the CYPP.

Documents in Members' Rooms

1. Corporate Plan Refresh 2012/2013

Background Documents

CHILDREN & YOUNG PEOPLE COMMITTEE MEETING

Agenda Item 9

Brighton & Hove City Council

Subject:	Review of the Secondary Admission Process for 2014/15		
Date of Meeting:	11 June 2012		
Report of:	Strategic Director, People		
Contact Officer:	Name:	Gil Sweetenham	Tel: 293433
	E-mail:	gil.sweetenham@brighton-hove.gov.uk	
Key Decision:	Yes	Forward Plan No:	
Wards Affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The present Secondary School Admissions system was agreed at the full Council Meeting held on 27 February 2007.
- 1.2 At that meeting that the following recommendations were agreed:
 - (4) That it be agreed that the new schools admission system be kept under review so that if necessary the catchment area boundaries could be adjusted after the first year of operation, in light of the pattern of preference and allocations in that year; and
 - (5) That as recommended by the Working Group, a review of the whole secondary schools admissions system in 2012 be approved.
- 1.4 Since 2011, we have had a cross party working group looking at school places. This has proved a useful vehicle for seeking consensus in an area which can be very difficult for parents/carers and their children.
- 1.5 This report details the criteria for this review, its timescales and the expectation that any proposed changes to the existing process that are agreed will be adopted for September 2014/2015.

2. RECOMMENDATIONS:

- 2.1 That the Committee agree that a Review of the Secondary Admissions process is carried out as detailed in this paper.
- 2.2 That the Review of the Secondary Admissions Process will be concluded by the end of 2012 and any recommendation will be presented to Committee in February 2013 for potential implementation in September 2014/15

- 2.3 That the cross party group meets monthly with the Strategic Commissioner, Planning and Contracts, to oversee progress with this review.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The Secondary Admissions Process agreed in 2007 is a catchment system using random allocation as a tie break in the event of oversubscription. The Catchment areas were designed to ‘catch’ ensuring that residents within each catchment area could be allocated a place at their local secondary school or schools. The allocations in the last four years are as follows:

Year	1 st preferences	2 nd preferences	3 rd preferences	directed
2012/13	1850	291	67	83
2011/12	1771	276	59	84
2010/11	1902	255	84	98
2009/10	1942	259	86	77

- 3.2 The guidance related to the Secondary Admissions process encourages parents/carers to express preferences for their local school or schools to ensure that a local place can be allocated to them.
- 3.3 The method of expressing preferences is the ‘equal preference’ system, only using the rank order of expressed preferences if it is possible to allocate a place at more than one secondary school. We predict the number of places from post code data but this cannot determine how parents will express their preferences. It is the combination of preferences and the ability for parents to take short term 6 month lets that adds unpredictability to future forecasting.
- 3.4 Parents/carers not expressing preferences for their local school or schools may not be allocated any of their preferences. Should this arise they will be directed by the Local Authority to the nearest vacant secondary school place.
- 3.5 Since the introduction of this system there have been three modifications to the original catchments designed to ensure that catchment areas continue to ‘catch’. In 2010 the catchment area for Patcham was increased to include the Westdene area. For September 2013 the Dorothy Stringer/Varndean catchment area will be increased to include the area between Dyke Road and the Railway line and the Portslade catchment area will be enlarged taking in the area south of the railway line to the coast. A map of the catchment areas with these changes is attached as Appendix 1.
- 3.6 Each year local authorities must consult upon school admission arrangements and school admission numbers with community schools and voluntary aided schools, neighbouring Local Authorities and with parents living in the City. This process includes the proposed admission priorities for community schools and those proposed by the governing bodies of voluntary aided schools and academies. This consultation takes place approximately 18 months in advance of the school year in which pupils will be admitted under the proposed arrangements.

- 3.7 The review carried out in 2012 identified concerns regarding the Patcham, Portslade and BACA catchment areas and this led to the changes for 2013 identified in 3.6 regarding Portslade and Dorothy Stringer/Varndean catchment areas being proposed and agreed.
- 3.8 Additionally an independent review of the Secondary Admissions process was commissioned by the Council through Cognisant Research. A number of issues were raised at focus groups meetings in local primary schools and at public meetings. The findings of Cognisant Research require further detailed consideration as part of the proposed review of the Secondary Admissions process.
- 3.9 Concern was also raised during the Annual review regarding communication with the community, although focus groups took place in 10 primary schools, schools were provided with wording for their newsletters, a notice was published in the local press, and two public drop-in meetings took place at the Jubilee Library and at Sainsbury's in Hove.
- 3.10 As the City continues to expand we have added an extra 13.5 forms of primary entry in the last 6 years by expanding successful and popular schools.
- 3.11 Secondary school number projections identify the need for up to another 500 places by 2018/19. These may be provided through increasing existing schools or by providing entirely new schools. If a new school is to be provided this has to be as a free-school or academy. It will be necessary in the review proposed to consider where these schools are likely to be established and the potential impact of this on existing catchment areas.
- 3.12 The admissions arrangements for free schools are determined by the free school itself in line with the requirements of the Admissions Code. Free schools must include 50% community places.
- 3.13 The admissions arrangements for faith schools prioritise the admission of children from that particular faith. Faith schools can identify a proportion of places for children from the community but in practice this is limited to 20% or below.
- 3.14 In order to address these issues and requirements the Review of the Secondary Admissions process must do the following:
- Analyse the number projections for each catchment area between 2013/18
 - Identify possible new secondary school provision in the City
 - Model possible changes to catchment areas including potential new schools and identify those that ensure that catchment areas 'catch'
 - Consider the issues raised by the work of Cognisant research
 - Establish monthly meetings of the cross party working group to consider progress with the Review
 - Agree with the cross party working group consultation processes to ensure that the community, members and schools are fully informed regarding any proposed changes
 - Ensure that the implications of potential changes are fully detailed in the School Organisation Plan which is published annually

4. CONSULTATION

- 4.1 Each year local authorities must consult upon school admission arrangements and school admission numbers with community schools and voluntary aided schools, neighbouring Local Authorities and with parents living in the City.
- 4.2 This consultation carried out in 2012 included a number of new proposals. The determination of these proposals was agreed at full Council in April 2012 apart from the decision regarding the Dorothy Stringer/Varndean catchment area which was determined in May 2012
- 4.3 The proposed Review of Secondary School Admissions for 2014/15 will include consultation that will be developed and agreed with the cross party working group.

5. FINANCIAL & OTHER IMPLICATIONS:

5.1 Financial Implications:

It is not possible to quantify in detail the financial implications of these recommendations. However, any changes to admission arrangements or patterns may impact on the numbers of pupils at individual schools and therefore individual school budget allocations which are largely driven by pupil numbers.

Finance Officer Consulted: Louise Hoten

Date:

5.2 Legal Implications:

Section 88C of the School Standards and Framework Act 1998 as amended by the Education and Skills Act 2008 requires admission authorities to determine before the beginning of the school year, the admission arrangements which are to apply for that year. The determination must be preceded by consultation with the Governing Bodies of Schools within the area of the LA for which the LA is the admission authority, with parents and with neighbouring admission authorities. Consultation must be completed by 1st March in the year preceding the admission round, and should be for a period of no less than 8 weeks. Admission arrangements must conform to the Admissions Code which sets out acceptable and unacceptable admission arrangements and priorities. Admission authorities, diocesan authorities, the Admission Forum and parents may refer any admission arrangements that they believe to be contrary to the provisions of the Admissions Code to the Schools Adjudicator. Admission Authorities must determine their admission arrangements following that consultation by 15th April.

Lawyer Consulted: Serena Kynaston

Date:

5.3 Equalities Implications:

Planning and consultation for school admissions procedures and school places and the operation of the admission process are conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The city council and voluntary aided school and academy governing bodies must be mindful of bad practice with regard to equalities issues as described in the School Admissions Code of Practice.

5.4 Sustainability Implications:

School admission arrangements are intended so far as it is possible to provide pupils with local places where they have asked for them. The planning of school places for the City takes into account the changing population pattern and resultant demand for places. The current pattern of parental preference is reflected in different schools operating both over and under capacity. In planning for school places the Council will have regard to sustainability priorities and seek to provide local places and places which are accessible by safe walking and where possible cycling routes and public transport wherever this is possible.

5.5 Crime & Disorder Implications:

Balanced school communities with firm parental support contribute to orderly and harmonious communities.

5.6 Risk and Opportunity Management Implications:

Any change to school attendance patterns and pupil numbers will impact directly on resource allocation both revenue and capital, and on the Council's ability to meet parental expectations on school places. Pupil data and broader population data is used to identify the numbers of school places required and where they should be located. This feeds into the capital programme so that resources are allocated where they will have the most beneficial effect.

5.7 Corporate / Citywide Implications:

The allocation of school places affects all families in all parts of the City and can influence where people choose to live. Failure to obtain the desired choice of school can create a strong sense of grievance. The process of expressing a preference and if disappointed, entering an appeal can create intense anxiety for many families in the City. Admission arrangements together with school place planning are framed in such a way as to be mindful of supporting the needs of communities.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

6.1 The City Council is required in law to review its school admission arrangements every year, although following the Education and Skills Act 2008 this changed to once every three years if no changes are made. The consultation is intended to identify alternative proposals for admission arrangements. Issues raised by schools and parents will be set out in the appendices to this report.

6.2 This paper proposes a specific Review of Secondary Admissions arrangements for 2014/15 which is in addition to the annual review described above.

6.3 The alternative to this proposal would be to continue with the existing process without review or change for 2014/15

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 The present Secondary School Admissions system was agreed at the Full Council Meeting held on 27 February 2007. At that meeting it was agreed that as

recommended by the Working Group, **a review of the whole secondary schools admissions system in 2012** be approved.

SUPPORTING DOCUMENTATION

Appendices:

1. Map of Catchment Areas for 2013/14.

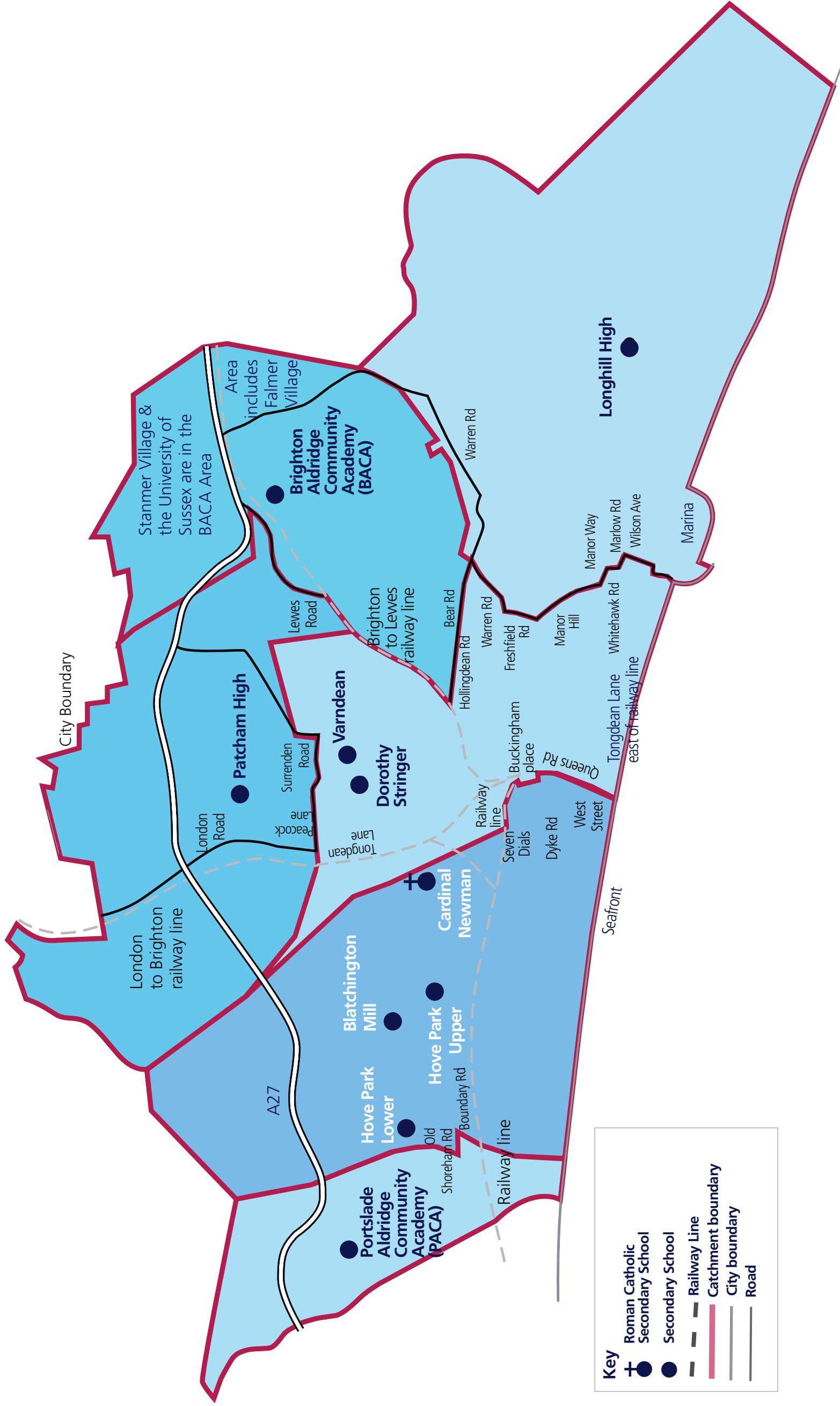
Documents in Members' Rooms

- 1.

Background Documents

- 1.

Secondary School Catchment areas



Subject:	Standards and Achievement in Brighton & Hove Schools 2010/11		
Date of Meeting:	11 June 2012		
Report of:	Strategic Director, People		
Contact Officer:	Name:	Dr Jo Lyons	Tel: 29-3516
	Email:	jo.lyons@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The local authority has a statutory duty to promote high standards in schools, and to intervene where there are significant concerns about children's progress or their well being. In order to fulfil these duties, it is essential that the authority is well informed of the standards being achieved in the city's schools, and of the ways in which schools and the authority are working together to improve still further. The Secondary Commission, in its report to Cabinet on 13 October 2011, stressed the importance of effective arrangements for monitoring the progress of and working with the secondary sector.
- 1.2 This report provides information on the standards achieved in 2010/11, and on improvement and development work being undertaken in 2011/12. In particular, it informs the Committee of progress in establishing ways of working with the secondary schools and Academies, through the agreement of a Compact with the Secondary Schools Partnership and a Memorandum of Understanding with the Aldridge Foundation.

2. RECOMMENDATIONS:

- 2.1 That the Committee
- i. considers and comments upon the standards achieved in Brighton & Hove schools, colleges and settings in 2010/11
 - ii. approves the Compact and Memorandum of Understanding which have been developed and agreed to underpin the authority's work with the secondary schools and Academies

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Appendix 1 to this report contains an analysis of standards and achievement in schools, colleges and settings in the city, based on the validated 2011 results at the end of each Key Stage. It also identifies the key priorities for the service and for the Standards and Achievement Team, and the ways in which all partners are working together to drive up standards still further and achieve excellence.

3.2 The analysis is divided into three sections:

1. an Executive Summary which gives the broad overall picture of standards and achievement in the city
2. a detailed report of standards and achievement in each Key Stage
3. the set of performance cards that show the attainment under key areas

3.3 The report concludes that, looking ahead, the priorities for Brighton & Hove schools are to:

- raise standards in secondary schools so that GCSE attainment is in the upper quartile of statistical neighbours and at least 80% of teaching is good or outstanding
- raise standards in KS2 so they are above national average and statistical neighbours
- close the gaps between vulnerable groups of pupils to be in line with or above national averages

3.4 Performance of the secondary schools, two of which are now Academies with the Aldridge Foundation as lead sponsor, has been an area of specific concern within the city's education service. In the period 2006/07 to 2008/09, there was almost no improvement in the city wide figure for 5+ A* - C including English and Maths, which lagged significantly behind national and statistical neighbour averages. In the two years 2009/10 and 2010/11, there was welcome improvement, but the gap between national and statistical neighbours averages remains too wide. The schools and Academies collectively are forecasting further improvement in this summer's examinations.

3.5 The Secondary Commission was established in November 2010 to review the reasons for this relatively low performance, and to make recommendations. The Commission reported its findings to the Cabinet on 13 October 2011.

3.6 At the same time, the secondary schools and Academies were challenged to act collectively to address issues for the sector as a whole, and additional centrally held resources were delegated to them (with one school acting as 'banker') to support this work. Pages 22 and 23 of the Standards Report describe how the secondary schools and Academies are responding to this challenge, through the establishment of the Secondary Schools Partnership, with a strong vision which affirms the collective responsibility of the Partnership members for the attainment and progress of all the city's secondary age children, with challenging targets and a wide ranging Raising Attainment Plan which sets out actions for achieving them.

3.7 The authority has worked with the Secondary schools and Academies to agree a clear framework for working together. Appendix 2 contains the Compact which has been agreed between the local authority and the Secondary Schools Partnership of all nine secondary schools and Academies. This Compact fulfils the recommendation of the Secondary Commission, describing the relationship and respective roles and accountabilities of the authority and the schools, and how we will work together to secure excellence in the secondary sector.

3.8 More specifically in relation to the Academies and their lead sponsor, the authority has worked with the Aldridge Foundation to agree a Memorandum of Understanding (MoU) , which sets out the parties' commitment to working together in the interests of Academy pupils and the communities the Academies serve. This MoU is included as Appendix 3 to this report. It refers specifically to issues such as the sharing of performance data, sharing of strategies and policies, community development and community services, and special educational needs. The MoU also sets out ways in which staff, governors and Members will work together to realise our mutual aims and objectives.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 This report has not been subject of community engagement or consultation. It reflects however the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 Schools are funded within the Dedicated Schools Grant (DSG) and any resource implications from the drive to raise standards and close the attainment gap, will have to be met from within each schools individual budget. Support may be available from central DSG funds to aid the action plan of any school, or group of schools, however any support given will be from within existing budgets

Finance Officer Consulted: Andy Moore *Date: 14/05/12*

Legal Implications:

5.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty

Lawyer Consulted: Serena Kynaston *Date: 25/05/12*

Equalities Implications:

5.3 There has been no Equality Impact Assessment made in relation to this report. The report highlights the differences in achievement between children and young people who are disadvantaged or in vulnerable groups, the improvements that have been made in narrowing the gaps in achievement for these groups and the continuing priority that should be given to raising the achievement of these children and young people, for example through the use of the Pupil Premium.

Sustainability Implications:

5.4 None.

Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken, described in this report, to secure improvement represent a strong commitment to addressing these risks.

Public Health Implications:

- 5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority.

Corporate / Citywide Implications:

- 5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

SUPPORTING DOCUMENTATION

Appendices:

1. Standards and Achievement in Brighton & Hove Schools
2. Compact between Brighton & Hove local authority and the Secondary Schools Partnership

Documents in Members' Rooms

None

Background Documents

None

How are we doing?

Standards and Achievement in Brighton & Hove Schools

Final Report April 2012

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Introduction

Context of the Report

The national policy context is one in which the government is encouraging and promoting increased autonomy for schools, and a focus on schools themselves being responsible for standards and improvement: developing a self improving schools system. The government is encouraging all schools, primary, secondary and special, to consider seeking academy status, either as a single body or as part of a group of schools. In addition, independent or community and voluntary groups are being given the opportunity to establish 'Free Schools', which are state funded but like academies independent of the local authority.

At the same time, local authorities retain the statutory duty to ensure sufficient education for residents up to the age of 19 in their area (and up to 25 for young people with Learning Difficulties and/or Disabilities) and to promote high standards in schools. They retain the duty to intervene where performance is judged to be inadequate, or where the well being of children is at risk. Fulfilling these duties in the context of increased autonomy for schools demands a new kind of relationship and absolute clarity about respective roles, responsibilities and accountabilities

The local policy context in Brighton and Hove is one in which clear distinctions are being made between commissioning and delivery roles, and in which issues of outcomes and accountability are paramount. The Children's Services department has been working closely with schools for the last two years or more on developing the concept of what 'schools supporting schools' means in this city, providing a good platform for the new relationship, in a spirit of partnership and transparency.

About this report

This report is an analysis of standards and achievement in the City, based on the validated 2011 results at the end of each Key Stage. It also identifies the key priorities of the Standards and Achievement Team.

It is divided into three sections:

1. an executive summary which gives the broad overall picture of standards and achievement in the City
2. a detailed report of standards and achievement in each Key Stage
3. the set of performance cards that show the attainment under key areas.

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Executive Summary

Summary of the different Key Stages

Early Years and Foundation Stage

Overall standards are above the national.

In the Early Years children continue to achieve well against the national outcomes for all pupils. This is a result of the high quality of provision that our children can now access across the city. We are particularly proud of the difference we are making to children living in disadvantage. The data (in the appendices) illustrates that there is a direct correlation between disadvantage and the outcomes of the EYFS profile. The Early Years team target their work at the areas of most need.

School effectiveness

A very high proportion (87%) of Nursery and EYFS primary are judged by Ofsted to be good or outstanding. These high Ofsted outcomes are a result of our city commitment to raise the quality of provision for early years from birth to five to ensure every child gets the best possible start. Building on the success of our Children's Centres we are committed to raising the outcomes of our children at the end of the reception year and to narrow the gap between the lowest achieving, most vulnerable children and the rest of the city.

Key Stage One

Overall, standards remain in line with the national average in reading, writing and maths. There have been small gains this year compared with 2010.

Reading at Level 2+ has increased by 1.6% to 84.6%; this is the highest overall figure for over 5 years. Writing at Level 2+ has also increased 1% to 81%. Mathematics shows an increase of just over 1% to 91.2%, which is above the national average.

Key Stage Two

Overall, in 2011 standards for English and maths combined at Level 4+ are very slightly below the national average, but 1% above our statistical neighbours in English and maths combined.

The percentage of pupils that attained at least Level 4 in both English and maths is a key measure for the Department for Education (DfE). There was a 1% increase from 2009, from 72% to 73% but this was 1.6% (37 pupils) lower than 2008. The percentage of pupils achieving L5 in both maths and English rose 1.5% and this is an indication that the success of more able pupils is continuing. (A significant number of the schools took part in the boycott of national tests in 2010 and as a result there is no validated data to make comparisons with 2010),

The DfE set the following floor standards for KS2:

- 60% of pupils achieving Level 4+ in English and Maths
- or

- Achieving at least the national median figure for two levels of progress in English and maths between KS1 and KS2

The national median figure for English was 87% and for maths 86%. Five primary schools fell below this 'floor standard'.

School effectiveness

The large majority of primary schools in Brighton & Hove have been judged to be good or better by Ofsted and although there has been no further increase in this proportion since the 2010 assessment, more are now outstanding rather than good. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection. Two schools are currently judged to be inadequate.

Key Stage Three

Overall there is a positive trend with faster than average rate of improvement

There are no longer national tests at the end of Key Stage 3 (Y9), but schools are required to carry out and report teacher assessments against national benchmarks for levels of progress in English, Maths and Science. At KS3 the national expectation is that pupils are performing at least at Level 5 by the end of the Key Stage.

Tests results from previous years and the more recent teacher assessments show an improving trend over the last five years. In 2011, 83% of Y9 pupils in Brighton & Hove achieved Level 5 in English, 82% in Maths and 86% in Science. In all three subject areas, the rate of improvement over the last six years has been faster than that for England and statistical neighbour averages. While in 2006 the KS3 figures for Brighton & Hove were below those of these comparators, by 2011 they were higher than the comparators in all three subject areas.

Key Stage Four

Overall standards are below the national average, but improving

GCSE performance has been recognised as an area of weakness in the overall provision across the city, and this concern was the main driver for the establishment of the Secondary Schools Commission, and the Raising Achievement Plan of the Secondary Schools Partnership.

In 2011, the proportion of students in Brighton and Hove achieving 5+ A* - C including English and Maths improved by 3.5% points to 52.6%. This almost equalled the improvement of the previous year, from a period of very slow improvement in 2006 – 2009, but is 5% below the national average.

The DfE set the following floor standards for KS4:

- 35% of pupils achieving 5+ A* - C grades including English and Maths
OR
- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

The national median figure for English was 71% and for maths 63%.

None of the Brighton & Hove secondary schools was below the floor standard, as all schools had more than 35% of pupils achieving 5+ A* - C grades, including English and maths.

School effectiveness

Of the seven maintained secondary schools. Three are judged to be satisfactory, two good and two outstanding. Of the two academies, one has been judged to be making 'good progress' the other has yet to have a monitoring visit.

Key Stage Five

Overall, standards remain in line with the national average

All three colleges (BHASVIC, City College and Varndean College) are high performing, recognised as 'good with outstanding features' by Ofsted, and in the top 10% of value added achievement nationally among like colleges. These high standards were maintained in 2011 examination results.

Performance in the school sixth forms has historically been more variable. In terms of 'points per entry' at A level, Cardinal Newman sixth form is close to the levels achieved by the sixth form colleges, whereas the achievement of the other three established sixth forms has in recent years been on average around one A level grade lower.

Closing the Gap

A detailed analysis of the main 'gaps' can be found in the full report. This shows that that, in Brighton and Hove, the most vulnerable groups are:

Children and young people who are entitled to free school meals,

Children and young people with Special Educational Needs

Children in Care

Traveller pupils

Attendance

The data shows that both overall and persistent absence at primary level in Brighton & Hove continues to be below the national average. At secondary level we continue to have higher levels of absence for both overall and persistent absence compared to the national average.

Exclusions

There were 15 permanent exclusions from Brighton & Hove schools in 2010/11. This is a considerable increase from the previous three years. For the first time since 2007/08 the total includes 3 permanent exclusions from Primary Schools. This is 0.05% of the school population compared with 0.08% nationally.

Big Picture – Looking ahead

The data indicates that, looking ahead, the priorities for Brighton and Hove schools are to:

- raise standards in secondary schools so that GCSE attainment is in the upper quartile of statistical neighbours and at least 80% of teaching is good or outstanding
- raise standards in KS2 so they are above national average and statistical neighbours
- close the gaps between vulnerable groups of pupils to be in line with or above national averages

Every Child Counts: Making a difference to maths in the city



Report on the standards and achievement in Brighton & Hove

1 Early Years Foundation Stage

The context

The Early Years Foundation Stage profile describes a child's development and learning achievements at the end of the academic year in which they reach the age of five which is usually at the end of their Reception year. There are six Areas of Learning - Personal, Social and Emotional Development, Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy, Knowledge and Understanding of the World, Creative Development and Physical Development. If a child achieves 6 points and above they are said to be working securely within the Early Learning Goals and at age related expectations.

The judgements for each child are based on ongoing assessments through observing the child and the Local Authority has a duty to ensure there are robust systems of moderation in place.

Tables for the data for the Foundation Stage Profile can be found in the appendices at the end of this report.

In 2010/11 2656 pupils across the city undertook the EYFS profile. 2570 Pupils attended maintained schools – of these 7 pupils attended a maintained special school and 1 attended a pre school and 86 summer born children attended an independent school

The pupils in Brighton and Hove continue to achieve much higher than the national outcomes for all pupils.

The key indicator is the % of children across the city who achieve 6 points and above in the 2 areas of learning - Personal, Social and Emotional Development and Communication Language and Literacy and also a score of least 78 points across all the Areas of Learning.

The % of children in Brighton and Hove who achieve this is 64.1% which is well above the national percentage of 59%

The second key indicator is the % gap between the median and the bottom 20% of achieving children. Brighton and Hove have continued to narrow this gap each year and in 2011 the gap had reduced to 27.9 which is better than the national percentage of 31.4%

Results in each of the 6 Areas of Learning are also higher than the national figures.

The high results are a result of the high quality of provision that our children can now access across the city as evidenced in the outcomes from the Ofsted reports.

The significantly high Ofsted outcomes are a result of our city commitment to raise the quality of provision for early years in order to raise the outcomes of our children at the

end of the Reception year and to narrow the gap between the lowest achieving, most vulnerable children and the rest of the city.

There is a highly experienced team of early years consultants and development officers who support the implementation of the Early Years Foundation Stage framework across the city, through a high quality training programme, targeted support and Quality Improvement. Targeted support is offered to schools and individual children who are at a risk of underachieving. There are specialist services for children with Special Needs and English as an additional Language. These services have been particularly effective in narrowing the gap.

The city has robust systems in place to moderate the EYFS profile

Each year we look at the common characteristics of the pupils who are in the 20% lowest scores. This helps us to analyse the data, to see the impact of our work for vulnerable learners and to plan our next steps in the service to meet the needs of the children in the city.

Common characteristics of the lowest 20% scoring children in the city are:

- Children who live in disadvantage
- Children who are summer born and the youngest in the class (48%)
- Boys, particularly boys who fall into the above groups (60%)
- Children who have English as an Additional Language (19%)
- Children who have a special educational need (25%)
- Children who are looked after and fall into one of the above categories.(1.6%)
- Pupils who are eligible to Free school meals (25%)

Please note that the number of children in the categories of; English as an additional language, free school meals and special educational needs is not as robust as the other groups as there are a number of “not knowns” in the data. This “not known” figure includes pupils from independent schools who are not included in the census and pupils at LA schools for whom we do not have the information as it is not a mandatory field until the child reaches compulsory school age.

We are particularly proud of the difference we are making to children living in disadvantage. Figures illustrate that there is a direct correlation between disadvantage and the outcomes of the EYFS profile.

In 2008 just 25% of the children living in our 5% most deprived areas of the city achieved the 6 points in PSED and CLL and 78 points overall but in 2011 this has risen to 53%

There is a gap between the attainment of pupils who are eligible for free school meals and those who are not eligible and 25% of the 531 pupils in the lowest 20% of achieving children were eligible for free school meals

Following on from the City’s Children Centre programme for our most vulnerable families we offered “The Every Child a Talker” programme to support practitioners in raising the quality of early language development in our settings. There has also been an emphasis

on phonics in Reception and together these are having a significant impact on the early language development of children and narrowing the gap of achievement.

The schools which have lower results in CLL are the schools with a higher % of children who are eligible for free school meals. We are working very closely with these schools and many children will continue onto the ECAR programme to ensure Every Child does become a Reader.

Gender

Overall girls continue to achieve at a higher level than boys. For each assessment scale, a higher proportion of girls than boys are working securely within the early learning goals but this matches the national picture and stages of development for boys. However it is important to note that the boys in Brighton and Hove are achieving higher than the boys nationally.

We offer a number of training courses on supporting boys in the early years and have produced a booklet this year on supporting boys with early writing.

All schools undertake their own data analysis and this will highlight if there are gender differences in each school to address.

Across the city the gender gap is higher in Communication Language and Literacy and Creative development.

Looked After Status

9 of the pupils who have looked after status were in the bottom 20% band. These 9 children were also on the SEN register. We track these children very carefully to support their achievement.

English as an Additional Language

The Early Years consultants have been working closely with the EMAS team who work in the Reception years. All Bilingual assistants have received training on the Early Years Foundation stage profile assessment and support the teachers with gathering evidence for the scale points.

The early years consultant offers additional support with observing children to gather evidence against the scale points.

Areas for Development

- To continue to support and challenge individual schools where outcomes at the end of Reception are lower than age related expectations in order to raise the % achieving a good score in those schools
- To prepare all practitioners working in Early Years to be ready to deliver the new EYFS framework in September 2012

Case Study One – QuILT

Quality Improvement in Learning and Teaching (QuILT)

QuILT is Brighton and Hove's locally devised quality improvement programme for the Early Years Foundation Stage. It is based on a cycle of reflection and action, with a close monitoring of improvements in children's care and learning.

QuILT is supported by the Early Years Consultants, working in partnership with Development Officers where settings are identified as entitled to additional support through quality reviews.

The quality of the learning and teaching and the interactions between practitioners and children is a particular focus. The Relationships and Interactions module must be awarded at Credit level for full accreditation.



The quality of early years settings in Brighton and Hove: Ofsted outcomes

QuILT has provided support and rigorous challenge in to raise quality in settings, which is reflected in current inspection data. For childcare on non-domestic premises BHCC has the highest percentage of Outstanding settings in England and equal lowest Satisfactory/ Inadequate judgements.

Data taken from Ofsted inspection statistics from Sept 2008 to Dec 2011.

2. The Primary Phase

Key Stage 1

At the end of Key Stage 1 (Year 2), children are teacher assessed against National Curriculum levels for speaking and listening, reading, writing and mathematics. Alongside the teacher assessment, schools are required to test pupils using nationally produced materials to support the assessments being made. These tests also include tasks for children to carry out that give an indication of performance. At Key Stage 1 the national expectation is for a pupil to attain Level 2, and to be secure at this level (Level 2b). More able children will attain high Level 2 (2a) or Level 3. The Local Authority has a duty to ensure there are robust systems of moderation in place to support teachers and ensure data is secure.

Reading

Reading at Level 2+ has increased by 1.6% to 84.6%; this is the highest overall figure for over 5 years. This was also the largest Year 2 cohort in that time. The impact of programmes such as Communication, Language and Literacy Development, which supported targeted schools to improve the leadership and teaching of phonics, continues to impact on quality of teaching of reading. A continued increase in this area is expected in 2012, as the Every Child a Reader (ECaR) programme, with a targeted cohort of Year 1 pupils, reduces the number of lower attaining pupils across the city.

Case Study 2 ECaR



Every Child a Reader (ECaR) is building capacity by capitalising on the knowledge and expertise of the Reading Recovery Teacher. ECaR schools have invested in training more school staff to develop professional learning and understanding of the processes that help pupils learn to read and write.

Continued in school support from the ECaR team is promoting a whole school approach to ensure all pupils show sustained progress. The aim is for Quality First Teaching and Intervention to work together towards every child achieving success in literacy through carefully targeted support, closing the gap in attainment currently evident in our schools.

*In Brighton and Hove **70%** of Year 1 children who completed Reading Recovery made **accelerated progress** and were lifted to age appropriate levels of literacy. That is developing from a non reader to average reading/writing age 6 years 7 months. ECaR is also having a wider impact across year groups with Teachers and Teaching Assistants effectively enabling pupils to become successful, independent readers.*

ECaR data shows 69% of pupils identified for Reading Recovery were from the 30% local areas of highest deprivation. This demonstrates that ECaR provides successful early intervention for potentially vulnerable groups of pupils in the city.

Writing

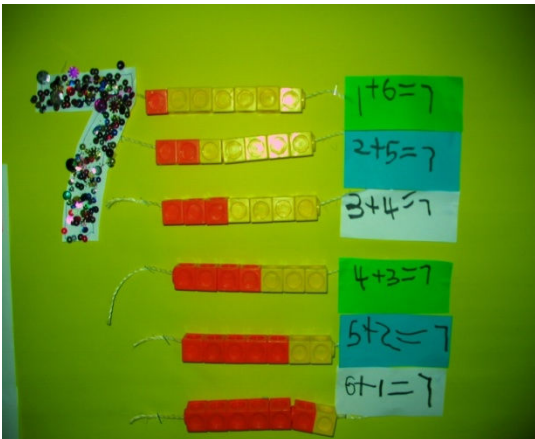
Writing at Level 2+ has also increased to 80.8%. There is improvement, but there is a considerable gap between the best performing schools and those with lower results. Some schools have a significant number of children not attaining Level 2 or above in writing, while 13 schools have over 90% of pupils attaining at least Level 2.

There are 472 pupils who did not attain Level 2 writing, spread across a range of schools and wards.

Mathematics

Mathematics shows an increase of just over 1% to 91.2%. There have been significant gains in some schools, with 31 schools reporting that 90% or above of their cohort attained at least Level 2 in maths. The impact of the programme 'Every Child Counts' (ECC) (target cohort Y2 2011) to raise the overall maths attainment has proved effective.

Case Study Three - Every Child Counts



*Every Child Counts helps primary schools to raise achievements in mathematics through intensive 1 - 1 **Numbers Count** intervention, lighter-touch **1st Class @ Number** support and wider support from the specialist Numbers Count Teacher. Brighton and Hove currently have 20 schools with Numbers Count Teachers; 12 of these are in their second year. At the end of the first year 138 children had participated in Numbers Count. During the 3 month programme these children made over 16 months progress; more than 5 times the average rate of progress. These children continue to make accelerated progress back in the classroom, making almost 8 months progress in the follow 6 month period. Prior to participating in Numbers Count these children were not predicted to achieve a level 2 in maths, by the end of the year 72% of the children **did** achieve level 2 or above at the end of KS1.*

1st Class @ Number is a teaching assistant led intervention and the first group of 13 TAs commenced training in autumn 2011. TAs work with small groups of up to 4 children. The average progress made in the first term was over 9 months during the 2 month intervention.

Gaps in performance

We have carried out a rigorous analysis of the data for gender, Free School Meals (FSM) and Special Educational Needs (SEN). These show that the gaps in reading for gender and SEN are generally less than those nationally. However, the area in most

need of improvement is that of attainment of those pupils with FSM. Detailed data in relation to these factors can be found in Section 3 of this report.

At Key Stage 1, the percentages of pupils with SEN reaching the expected Level 2 at the end of Year 2 have increased and attainment gaps have narrowed in Reading, Writing and mathematics. In mathematics the SEN attainment gap is now substantially narrower by 8.3 percentage points than the national average gap. The significant investment in the Every Child a Reader and Every Child Counts programmes for identified children in targeted schools has had a measurable impact on performance in literacy and mathematics for low attaining pupils.

Action

- To expand the ECaR and ECC programmes
- Engage schools further in sharing good practice in writing
- Develop 'network' meetings for all Year 1 and Year 2 teachers to attend to discuss practice and share ideas. This is based on the existing very successful model in the EYFS
- To link teachers across schools to share and improve practice

Key Stage 2

At the end of Key Stage 2 (Year 6), children are teacher assessed against National Curriculum levels for English, maths and science, and also take statutory national tests in English and maths. These tests are administered in an identified week under test conditions. The Local Authority has a duty to ensure there are robust systems of administration in place.

Following the participation of many of the schools in 2010 in the national boycott, in 2011 all schools across the city took the statutory KS2 tests for English and maths, alongside the requisite teacher assessment for these subjects and science. In order to compare like with like data, this report compares test data from 2009 with 2011, and the three year trend runs from 2008.

Attainment in English showed a rise from 2009 test data, to 80.6% for 2011, but the overall LA figure did not reach or exceed the 2008 high of 83%. In maths, there was a slight rise of 0.3% to 79.2% at Level 4+ from 2009 to 2011. This equates to approximately 7 children. Again, 2008 was the highest year for test data, with 79.8% at this level.

The percentage of pupils that attained at least Level 4 in both English and maths is a key measure for the Department for Education (DfE). There was a 1% increase from 2009 from 72% to 73%, but this was 1.6% (37 pupils) lower than 2008. The percentage of pupils achieving L5 in both maths and English rose 1.5% and this is an indication that the success of more able pupils is continuing.

The DfE also measures the percentage of pupils making two or more levels of progress in mathematics and English. The data shows that the percentage of pupils making two levels of progress and in maths is below the national median of 87% for English and

86% for maths (we were 5% below in English and 4% in maths. All schools have been made aware of their progress figures and there is a focus on the quality of teaching and on accurate assessment to address this.

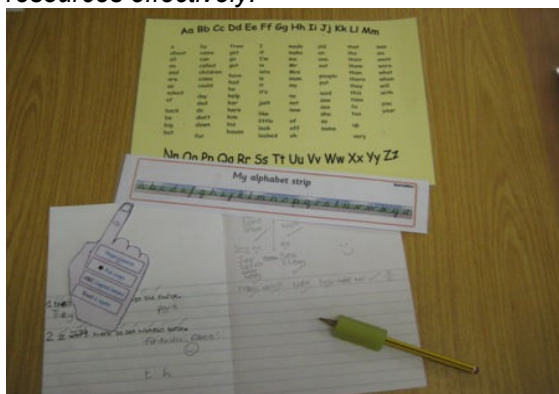
We carry out an analysis of vulnerable groups in the city and the gap between their performance and of all other pupils. As in Key Stage One, whilst the data shows some of these gaps are narrowing, our widest gap is between those pupils who receive free school meals (FSM) and others. Non FSM pupils attain higher than FSM pupils in every subject. The gap has widened for reading and maths, with over a third of FSM pupils not attaining L4+. It has remained fairly static for L4+ writing, and increased slightly for L4+ English. The gap has widened for the joint English and maths target, with half FSM pupils gaining a Level 4+ in both subjects. The gap for 2+ levels progress in maths has increased by 3%, as FSM pupils have remained static but non FSM pupils have made gains. The gap is least for 2+ levels progress in English, as numbers making progress have increased.

There was some improvement in the SEN gap in the period 2007 to 2009, (to 45%) but in 2011, this widened again to the level seen in 2006. The 2011 figure is the same as the England average (50%), which has gradually improved over recent years.

Case Study Four The Literacy Support Service – Dyslexia Toolkits

The Literacy Support Service has developed the Dyslexia Toolkit, an extensive collection of practical resources pupils and teachers can use to improve access in the mainstream classroom.

The toolkit includes over a hundred carefully selected resources designed to help with everything from scientific vocabulary to getting letters the right way round. It is available in electronic format, making it simple for teachers to select and print exactly what their pupils most need. LSS teachers are introducing the Toolkit to school staff and, crucially, providing training on advice on how to get pupils to use the resources effectively.



“Those word mats are just brilliant! The children now get them out themselves and it hasn’t just helped with their spelling. I find their vocabulary has improved as they are now encouraged to use so many more words and they have the confidence to write them.” Year 3 Teacher, Somerhill Junior School

The national average for Children in Care achieving L4 in Maths is 48%, and for L4 in English is 50%. In Brighton & Hove 40% of Children in Care achieved L4 in Maths and 47% achieved L4 in English in 2011. Until last year outcomes at the end of KS2 in Brighton & Hove have been consistently above the national average. In 2011 a higher number of children in care had SEN and while the drop in performance was disappointing, it did not come as a surprise. If we are to be truly aspirational we must

consider the data against national expectations for all children and not just those in care. When we make this comparison the gap between Children in Care and their peers remains significant. At the same time we have to be sensitive to the fact that children who have experienced neglect and trauma will have gaps in their learning and we must look individually at each child's attainment and level of prior progress to judge if outcomes are good enough.

The government has given schools Pupil Premium funding which is to support children in various vulnerable groups, but particularly with FSM. We have retained an officer to work on this area and he is supporting schools with their use of this funding, training tutors and leading professional development on teaching in small groups. A high level group is working with Jo Lyons to lead on this area and a conference was held in November at the new Teaching School, led by schools that have seen the gaps narrow.

Case Study Five Narrowing the Gap

In 2011 of the 80,000 pupils who had received free school meals, only 40 went to Oxbridge. Just two out of 57 developed countries have a wider attainment gap between the highest and lowest achieving pupils than England. At KS2 aged 11 the average gap in Brighton and Hove schools is 27% higher than the national gap. This may of course be because the most able pupils in our city perform better than similar pupils nationally. Our schools are concerned about this achievement gap and feel there is a moral imperative to help these pupils to do better.

Data analysis indicates that some schools in our city have managed to narrow their gap significantly. Across the academic year 2011/12 we have organised three conferences at which we have shared the successful strategies used by these schools to raise standards for all pupils. Senior leaders from these schools have explained how they target these pupils. Topics have included emotional support systems, effective pupil progress meetings leading to focused special intervention sessions for pupils experiencing special needs or additional sessions for those finding reading writing or mathematics difficult. Some schools have reviewed the curriculum to ensure it is more engaging for pupils.

We hope that in 2012 we will see a narrowing of the gap in performance of some of our cities most disadvantaged pupils. For as we are all too aware successful education is the key to later success in life.

Tyler's Story (aged 23)

'When I moved to the 16+ Support Team, I wasn't sure what to expect at all – and I certainly didn't expect that the support I received would be anywhere near as amazing as it has been.

With education I felt that the Team stuck with me; I had multiple chances (I've lost count!), but I am now at university. My Social Worker was there for me throughout – encouraging, believing and trusting in me; had it not been for this I most likely wouldn't have got to where I am. Also, aside from the moral and emotional support I have been given, I receive considerable financial help from the Team – they want everyone to succeed, and one of the greatest burdens that anyone can have is feeling overstretched financially, and with the financial help, the burden is removed. I feel incredibly lucky in this respect.

When it became time to move into supported accommodation, it took a while. I didn't want to live in a hostel, for personal reasons, and so my Social Worker really had to work hard to find somewhere else that was supported and suitable – and she did. I lived in supported accommodation for seven months before moving into my own place, which is brilliant. Again, the financial side of things can be a burden and, unlike being at university, with my somewhat grand expectations and the rather small setting up home allowance it was really tough – I've lived here for over two years and there are still things to do! But then, I have to admit, I was warned that 'setting up home' takes a long time – it's not something that just happens when you've finished buying 'stuff' from stores. Although, I also feel very privileged on the accommodation side of things – I don't know anyone else my age, who hasn't been through the Care System, that has their own place; nor do I know anyone my age (in general) with as much 'stuff' as me!

Independent living skills are essential for anyone moving into their own accommodation, and Brighton and Hove 16+ Support Team provides a course specifically aimed at equipping people with the skills needed

to live – financial, cooking, how to find information... The skills are invaluable, and the fact that this Team helps people to learn them simply demonstrates the level of commitment that this Team has to young people.

On the careers front, I was also given a lot of support on how to look for work, write a CV, approach interviews, and many other things via the Connexions worker who was based at the 16+ Support Team (until Connexions was scrapped, of course). The support was superb. My Social Worker, now being my 'main port of call' for just about everything that search engines and DirectGov can't tell me, also lets me know about any positions she feels I may be interested in – for instance, she put me in touch with the National Care Advisory Service, and since then I have gained a lot of experience which helps a lot now, but will help me an awful lot when I have completed my degree and begin searching for full-time work.

You can't really fault the support you get from the 16+ Support Team in Brighton & Hove – I can't, that's for sure. My Social Worker never gave up on me, not even for a second. She was there through everything – the highs, the lows and all that was between. The relationship we have built is one that I will not forget, even when I do not access the service any longer; it is lasting, and has taught me an incredible amount about life, and the ways in which I personally want to live mine. I'm not entirely sure where I'd be if I hadn't received the support, encouragement and belief from my Leaving Care Service, and particularly from my Social Worker...'

School Effectiveness across the Primary Sector in Brighton and Hove

The large majority of primary schools in Brighton & Hove are good or better and although there has been no further increase in this proportion since the 2010 assessment, more are now outstanding rather than good. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection (source: Ofsted Local area children's services performance profile, August 2011 and Annual Report of the Chief Inspector, November 2011). Two schools are judged to be 'inadequate'. One has been given a notice to improve and the other has been put into Special Measures. Robust action plans have been put in place to support the schools, and one of these schools is now in the process of becoming an Academy.

The new framework for inspection (from January 2012) is likely to have a huge impact for schools. Schools previously judged as outstanding will not be inspected (unless standards fall or there are causes for concern), schools judged as good will be inspected every five years and schools judged as satisfactory will be inspected more frequently. Schools in a category will be monitored more closely.

Case Study Six The Literacy Support Service – Innovative ICT for pupils with SpLD/Dyslexia

Brighton and Hove Literacy Support Service teacher Trish Adams has won a national award for her innovative work on 'Tom's Tales', an interactive blog apparently written by her border collie Tom! The blog gives Tom's point of view on all aspects of a dog's life, from visits to the vet to what he thinks about bonfire night. Children are highly motivated to read the simple texts, play the word games and write back to Tom in their own words. The blog is accessible to all Brighton and Hove pupils, from any internet computer through the Pier 2 Peer Virtual Learning Environment.

Nothing, however, can beat the thrill of actually meeting Tom, and seeing that he is 'really real!' Tom has met his penpals in six schools so far and more visits are planned.



"I find the blog is particularly motivating for boys, and of course a visit from Tom is wonderful, especially for those pupils who don't have much magic in their lives" Trish Adams, LSS teacher.

It's no surprise that this fantastic resource has been covered by both local and national press and won the Uniservity Virtual Learning Environment award.

Priorities for schools

- Raise standards to be above the national average and statistical neighbours
- Improve the number of pupils making two levels progress in maths from KS1 to KS2 to above the national average
- Narrow the Gap for pupils from vulnerable groups

Support and Challenge for primary schools in Brighton and Hove

Each year the schools are allocated a support level. This is based on their own self evaluation, discussion with School Partnership Advisers (formerly School Improvement Partners) the most recent data, the three year picture of data and inspection evidence. Schools that are judged to require 'high support' have a support plan with a number of different elements, depending on the needs of the school. These include extra advisory time, support from other schools and other external support.

The government has published a floor (or minimum) standard – a school will be below the floor if fewer than 60 per cent of pupils achieve the basic standard of level 4 in both English and mathematics, and fewer pupils than the national median make the expected levels of progress between KS1 and KS2. There are five primary schools below the floor this year. The Lead Commissioner and Strategic Commissioner have met with the headteacher of each of these schools to discuss the results and plan a way forward.

The government is quite clear that it sees the future of school improvement as led by those within schools – ‘system led’ - and there is a variety of ways that we are supporting and developing this in Brighton and Hove Primary Schools:

- 18 Local Leaders of Education have been trained: these are headteachers of local schools, accredited by the National College of School Leadership, who can be deployed to work with schools, and lead and participate in city wide projects
- Several partnerships of schools (including cross phase partnerships) are developing and working together to raise outcomes for pupils
- We invite schools to bid for funds to carry out their own school improvement projects in groups of schools, and this was very well received. We are about to monitor the impact of these projects and review the process. This will determine whether we carry on with this initiative.
- The government is keen to develop ‘Teaching Schools’ which lead professional development across the city and are involved in the training of teachers. The first 100 Teaching Schools have been announced by the DfE and Westdene Primary School has been successful in its application. We are looking to work in partnership with Westdene in this

Action: Standards and Achievement Team

- To review the School Improvement Strategy in light of the changing educational landscape
- To promote partnerships between schools
- To work in partnership with the Teaching School and other clusters and families of schools

3. Secondary and Post 16 Phases

Key Stage 3

There are no longer national tests at the end of Key Stage 3 (Y9), but schools are required to carry out and report teacher assessments against national benchmarks for levels of progress in English, Maths and Science. At KS3 the national expectation is that pupils are performing at least at Level 5 by the end of the Key Stage. Tables for the data for KS3 can be found in the appendices at the end of this report.

Tests results from previous years and the more recent teacher assessments show an improving trend over the last five years. In 2011, 83% of Y9 pupils in Brighton and Hove achieved Level 5 in English, 82% in Maths and 86% in Science. In all three subject areas, the rate of improvement over the last six years has been faster than that for England and statistical neighbour averages. While in 2006 the KS3 figures for Brighton and Hove were below those of these comparators, by 2011 they were higher than the comparators in all three subject areas.

Data are also collected relating to 'narrowing the gap' measures i.e. the gap between boys' and girls' achievement, between those eligible for free school meals and those who are not, and those who have special educational needs (SEN) and those who do not. 'Narrowing the gap' data for KS3 English,

In 2011, slightly more girls achieved Level 5 than boys in science, and slightly more boys than girls achieved Level 5 in maths. In English, 13% more girls achieved this level than boys. On all the FSM and SEN measures, there is a quite significant narrowing of the gap since 2007, with the exception of the FSM group in maths.

At Key Stage 3 the percentages of pupils with SEN gaining Level 5+ in English, mathematics and science all showed good improvement and attainment gaps are narrowing in all three subjects. In English the attainment gap has narrowed by 22% points since 2006 in the context of sustained improvement from 21% gaining Level 5+ in 2006 to 57% in 2011. There has been a significant improvement since 2006 in the proportion of pupils with SEN attaining L5+ in Maths. However, improvement in narrowing the gap with non SEN pupils has been less strong than for English, with the figure for 2011 being only 8% points better than for 2006. There was very strong improvement of 12% points in the proportion of pupils with SEN achieving L5+ at KS3 in Science, building on the very strong trend of improvement in recent years.

Each school and academy analyses closely the data for its own performance, including 'narrowing the gap' measures and down to the level of individual classes in each subject area, and each has improvement plans in place to address specific issues identified. In addition, the Secondary Schools Partnership has agreed a data protocol so that the schools and academies are able to support and challenge each other.

In spite of the good progress that is being made, the Secondary Schools Partnership has recognised that there must continue to be an improvement focus on KS3 teaching and learning, so that the momentum is maintained from the primary phase and pupils are equipped with the key communication, literacy, numeracy and scientific skills which they need to succeed at GCSE and beyond. Improving teaching and learning, through consistent good or outstanding teaching and learning across all schools in the city is a key focus of the Secondary Schools Partnership's Raising Achievement Plan.

Key Stage 4

GCSE performance has been recognised as an area of weakness in the overall provision across the city, and this concern was the main driver for the establishment of the Secondary Schools Commission, and the Raising Achievement Plan of the Secondary Schools Partnership.

Tables for the data for KS4 can be found in section three of this report.

A table showing the data published by the DfE for the GCSE performance in individual schools is included as comparisons with 2010 achievement. This table also includes information about performance on the English Baccalaureate measure (A* - C passes in English, Maths, two sciences, a modern or ancient foreign language, and history or geography). However, this is not yet a reliable measure, as the students concerned would have chosen their GCSE courses before the EBac was introduced. Finally, the table gives information about the proportion of pupils eligible for free school meals.

In 2011, the proportion of students in Brighton and Hove achieving 5+ A* - C including English and Maths improved by 3.5% points to 52.8%. This almost equalled the improvement of the previous year, from a period of very slow improvement in 2006 - 2009. GCSE attainment in Brighton & Hove schools remains below the averages for England (58.4%) and statistical neighbours (55.8%). While the gap between the Brighton and Hove schools' average and the statistical neighbours' average decreased from -4.2 % points in 2010 to -3.0 % points in 2011, the gap with the England average increased from -4.4 % points in 2010 to -5.6 % points in 2011.

The secondary schools have together agreed a target that overall Brighton and Hove performance on the 5+ A* – C grades including English and maths measure should be in the top quartile of our statistical neighbours by 2014. To achieve this, further improvement will be required over the next three years to at least 62% achieving 5+ A* – C grades including English and maths.

The DfE set the following floor standards for KS4:

- 35% of pupils achieving 5+ A* - C grades including English and Maths
- OR
- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

The national median figure for English was 71% and for maths 63%.

None of the Brighton & Hove secondary schools was below the floor standard, as all schools had more than 35% of pupils achieving 5+ A* - C grades, including English and maths. However, only two schools also achieved the national median for both English and maths i.e. achieving the floor standard on all three measures. Two other schools achieved the national median figure for progress in Maths, and seven out of nine schools failed to achieve the national median for progress in English.

Across the city, 64% of pupils (7% points short of the national median) achieved three levels of progress in English and 59.3% (3.7% points short of the national median) in maths. Statistical neighbours' scores were also below these standards, although higher than Brighton and Hove, and the England score was slightly above the standard.

In English, the Brighton and Hove figure for three levels of progress was lower than in 2010, but 2.5% points above the 2009 figure. In Maths, there was a 3.1% points improvement, following on from a 4.5% points improvement in 2010. Overall, then, there is a trend of improvement in English and Maths, but further improvement is needed if the Brighton and Hove schools together are to achieve the targets they have set themselves of being in the upper quartile of statistical neighbours' achievement.

There was a marked improvement in the attainment of SEN pupils in 2011, continuing the broad trend of improvement in the previous five years. As a result, the gap narrowed in 2010/11, but remains broadly as it had been in the period 2006 - 2009. The SEN gap in B&H was narrower than that of statistical neighbour and England averages.

The National average for Children in Care achieving 5 GCSEs, A* - C including English and Maths is 13.2%. Outcomes at the end of KS4 in Brighton and Hove improved

significantly last year (from 5% in 2010 to 19% in 2011) almost 6% above the national average for all Children in Care. We anticipate further improvement in the summer 2012.

Despite improvements the gap between Children in Care and their peers at KS4 remains significant. While similar issues present at KS4 as described at KS2 there are additional factors that impact attainment. These can include disengagement, school and placement instability and greater incidence of risk taking behaviours by young people.

25% of Children in Care have statements of SEN, compared with 2.7% of all children nationally.

Securing improvement in KS3 and KS4

The government has made clear that it expects schools themselves, individually and supporting each other, to be responsible for school improvement. In Brighton & Hove, the secondary schools and academies are responding to this challenge through the formation of the Secondary Schools Partnership. The Partnership is taking collective responsibility for city wide improvement in the secondary sector, and for the educational and personal progress of all 11 – 16 year old learners (and those 16 – 18 year old learners in school sixth forms). The Partnership has agreed a vision for secondary education in the city:

- We are passionately committed to changing students' lives and transforming their futures
- We believe that we have a collective responsibility for all students in the City, not just those in our own schools
- We believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every young person in Brighton and Hove
- We, therefore, pledge to lead our schools, our students, our staff and our governors to work together collaboratively to achieve outstanding outcomes for all

The schools and academies have agreed a Raising Achievement Plan (RAP), through which this vision is to be achieved. Resources amounting to around £300,000 have been devolved by the authority to the Partnership in support of the RAP. Most significantly, these resources include staffing, including the Adviser for Secondary Teaching and Learning and funding for part time seconded teachers from schools, and that part of the time of the Behaviour and Attendance Partnership Manager relating to the secondary sector.

The Partnership and the RAP are the key vehicles for securing KS3 and KS4 improvement across the city, alongside the intensive work in each school to drive up achievement. However, local authorities retain statutory duties for ensuring sufficient and high quality education in their area, and have continuing powers to intervene where performance is judged to be inadequate or where the well being of children is at risk.

In Brighton and Hove the new relationship, in which the authority devolves responsibility for quality, performance and development to the secondary schools and academies, and holds them to account for achieving agreed objectives, is expressed through the principle of a Compact, proposed by the Secondary Commission and approved by the

Cabinet, which includes clear, agreed objectives, outcomes and processes by which targets for improvement will be achieved.

Case Study Seven Secondary Schools Partnership Joint Practice Development Day

A key strand in the SSP's Raising Achievement Plan is 'Improving teaching and learning'. On 27 February 2012, there was a city wide closure day, so that all nine secondary schools and academies could participate in a 'Joint Practice Development Day'. Teachers from all nine secondaries conducted action research and led workshops for colleagues focused on the two priority areas identified in the raising attainment plan, effective feedback and student focused activity, within their subject specialisms. Outcomes from the day included action plans for each teacher to develop their practice in one of these areas, which will support and sustain the drive for excellence in teaching and learning in all Brighton & Hove secondary schools and academies .

Key Stage 5

While participation beyond the age of 16 is currently not compulsory, in Brighton and Hove almost 95% of 16 year olds participated in learning in 2010/11. Of these, almost 80% attended one of the three colleges, around 17% attended school sixth forms, and around 5% were in work based learning or apprenticeships.

All three colleges (BHASVIC, City College and Varndean College) are high performing, recognised as 'good with outstanding features' by Ofsted, and in the top 10% of value added achievement nationally among like colleges. These high standards were maintained in 2011 examination results

Performance in the school sixth forms has historically been more variable. In terms of 'points per entry' at A level, Cardinal Newman sixth form is close to the levels achieved by the sixth form colleges, whereas the achievement of the other three established sixth forms has in recent years been on average around one A level grade lower. In 2011, there was some improvement in average A level point scores at Blatchington Mill and Hove Park, but there was a very small decline in these scores at Portslade Community College

Blatchington Mill, Hove Park, PACA and the new sixth form at BACA have recognised the need to secure improved achievement and more effective use of resources, especially at a time of increasing funding constraint for 16 – 18 education. They have formed 'Connected School Sixth Forms' (CS6), a collaborative arrangement with the aim of improving and strengthening the school sixth form offer in the city. A joint prospectus for 2012 has been issued, and the four sixth forms are working together on developing protocols on issues such as teaching and learning, monitoring and challenging student performance, support for students, quality assurance and staff development.

Alongside this development, the five schools with sixth forms and the three colleges, with support from the authority, are exploring ways in which they can work together to secure further improvement in the 16 – 18 offer across the city. This collaborative work will require strong commitment from the eight providers if it is to be sustained in the increasingly competitive 16 – 18 environment, driven by national funding changes.

The present government has continued the previous government's policy of encouraging the development of apprenticeships (at Level 2 and Level 3) as an alternative offer for 16 – 18 year old young people. In Brighton and Hove, apprenticeships are offered by a wide range of providers. The largest provider is City College, but other providers include local and national private sector providers, and other local colleges, such as Sussex Downs and Northbrook Colleges. In line with the national priority, the number of young people participating in apprenticeships in the city is increasing and at any one time around 400 16 – 18 year olds are in apprenticeship training.

Two specific issues around the development of apprenticeships are the readiness of young people to begin work and successfully complete an apprenticeship, and the number of employers willing or able to offer a job to young people. In Brighton and Hove, the preponderance of small and medium sized enterprises (SMEs) contributes to this second factor. Steps to address these issues include the development by City College and others of 'pre-apprenticeship' programmes, to equip young people with essential basic and work readiness skills, and the development by the college, in partnership with the City Council and others, of an Apprenticeship Training Association, which will employ apprentices and work with SMEs to secure the work element of their programme.

Not in Employment, Education, or Training (NEET)

Reducing the proportion of 16 – 18 year olds who are NEET is an important development priority both locally and nationally. In Brighton & Hove, there has been a steady reduction in the NEET figure (with only a small increase in 2009/10), from well over 10% in 2006/07 to 7.5% in 2010/11. This is particularly encouraging in view of the challenging economic climate in 2010/11, and the improvement in the 'unknown' figures, which reflects better tracking of young people's progression. In recent years, the NEET figures for Brighton & Hove have been below the national average, but relatively high for the SE. In 2010/11 the Brighton & Hove figure (7.5%) was 2.1% points above the SE figure (5.4%), and 0.85 points below the national figure (8.3%).

Case Study Eight – Governance Strategy and Partnership Meeting

Our termly partnership meeting with governors from across the city has provided an excellent opportunity to engage with a wide range of people on local and national key issue for education and schools.

The meetings are attended by approximately 100 governors and led by senior officers from the local authority. Terry Parkin Director for People and Sue Shanks Lead Member are also invited to attend and contribute. The meetings discuss a wide range of issues which over the last year have covered school standards in Brighton & Hove, new Ofsted framework, school places and funding, SEN provision, the Teaching School and Learning Partnership.

These meetings enable the local authority to consult and debate with governors on some of the key areas that affect children and young people and help us to find ways together to make a significant difference in our schools.

4. Special Schools

In evaluating the standards achieved by special schools, the emphasis nationally and in Ofsted inspections is on measuring the progress made by pupils from their particular starting points rather than percentages reaching national benchmarks for attainment. This is because for many pupils in special schools, their severe and complex learning difficulties mean that their skills and abilities fall below the level measured by national tests and GCSE examinations and will need to be assessed using 'p scales', early National Curriculum levels and a range of alternative accreditations. Where pupils' ability is such that they can access national tests and examinations, they are still likely to have fallen well behind other pupils of similar age as a result of complex special needs, disrupted schooling and/or difficult life and family circumstances.

In this context, the most recent Ofsted inspections for the six special schools in the LA have found overall effectiveness to be 'good' in three schools and 'outstanding' in the other three. These judgments include an assessment of outcomes for individual pupils and groups of pupils.

Downs Park School is the most recently inspected special school and the only special school to date to have been inspected under the new framework. Ofsted judged the overall effectiveness of the school to be 'good' in January 2012, improving on its previous 'satisfactory' judgment, and commented: 'Pupils make good progress overall, and some make outstanding progress, through the P levels and the early levels of the National Curriculum.'

Additionally all special schools have been working with a school improvement partner on improving their assessment, tracking and target setting systems. This is to ensure that they are increasingly ambitious for their pupils and that all pupils are doing as well as they can, not only academically but also in terms of life and social skills and the skills to enable young people to live as independently as possible as adults.

Special schools in Brighton and Hove have been developing a definition of 'good' and 'outstanding' progress in their particular contexts and the work of the Federation of special schools (Patcham House, Cedar Centre and Downs Park) has been of a very high standard in this area.

5. Attendance and Exclusions

Attendance

The data shows that both overall and persistent absence at primary level in Brighton & Hove continues to be below the national average (0.6% and 0.4% respectively below). At secondary level we continue to have higher levels of absence for both overall and persistent absence compared to the national average (0.5% and 1.5% respectively above).

Latest figures show that while 184,000 pupils miss 20 per cent of lessons, more than 430,000 pupils miss 15 per cent of lessons a year – the equivalent of having a month off school a year.

Persistent absence is a serious problem for pupils. Much of the work children miss when they are off school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

Of pupils who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and maths.

Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English and maths.

Of pupils who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and maths.

Ofsted will continue to take into account the number of pupils over the 'persistently absent' threshold when looking at a school's performance on attendance. They will explore ways of taking this new threshold into account in the 2012 framework

With the recent decision to delete the Education Welfare Officer (EWO) posts, work previously undertaken by these officers has now been transferred to schools. Our secondary schools have chosen a number of options to address this with some employing their own EWO whilst others are using current staff to undertake this important role. Primary schools are consulting with the local authority on how they can undertake these duties to continue to improve attendance.

Attendance at school and access to appropriate education is key if children are to achieve their full potential. The Access to Education Team, on behalf of the local authority, will continue to undertake the LA statutory duties in relation to school attendance and monitor school attendance across the city including school's compliance of the range of legislative acts that relate to school attendance. The team will provide advice and guidance on good practice identifying areas needing further development.

In order to ensure the work undertaken by schools is consistent and that appropriate strategies and interventions are put in place to improve attendance the Access to Education will be consulting with all schools to look at ways in which we can work together to achieve this.

Exclusions

Permanent Exclusions

There were 15 permanent exclusions from Brighton & Hove schools in 2010/11. This is a considerable increase from the previous three years. For the first time since 2007/08 the total includes 3 permanent exclusions from Primary Schools. This is 0.05% of the school population compared with 0.08% nationally.

Fixed Term Exclusions

According to the preliminary data there were 2,106 fixed period exclusions which is 7.1% of the school population. This remains high when compared with 4.89% for the South East and 4.46% nationally. It should be noted that the preliminary data is missing returns from 3 secondary schools so the validated figures later in the year are expected to show

a year on year increase. Fixed period exclusions have fluctuated slightly over the last seven academic years between 2100 and 2500 incidents. During the last three years there have been a number of changes in data collection and analysis which have improved the reporting and accuracy of the data.

The lengths of fixed period exclusions have remained low with an average of 2.2 days lost per exclusion in secondary schools and 1.7 days lost in primary schools in 2010/11, well below the national averages of 2.5 days in secondary and 2.1 days lost in primary.

The most common reason for exclusion remains persistent disruptive behaviour in 31% of all fixed period exclusions followed by verbal abuse of an adult at 25%. There has been a doubling in the number of incidents coded as other which indicates an incident not covered by the 11 codes available.

There has been a 10% reduction in the number of fixed period exclusions of pupils with a statement of SEN.

In 73% of cases where a pupil with a statement of SEN is excluded for a fixed period, their statement is for behavioural, emotional and social difficulty (BESD). As shown in figure 9 the next three largest categories are Specific Learning Difficulties at 11% and Speech Language and Communication at 8% and Autistic Spectrum Disorder at 4%.

Children in Care

There were 96 incidents involving children in the care of the local authority which is a 29% decrease from 131 in 2008/09. These incidents involved 30 individual young people who lost a total of 225 days.

Children eligible for Free School Meals

Children eligible for Free School Meals made up 17% of the school population but account for 46% of exclusion incidents. Nationally those eligible account for 37% of exclusions.

Of the 15 pupils permanently excluded 8 were eligible for free school meals at the time of exclusion. This is 53% compared with 41% nationally.

Ethnicity

City wide, minority ethnic pupils make up 16% of the school population and account for 11 % of fixed period exclusions. There is considerable variation in this data at school level which is particularly noticeable in schools with very low numbers of incidents.

Gender

Of the 15 permanent exclusions in Brighton & Hove 8 were of boys and 7 of girls. Nationally the permanent exclusion figures are 77% for boys and 22% for girls. Bearing in mind that the actual numbers are small this is a notable increase from just one girl in the previous year and also at 46% of permanent exclusions a difference from the national picture.

City wide, boys received 72% of fixed term exclusions and girls 28% compared with nationally 75% for boys and 25% for girls.

Brighton and Hove City Council

Compact with Secondary Schools Partnership

Introduction

Relationships between secondary schools in the city of Brighton and Hove, and between the schools and the local authority are strong. All partners are committed to the greatest possible autonomy of schools, but as a community of schools working in collaboration with each other, and in partnership with the local authority. This commitment to collaboration is most fully expressed in the vision statement of the Secondary Schools Partnership.

The local authority has delegated significant responsibilities to the Secondary Schools Partnership for school improvement and other related matters. However, it still has major statutory duties which cannot be delegated, and these are described more fully on page 2.

This Compact describes how the local authority and the secondary schools will work together to fulfil their respective responsibilities in relation to school improvement and achievement. The aim is to secure clarity, understanding and shared agreement about our respective roles, responsibilities and accountabilities, so that together the local authority and the Secondary Schools Partnership can work for the best possible outcomes for our secondary age pupils.

The names of the schools and academies that have signed up to the Compact are given in Appendix 1. Throughout this paper, references to 'schools' mean the nine secondary schools and academies in the city.

Compact with Secondary Schools: A New Relationship

This Compact defines the:

- Respective responsibilities of the local authority and the schools in relation to school improvement and achievement;
- Future working together between schools and the local authority;
- Development of school-to-school collaboration to improve schools and standards;
- Contractual relationship by which the respective responsibilities of the local authority and the schools will be managed, monitored and kept under review.

The Compact encourages:

- A self-improving and self-managing school system, maximising school-to-school support;
- Co-leadership of improvement strategies and services;
- Joint accountability and a greater quality assurance role for schools;
- All schools using their resources together with the Local Authority to maximise efficiency and value for money in service delivery;

- Wider collaboration beyond the Secondary Schools Partnership with the primary and post 16 sectors, and with the local authority.

In order to fulfil its functions, the members of the Secondary Schools Partnership are to enter into a formal, legally binding arrangement (e.g. a Trust or company), which among other things will enable the Partnership to employ staff and provide services, both internally to its members and externally, where this is considered appropriate. This Compact is therefore between the local authority and this formal Partnership arrangement.

The Responsibilities of the City Council as Local Authority

The City Council, through the Director of Children's Services, remains the ultimate accountable body for the progress of maintained schools, and for the safety of children in all schools, including academies and independent schools. The Council holds the statutory duty to ensure sufficient school and college places to meet the needs of its area, and to promote high standards in schools. It may intervene where standards are considered to be unsatisfactory. The Council itself is held to account by the Department for Education and Ofsted for its fulfilment of these statutory duties, and the Director of Children's Services is accountable to the Members of the City Council for the achievement of agreed policies and objectives for the education service.

The Council holds specific duties in relation to all children resident within its area, in respect of, for example, assessing special educational needs and determining how those needs should be met, attendance at school, exclusions, children missing education and equalities. In addition, the Council has various other duties, including, for example, advising on the appointment of head teachers, support for governing bodies and the appointment of local authority governors.

In addition, the Council holds statutory duties relating to the safety and well being of all children in its area. These duties are fulfilled by the Children and Families Delivery Unit in partnership with other parts of the Council and other agencies, and all schools are under a duty to cooperate with the Council in matters relating to the safety and well being of children.

All these responsibilities are given in law and cannot be delegated. They are subject to annual assessment by Ofsted, and this assessment is published. In 2010 and 2011, the overall assessment for Brighton & Hove has been 'adequate', with the performance of the city's secondary school students at 16 being cited as one of a small number of reasons for this assessment.

The Council must, then, reserve the right to intervene in any school where children are at risk, either in terms of their educational progress or of their well being. It is intended that through this Compact, this type of intervention will not be necessary.

Transfer of Funding and Responsibilities

The local authority reviews each year with the Schools Forum retained DSG monies, including funding for school improvement and raising achievement. The trend of recent years, in line with national and local policies, has been to delegate an increasing amount of centrally retained funding relating to school improvement to schools, especially in the secondary sector. At the same time, there have been reductions in the local authority's core funding for school improvement, as part of the wider reductions in local authority funding.

More recently, the local authority has devolved to the Secondary Schools Partnership significant further funding, in the order of £300 000 per year, reflecting the new approach to school improvement and raising achievement through the Partnership. This includes funding for the work of the Adviser for Secondary Teaching and Learning and the team of part time seconded teachers managed by her, part of the funding for the Behaviour and Attendance Manager post and funding to support other development activities of the Partnership. The Adviser for Secondary Teaching and Learning is currently seconded to the Partnership and her work is managed by one of the head teachers.

Within the overall constraints on its funding, the local authority will seek, in discussion with the Partnership, to devolve further funding in support of shared Partnership and local authority objectives. Any additional funding delegated to schools through this Compact will be confirmed in writing each year to the Secondary Schools Partnership. In return, the local authority will expect schools to work together collaboratively to raise outcomes across the city, and to be accountable for achieving agreed targets and outcomes.

Outcomes

Through the work and report of the Secondary Commission (2011) and the development of the Secondary Schools Partnership's Raising Achievement Plan (RAP) there is shared agreement about the broad outcomes we all want for the city's young people. These include:

- being able to grow up and thrive in a healthy, sustainable city, and to be well prepared for life after school
- high achievement, which is important as a platform for progression into further learning or employment
- being proficient in the 'soft skills' demanded by employers and so necessary for a cohesive society, at ease with itself

It will be for schools to determine in the context of any national legislation how these achievements will be measured from time to time but specific outcomes sought through this Compact are:

1. Schools and academies should set outcome targets in line with the top quartile performers;
2. No school or academy should be below the floor targets that central government sets from time to time;
3. Every school and academy to be judged good or outstanding by Ofsted, with at least 80% of teaching judged to be good or outstanding;
4. That it should be the responsibility of all schools within this Compact to work together to eliminate poor performance.

These outcomes and progress towards them should be reviewed annually by the local authority and the Secondary Schools Partnership together, with regular monitoring agreed between the various parties and clear mechanisms for action where agreed outcomes are not achieved. It will be for schools collectively to decide how these outcomes will be secured.

Performance management, monitoring and target setting

In order to fulfil its own responsibilities, the local authority must have a good and sufficient understanding of progress and development of the Partnership and of individual schools. The aim is to develop and maintain a culture of open communication and trust, within the Secondary Schools Partnership and between the Partnership and the local authority, in pursuit of shared aims and objectives for the quality of education and achievement across the city.

The arrangements listed here will help to sustain this culture, which will depend also on the quality of and commitment to the relationship between all the partners. These arrangements are designed to put the minimum additional reporting burden on schools – targets and plans to be shared are those that the Partnership and individual members would be preparing anyway. They are negotiated within the Partnership, and not with the local authority or SIP as before.

- The Partnership will share its strategy documents and action plans (including updates) with the local authority;
- A data sharing protocol will set out the performance and target setting information that will be exchanged between the local authority and the schools, with timescales and an explanation of the ways in which these data will be used by the local authority and the Partnership; in addition, the authority will support the work of the Partnership's Strategic Data Group as a key focus for developing a shared understanding of the progress of the Partnership and its member schools;
- Targets for the Partnership, showing how the Partnership's longer term targets will be achieved, will be agreed within the Partnership and shared with the local authority;
- There will be termly partnership meetings between the local authority (i.e. the Lead Commissioner, Learning and Partnerships or her nominee(s)) and the Partnership, and between the local authority and individual schools, with additional meetings as agreed – the purpose of these meetings being to update on progress, identify areas of common interest or concern and agreed any shared actions that might be taken to achieve shared objectives;
- There will be agreed arrangements for informal and formal intervention, where this appears to be necessary;
- An annual standards report, drafted by the local authority in discussion with the Partnership will be presented jointly by Headteachers and Officers to the Cabinet and to the Learning Partnership Board, and shared with Council Members, Governing Bodies within the Partnership, and other stakeholders.
- This compact will be reviewed on an annual basis to ensure it continues to be fit for purpose.



Memorandum of Understanding

Between the Aldridge Foundation /academy trust and local authority co-sponsor, BHCC/DCC/RBKC

Introduction

Academies are defined as publicly funded independent schools which not subject to local authority and national government control. They are all ability schools established by sponsors from business, charity, faith or voluntary groups working with partners from the local community.

The Foundation is lead sponsor of five academies, of which three have Local Authority co-sponsors. We want to work in genuine, functional partnership with our co-sponsors. The terms of agreement with the lead sponsor/academy trust and the DfE are well defined. However, there are currently no such terms for the relationship between lead sponsor/academy trust and a co-sponsoring partner.

The Aldridge Foundation is committed to non-selective, inclusive, community education provision to improve outcomes for young people, particularly in areas of deprivation – and our local authority co-sponsors are too. Both the Foundation and its Local Authority co-sponsors are committed to providing a teaching and learning environment and curriculum in line with the best in the maintained sector. We also believe our academies have a key part to play in the regeneration of disadvantaged communities, and we understand that our LA co-sponsors share this conviction.

It makes sense to lay out the details of both parties' commitment to supporting the academy trust in delivering these shared aims. This is the purpose of this MOU.

Our MOU should focus on priorities we genuinely share. For example, the LA has responsibility for safe, healthy and prosperous communities. The Aldridge Foundation sees effective community engagement as essential for the sustainability of the its academies, as integral to its educational vision, and as central to the partnership with an LA.

The MOU/agreement

We propose that:

Communications

The Academy and LA will share, in confidence unless otherwise agreed, census and educational performance data, and will work together to ensure effective provision of statutory services where relevant to the priorities and obligations of the academy;

The academy trust will provide to the LA with named contacts in relation to Admissions, SEN and other student welfare issues, community relations, finance and communications;

The LA a will identify a named individual to act as principal liaison between parties and to ensure effective liaison with officers responsible for, for example, admissions, SEN and other student welfare issues;

The LA will commit to ensuring that its Leader, CEO, officers and elected members are informed and engaged in the development and performance of the academy, and to securing the full

support and advocacy of both. To that end, the LA will furnish the Foundation with positive introductions to relevant councillors, and other key stakeholders within the LA, and will actively support the development of mutually beneficial partnerships between such parties;

Whilst the academy and AF would not unreasonably withhold such rights to its co-sponsor, it retains in principle the sole right to issue statements about the Academy, including in relation to academic performance;

Community provision

The LA will commit to active, on-going promotion of community (leisure, learning etc) services delivered at/by the academy to ensure wide awareness and usage of its facilities and opportunities for learning;

The Academy leadership and governors will commit to prioritising high quality community provision and services for the neighbourhood around the academy, and will promote local services provided by the LA that benefit the families we serve;

The academy will identify specific SLT members with responsibility for community relations, and nominate a governor to do the same;

Wherever possible, the academy trust will support the priorities of the LA Children and Young People's Plan (or equivalent) and the broader educational and community aspirations of the LA;

The academy will be given by the LA introductions and access to, for example, the Adult Learning Group and Communities Team, to ensure on-going support for community provision at the academy and in the wider neighbourhood;

The Academy Trust will be given genuine opportunities to contribute to strategic planning within the LA in relation to its specific concerns in education, community, employment and business/economic development.

The LA will advise the Academy trust of any strategic issues that have a direct impact on it – in relation, for example, to admissions, new or existing education provision within the LA, transport plans, community services. This list is not intended to be exhaustive;

Co-sponsor (LA) nominated representatives on the Board of Governors of the Academy will include a representative with experience or skills in the delivery or provision of Community Services.

Management and leadership

The Foundation will direct key elements of the start-up phase, in agreed collaboration with the LA, including design of buildings, recruitment of principal and curriculum design.

The academy trust will manage and deliver all services provided within the academy, except where it has chosen to source another provider to do so. All suppliers and contracts will be chosen on the basis of value for money and quality of service alone. The LA's role as co-sponsor does not preclude it providing such services on this basis.

The trust will ensure the active engagement of the academy in appropriate areas of strategic planning and priorities for the local authority as agreed.

The Memorandum and Articles of the Academy Trust define all other strategic areas of governance for the academy, including the relative representation of lead and co-sponsor on the governing body. Current policy dictates that no Academies should have 'local Authority influenced' status. The Local Government and Housing Act 1989 states that a company is 'influenced' if:

- 20% or more of the **members** are associated persons (LA officers or councillors)
- 20% or more of the **directors** are associated persons (LA officers or councillors)

Furthermore, the policy restricts the overall representation of 'associated persons' to a maximum of 2 members or directors.

'Associated Persons' are current members (councillors), current officers, or anyone who has been a member within the past four years.

As lead sponsor, the Aldridge Foundation further takes the view that the most appropriate LA co-sponsor nominees are not elected officers/members/councillors, but trusted and skilled individuals proposed by them, in particular with skills/roles relating to SEN and Community provision as described elsewhere in this MOU.

Education within the LA

The academy trust will adopt the LA admissions policy, with an agreement to review and evaluate this, particularly in the early years of the academy;

Where there is a demonstrable need to change admission numbers or catchment areas for the benefit of students, both parties agree to resolve any local conflicts of interest in relation to either catchments or other admission criteria;

the LA will provide positive introductions between the academy trust and primary, secondary, independent and FE education providers within the LA, and will actively support the development of mutually beneficial relationships between such parties;

The academy will work in partnership with Primary and Secondary Head teachers and FE providers in the LA to support the transition and education of our students, and to promote and deliver a culture of high expectations and standards in educational delivery within the LA;

Co-sponsor (LA) nominated representatives on the Board of Governors of the Academy will include a representative with a specific experience in the delivery of support for students with special or additional educational needs;

The specialisms

The academy trust will foster and support entrepreneurial activities, particularly those which can be driven by young people or members of the immediate community, to help develop a better qualified local workforce. They will do this through the CREATES facility, through curricular and extra-curricular schemes including adult learning, and through the development of effective partnerships with businesses and funders in the area;

The Local authority will support and promote the entrepreneurial activities of the academy, facilitating the development of effective partnerships with businesses and funders in the area, offering access to strategic business and enterprise activities and events orchestrated by the LA.

We propose that this MOU is reviewed after 12 months.

It is intended to remain in place until any agreed subsequent amendment. We acknowledge that the substance of such an MOU may need to alter over time as the academy establishes itself/the education or LA landscape alters significantly.

We would expect our Academy Director or equivalent Foundation representative, the Principal of the academy or their representative and a named officer nominated as main contact between sponsors within the LA, to use this as a reference document throughout the year.

Agreements with Education Partners will be separately agreed between the AF/Academy Trust and any such Education Partners are not subject to the terms of this MOU.

Subject:	Children's Social Work – Case Management		
Date of Meeting:	11th June 2012		
Report of:	Strategic Director, People		
Contact Officer:	Name:	James Dougan	Tel: 29-5511
	Email:	james.dougan@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

1.1 Introduction

The Social Work Task Force was set up by the Department of Health and the DCSF to undertake a comprehensive review of frontline social work practice and to make recommendations for improvement and reform of the whole profession, across adult and children's services.

In July 2009, the Task Force published its interim report, 'Facing up to the Task', which set out proposals for the kind of comprehensive reform needed, including a series of building blocks for constructing a reform programme.

The Task force was set up following the Baby Peter case and recognition that the profession was in crisis of confidence both internally and externally.

The social work task, decision-making about the rights of parents and the needs of children is the most onerous of all local government responsibilities. However, it is not the most debated within the Council and when it is discussed in wider society it is usually accompanied with sensationalised newspaper headlines.

Intervening in the lives of families where complicated emotions, aggressive or deceitful behaviour, and an absence of reasonable expectations of the norm is inherently stressful for social workers and other professionals to a degree unimaginable to most outsiders to the process.

Currently, in England it is accepted that all parents are allowed to bring up their children in their own way until they demonstrably fail. The likelihood is that this freedom will permit some parents to be reckless or wilful as to their children's safety. In this context, the state intervention i.e. local authority; police; health - will from time to time be too late, too indecisive, too prone to optimism.

There is evidence that no other "fail safe " option – promoting wider, earlier, less intervention would be acceptable to society, and specifically the courts. It is the Courts, not social workers, that decide to take children into care, and the test remains one of the alternative being the risk of significant harm to the child.

Therefore political promises that exhort that “such deaths (or severe traumas) must never happen again” are irresponsible and serve to obscure a more fundamental debate about the fundamental rights of children and parents within England and within resources available.

Good social workers making good judgements in good systems can still not be enough to prevent some parents harming or killing their children. Neither would a more interventionist system necessarily serve children’s interests. Life away from a natural family only sometimes secures better outcomes, particularly for older children.

Social Work Task Force final report “Building a Safe, Confident Future”. The Government accepted all 15 recommendations made and established The Reform Board. **(Appendix 1 – SWRB Briefing)**

The Task Force report contains 15 recommendations, the 6th of which sets out the intention to introduce a Standard for Employers, defined as “the development of a clear national standard for the support social workers should expect from their employers in order to do their jobs effectively”.

The Social Work Reform Board has eight key standards for Employers of Social Workers in England and Supervision Framework which is recognised makes a significant contribution to the development and delivery of excellent services, namely to:

1. Have in place a social work accountability framework informed by knowledge of good social work practice and the experience and expertise of service users, carers and practitioners.
2. Use effective workforce planning systems to make sure that the right number of social workers, with the right level of skills and experience, are available to meet current and future service demands.
3. Implement transparent systems to manager workload and case allocation in order to protect service users and practitioners.
4. Make sure that social workers can do their jobs safely and have the practical tools and resources they need to practise effectively. Assess risks and take action to minimise and prevent them.
5. Ensure that social workers have regular and appropriate social work supervision.
6. Provide opportunities for continuing professional development, as well as access to research and practice guidance.
7. Ensure social workers can maintain their professional registration.
8. Establish effective partnerships with higher education institutions and other organisations to support the delivery of social work education and continuing professional development.

In future this social work governance report will report on the above eight key areas.

The following report is an introduction to the social work case management task in Brighton & Hove, and as such it has been necessary to provide a comprehensive introduction for the new committee members to enhance their understanding of the case management task, as well as the wider context in which children's social work operates. Much of this work is confidential with governance provided in varying ways through a Child Review Board which reviews casework, the Corporate Parenting Committee which discharges the role of the Council as a corporate parent to looked after children, and this meeting, the Children's and Young People's Committee.

1.2 National development / context

In June 2010 the Secretary of State for Education asked Professor Eileen Munro to conduct a review of the child protection system in England.

In May 2011 her findings were published as The Munro review of child protection: final report: a child-centred system (Munro, 2011).

In July 2011 the Department for Education published the government's response to Professor Munro's report addressing her 4 reform themes and 15 recommendations.

The report outlines the move from an over-bureaucratised system focused on compliance to one that values and develops professional expertise and is focused on the safety and welfare of children and young people (**See Appendix 2**)

2. RECOMMENDATIONS:

2.1 The committee to agree the eight key standards for future governance reports

1. Have in place a social work accountability framework informed by knowledge of good social work practice and the experience and expertise of service users, carers and practitioners.
2. Use effective workforce planning systems to make sure that the right number of social workers, with the right level of skills and experience, are available to meet current and future service demands.
3. Implement transparent systems to manage workload and case allocation in order to protect service users and practitioners.
4. Make sure that social workers can do their jobs safely and have the practical tools and resources they need to practise effectively. Assess risks and take action to minimise and prevent them.
5. Ensure that social workers have regular and appropriate social work supervision.
6. Provide opportunities for continuing professional development, as well as access to research and practice guidance.
7. Ensure social workers can maintain their professional registration.

8. Establish effective partnerships with higher education institutions and other organisations to support the delivery of social work education and continuing professional development.

2.2 The committee to agree that the report will be presented to the committee on a quarterly basis

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 Thresholds

Thresholds for the social work service are outlined in a document 'Supporting Families' in Brighton and Hove. This document describes the levels of need and risk triggers and introduces the concept of the continuum of need. This enables other professionals and members of the public to identify what the level of risk or need is and how to proceed in getting help and support. The continuum or pathway uses three levels of need from Low Vulnerable to Complex Acute and provides characteristics used within the Framework for Assessment of Children in Need and their Families. These cover developmental needs, family and environmental factors and parental capacity. The document was written within Children and Families and agreed at The Local Children's Safeguarding Board and approved by the most recent Ofsted inspection of Children's Services. It is also a feature of a number of London Authorities.

3.2 Service Activities – (See Appendix 3 – structure charts)

3.2.1 Advice, Contact & Assessment Team and what the team does

(i) How child protection concerns are reported

All children and their families who require a service from social work are referred to this referral point or refer themselves to this point. Contact with the team can be made through the main telephone number, in writing, email or in person at The Hub. The team receives between 700 and 800 contacts about children and their families each month, that is about 4.5 calls every working hour through the month. Calls can be in writing, via an e-mail box or by telephone. The police send reports (MOGP1) of all incidents where children have been present or involved. This service was redesigned in 2011 and was judged to have good capacity to improve by Ofsted in its most recent inspection, December 2011.

Callers can opt to speak with a member of the advice sub team. This is a multi-agency team which we have designed to speed up response times and help agencies and individuals find the most appropriate avenue for help. The team can advise, direct to other sources of help, instigate a CAF process or offer limited input to help decide on a course of action.

There were 801 Initial Contacts in March 2012 of which 112 were Information Only Initial Contacts, 195 went on to become Advice Assessments and 494 became Referrals. The referral rate per 10,000 for the year ending 31st March 2011 was 954.9 which ranked Brighton and Hove 10th highest nationally out of 152 Local Authorities.

(ii) What happens to a referral and what is involved in an assessment?

Callers can opt to speak with a member of the advice sub team. This is a multi-agency team which we have designed to speed up response times and help agencies and individuals find the most appropriate avenue for help. The team can advise, direct to other sources of help, instigate a CAF process or offer limited input to help decide on a course of action. We currently deal with about 200 callers per month.

Any caller who wishes to make a referral to the social work service can request this. All the given information is reviewed by an experienced Social Work Manager in the light of any stored information that we might have on the social work data base. The Practice manager may decide that no action is required and store the information for reference at a later date. The decision could be that the issues related do not meet the threshold for social work intervention but it is passed for the Advice Team to become involved. The referral may need further clarification and be screened further by a social worker making some enquiries. If accepted for social work involvement the information will pass into an Initial Assessment (IA). This work is then allocated to a social worker who has ten working days to complete an assessment, which includes visiting the child and family. If the need for a child protection investigation is identified then the Pan Sussex Child Protection Procedures are initiated and a full investigation instigated under section 47 of the Children Act 1980. These procedures require us to open a core assessment and a Section 47 enquiry.

Provisional figures from the 2011/12 CIN Census reveal that there were 3,094 Initial Assessments completed in the year ending 31st March 2012. The rate of IAs per 10,000 children has fallen from 727.6 per 10,000 children in 2010/11 to 660, although this remains significantly above the 2010/11 national average of 398.2 per 10,000 and 460.8 for our statistical neighbours.

68% of Initial Assessments completed in the year ending 31st March 2012 were completed within 10 working days, which is below the 2010/11 national average of 77.2%. The table below provides the distribution of working days taken from referral to assessment completion which was included in the draft data set in Professor Munro’s final report. It should be noted that performance has improved significantly since ACAS was launched in September 2011 with 79.8% of IAs completed within 10 working days in ACAS in the period September 2011 to March 2012.

Initial Assessments: Time Completed In	No. Of Assessments	% Of Assessments	before ACAS %	After ACAS %
0 Working Days	255	8%	3%	17%
1-7 Working Days	913	30%	30%	29%
8-10 Working Days	944	31%	25%	39%
11-15 Working Days	478	15%	19%	9%
16-20 Working Days	180	6%	8%	3%
21-25 Working Days	92	3%	4%	2%
26-30 Working Days	64	2%	3%	0%
31-35 Working Days	31	1%	1%	0%

36-40 Working Days	36	1%	2%	0%
40 Or More Working Days	101	3%	5%	0%
Total	3094			

(iii) What is a Core Assessment?

At the outset of the investigation a Core Assessment is opened. This requires us to spend up to 35 days to carry out such assessment as is necessary to assist with the needs of the child. It carries some statutory checks with the Probation Service, Schools, GP's, Health Visitors and the list of children with a child protection plan (formerly the Child Protection Register). The assessment with an assigned section 47 investigation must be signed off or authorised by a Team Manager.

Provisional figures from the 2011/12 CIN Census reveal that there were 1,744 Core Assessments completed in the year ending 31st March 2012. The rate of Core Assessments per 10,000 children has fallen from 398.7 in 2010/11 to 372 in 2011/12, although this remains significantly above the 2010/11 national average of 167.8 and 192.2 for our statistical neighbours.

75% of Core Assessments completed in the year ending 31st March 2012 were completed within 35 working days of their commencement which is in-line with the 2010/11 national average of 75% and 75.7% for our statistical neighbours.

The table below provides the distribution of working days taken to assessment completion which was included in the draft data set in Professor Munro's final report. It should be noted that performance has improved significantly since ACAS was launched in September 2011 with 87% of Core Assessments being completed between within 35 working days in ACAS in the period September 2011 to March 2012.

Core Assessments: Time Completed In	No. Of Assessments	% Of Assessments	Before ACAS %	After ACAS %
0 Working Days	10	1%	0%	1%
1-7 Working Days	105	6%	6%	6%
8-10 Working Days	71	4%	3%	5%
11-15 Working Days	210	12%	10%	16%
16-20 Working Days	168	10%	7%	13%
21-25 Working Days	107	6%	6%	7%
26-30 Working Days	151	9%	8%	10%
31-35 Working Days	488	28%	24%	34%
36-40 Working Days	155	9%	11%	5%
41-45 Working Days	89	5%	7%	1%
46-50 Working Days	45	3%	4%	0%
51-55 Working Days	34	2%	3%	0%
56-60 Working Days	37	2%	3%	0%
61-65 Working Days	19	1%	2%	0%
66-70 Working Days	10	1%	1%	0%
71 Or More Working Days	45	3%	4%	0%
Total	1744			

(iv) What is a Section 47 enquiry?

At the beginning of a Section 47 investigation a multi-agency discussion or meeting is held. This always involves the police and information from health services but may involve a number of other people such as teachers, play group managers and others who know the child and family well. This meeting decides how to investigate the child protection matter and what immediate protection that the child any family member and the public may need.

(v) Child Protection Conferences and why they are held

If the outcome of the assessment is that there are risks that the child might be harmed then the workers in the social work team will set up an Initial Child protection Conference. The conference is chaired by an Independent Reviewing Officer and attended by the family, the child if old enough, professionals who know the family and the investigative team. At the end of the conference the chair will decide if the child will have a child protection plan, a child in need plan or a Common Assessment Framework plan. If a child protection plan is needed it will list what we want to achieve for this child and family as a number of outcomes. It will also list what steps will be taken to achieve each outcome. There should always be a relationship between the risks posed the outcomes required and the steps to achieve this. At this point a representative from the Children in Need Service, who will have been present at the conference, takes over the case and it transfers to the Children In Need Service.

3.2.2 Factors Affecting The Advice, Contact & Assessment Service

Most of the issues faced in the children in need team are well known and solutions have been factored into the reorganisation last year.

Some additional issues exist where controlling these factors is not always easy. These are the following:-

(i) Volumes of work being referred to the social work Service

Social work activity per child population remains high relative to many SE or statistical neighbour authorities. The last point at which we could compare this we were 10th highest out of 152 Authorities. The question raised is why do people and professionals in Brighton and Hove believe that this proportion of children need to be referred to social care? Are there developments that are required to enable other services to help support children? Are expectations for our children too high in the sense that as a city we cannot afford them ?

(ii) Experienced and skilled Staff

Front line duty teams experience turnover which is usually higher than other teams in the service. This has been exacerbated by the service changes and a number of interesting vacancies in other parts of the service. Changes made to conform to

Workstyles have been found difficult by staff with recurring concerns relating to maintaining confidentiality in practice. However, this was not found to be an issue in the Ofsted inspection. It has been possible to recruit a mainly newly qualified group but has proved very difficult to attract experienced staff, and in particular much more difficult to recruit to our first line manager posts.

(iii) Bureaucratic demands on social work staff

The Government has delayed release of the new Working Together to finalise the recording and data collection requirements of LA social work services. However initial sights of the draft performance targets suggests that, whilst some of the targets may be a bit 'smarter', the number of targets has not significantly changed. This has been a disappointment for staff who would like to spend less time behind the computer screen, and is in direct contravention of the commitments made in the Munro report which was accepted in full by the national government.

3.3 Children in Need Service

(i) What do the Children in Need Service do?

The overall aim of the team is to provide help to vulnerable children and their families who meet the threshold for ongoing/long term social work support and intervention. The team has been developed in order to ensure that families can get a robust level of support whether they are deemed to be in the children in need or the child protection process on the basis that we do not want families to wait until matters become urgent &/or child protection before timely help is provided to unstable and vulnerable families. There are valid arguments for this as far as good social work practice and good public service, but also in terms of value for money in trying to prevent the need for higher cost interventions.

(ii) Which children do we work with in Brighton & Hove?

- Children with children in need plans
- Children with child protection plans
- Children in care proceedings
- Early stage children in care
- Children where there are court report requests stemming from private law proceedings

(iii) What is a Child in Need and a Child Protection plan and what are care proceedings?

A child in need plan is made when initial or core assessments have identified ongoing medium to long term social work support needs and where families have moderate levels of risk and instability. (See below for visiting and reviewing). The standards around this work are mainly devised locally in our child in need policy and guidance.

A child protection plan is made when it is deemed that risks are moderate to high of significant harm occurring to a child without services/interventions being provided and that as such more intensive support and monitoring is necessary. The standards around this work are more prescribed and set out nationally in Working Together and locally in the Sussex-wide child protection procedures. The recommended frequency of visiting/formal reviews/core groups is set out in the main at national level, due to the national concern to standard set for the most vulnerable children.

Child protection conferences are chaired by our own team of off-line reviewing officers, again as recommended in national guidance.

Care proceedings - A Local Authority has no power to remove a child from their family or to determine key matters of family life which protect children, even in a child protection process, unless the parents agree to this. Where this agreement does not exist or breaks down and the children are felt to be at risk of significant harm, (section 31, Children Act 1989), the Local Authority can apply to the court for such orders or directions which would allow for the proper care and safety of the child/ren involved. These processes are expensive and should just be used for the children whose welfare and safety requires this most. The Local Authority must share costs for many of the assessments/experts directed by court and, since the Legal Services Commission cut expert hourly rates, we are being approached to pay 'top ups' for some experts. This is in addition to the cost of barristers and of care placements which can run alongside. Legislation through the Public Law Outline also allows for a pre care proceedings process, the 'Letter Before Action' process where some assessments/interventions are done with families, with the threat of court if these are not done.

(iv) Child Protection Data

The number of children subject of a child protection plan has fallen steadily over the last 12 months from a peak of 440 in March 2011 to 309 in March 2012, a 30% decrease, with Service Managers attributing this decrease to CIN Plans being seen as a more robust option and to successful interventions by social workers at the Children in Need stage.

The rate of children subject of a child protection plan per 10,000 has fallen from 93.8 as at 31st March 2011 to 66, above the 2011 national average of 38.3 and the statistical neighbour average of 47.3. This would rank Brighton and Hove's child protection rate per 10,000 as at 31st March 2012 9th highest out of 152 local authorities in England based on the national position as at March 2011. Brighton and Hove's Child Protection numbers would need to fall to 222 for our rate per 10,000 to be in-line with the statistical neighbour average (47.3) and to 182 to be in-line with the national average (38.3).

Category of Abuse for Children Becoming Subject of a Child Protection Plan per 10,000

The Draft of Children's Safeguarding Performance Information for Consultation January 2012 proposed the following indicator:

Children becoming the subject of a CPP for physical, emotional, and sexual abuse or neglect) (rate per 10,000 population)

The table below provides a breakdown of children who were subject of a child protection plan as at 31st March 2012 in Brighton and Hove and as at 31st March 2011 for England by Category of Abuse, expressed as a percentage of children subject of a child protection plan. The table reveals that Brighton and Hove has a higher percentage of children recorded as 'emotional abuse' and a lower percentage recorded as 'neglect only' and 'physical only'.

Category of Abuse	Number of Children March 2012 (numbers)	Category of Abuse March 2012 (percentages)	England Average March 2011 Latest Category of Abuse
Neglect Only	104	34%	43.9%
Emotional Abuse	138	45%	28.2%
Physical Only	17	6%	10.6%
Sexual Only	15	5%	5.4%
Multiple Categories	35	11%	11.8%
Total	309	100%	100%

The table below represents Underlying Cause of Abuse as a percentage of children subject of a child protection plan as at 31st March 2012. It should be noted that more than one Underlying Cause of Abuse can be recorded against a child. The data reveals that 50.5% of the 309 children had domestic violence/abuse recorded as an Underlying Cause of Abuse.

Underlying Cause of Abuse	Count	%
Domestic Violence/Abuse	156	50.5%
Physical Care /Neglect Issues	104	33.7%
Parental MH Problems	82	26.5%
Parental Alcohol Misuse	60	19.4%
Emotional unavail/inapprop expectations of child	57	18.4%
Parental Drug Misuse	57	18.4%
Adult Convicted/Cautioned/Alleged - Physical Abuse	36	11.7%
Adult Convicted/Cautioned/Alleged - Sexual Abuse	30	9.7%
Parental Learning Difficulties	17	5.5%
Non Compliance with Health Care Advice/Treatment	12	3.9%
YP Convicted/Cautioned/Alleged - Sexual Abuse	9	2.9%
Unknown	7	2.3%

Dual Registered Children

Of the 309 children subject of a child protection plan at 31st March 2012, 12 (4%) were also looked after. This data has not been collected nationally since 31st March 2009 when 8% of children subject of a child protection plan were also looked after.

(v) What do these children get from us?

- Each child will have either a qualified social worker as key worker or be co-worked between a practice manager and a social work resource officer with the practice manager as key worker.
- Child protection plan cases are initially reviewed at 3 months and then 6 monthly thereafter, with smaller 'core group meetings happening between reviews. Child in need plan children would have a network meeting to review every 4 months.
- Home visiting is fortnightly for child protection plan children. Home visiting for children in need is more flexible as their needs can be viewed individually. At points of urgency/crisis we may visit some children in need at a similar level to CP children and at more stable points it would be less.
- We are implementing a system of outcome based plans for all children, which we aim to complete by August 2012, where all actions and interventions are tied into outcomes sought for the children and their family.
- Our work process for all children is P.I.R. (Planning, Intervention & Review).
- Our aim is for all children with CIN or CP plans to receive 'early & effective help' and timely interventions which are proven to be helpful for the type of issues/problems the family are facing.
- During the next 6 months the CIN Service aim to improve their customer focus by implementing a parent's charter, with a range of measures to allow the comments and views of parents to influence and shape how we work.
- We are setting up a new data system over the next few months to allow us to look at overall progress and outcomes for children in the team, in terms of whether they are able to move up or down the tariff of concern. This will allow managers to take measures to improve areas of work if children continue to step up to higher cost interventions.

3.3.1 – Factors affecting the Children in Need Service

Most of the issues faced in the children in need team are well known and solutions have been factored into the reorganisation last year.

Some additional issues exist where controlling these factors is not always easy. These are the following:-

- (i) **Staffing** - Vacancies have increased in the CIN team over the last 6 months. Factors in this have been the re-organisation itself, numbers of specialist posts becoming available and needing back-filling and also the seasonal factors that most of our new Spring recruits have been Summer new qualifiers who would start in August/September. We also 'held' vacancies towards the end of the year, as requested by the corporate centre. Most of the vacancies are now filled, but there is normally a time-lag in any event between departures, (2 months notice) and new arrivals, (4-5 months from advert to start date). Child protection and children in care

cases are always allocated regardless of vacancy position. Over the next 3 months, until new starters come into post it is possible that up to 5% of the 500 children in the team on child in need plans might be unallocated at any one time and wait a few weeks for an allocated key worker. An additional concern has been that, whilst we have been successful in recruiting good numbers of newly qualified social work staff, it has been more difficult to recruit experienced staff, and in particular much more difficult to recruit practice managers, who are the first line managers for social workers.

- (ii) **Volumes of work** - Social work activity per child population remains high relative to many SE or statistical neighbour authorities. Whilst some of this is an inevitable consequence of some of the issues affecting families in Brighton and Hove it is also a continuing challenge to ensure that good support is available to families before they need to be referred to social work. The uptake of the common assessment framework in some partner agencies and schools still has the potential for improvement.
- (iii) **Bureaucratic demands on social work staff** - The Government has delayed release of the new Working Together to finalise the recording and data collection requirements of LA social work services. However initial sites of the draft performance targets suggests that, whilst some of the targets may be a bit 'smarter', the number of targets to hit hasn't greatly changed. Our local model in the CIN team is premised on freeing staff to deliver more direct services to families in order to have a better impact/outcome in our work with them and we will have to be creative in order to do this in view of the recording requirements which seem likely to remain. However, where there remains LA flexibility around how social work recording is done, we would ask for support to use this flexibility to aid social workers and families.

3.3.2 Youth Advocacy

The Brighton & Hove Youth Advocacy Project (YAP) supports children and young people to have a say in the decisions that are made about their care. The service helps young people to understand and secure their rights and entitlements to services. The majority of the work is with children in care, care leavers, children in child protection procedures and children with disabilities. These groups of children have a statutory right to an advocate if they wish to make a complaint or a representation. The team also works with young parents whose children are subject to child protection procedures.

3.3.3. Young People's Involvement in Child Protection Procedures

'The child protection system should be child centred, recognising children and young people as individuals with rights, including their right to participate in major decisions about them in line with their age and maturity.'
The Munro Review of Child Protection (2011).

Between December 2010 and May 2011 a piece of work was initiated to increase the involvement of young people (12+) in their child protection conferences. Altogether, 30 young people participated in the pilot and were invited to share their experiences.

Just over half of the young people reported that they felt the child protection plan would make them safer. These young people also reported that they had been given information about the conference, were supported by advocates and attended their conference. They also reported an increase in self advocacy skills.

Ninety per cent of the young people interviewed had received an explanation of the child protection process from their social worker, Independent Reviewing Officer or advocate.

Young people reported that their primary reason for wanting to attend the conference was to increase their understanding of what is happening. All the young people who attended the conference reported that some or all of their views were taken into account. Eighty per cent of these young people reported feeling more able to speak up for themselves, take part in meetings and ask for help.

The views of these young people, their parents/carers and practitioners were presented in the project evaluation report and the findings are now being used to take this work forward in 2012-13.

3.4 Integrated Child Development and Disability Service

Within the Integrated services families can self refer or can be referred by a professional that knows the family. Families are referred for an assessment when they wish to access a social care support service, such as short breaks, respite care or direct payments. Families may also be referred if there is concern that they are struggling to cope or if there is a child protection concern regarding their disabled child.

We have a fully integrated care pathway which determines how a child's needs will be assessed and which professionals will be involved from health and social care. Within the service we have a specialist social work team. When it is identified that a child who falls within our service needs social care/social work input and where they have a severe learning disability or moderate disability with challenging behaviour or mental health issues they would receive a social work service from the specialist team. If a child does not have this level of disability then they would be referred into to ACAS or the Child in need service.

The specialist city wide social work team is a small team of approximately seven social workers and three social work resource officers and generally we work with families where there are not safeguarding issues. However the team undertakes all CP investigations involving the disabled child and where their siblings may also be at risk and where necessary initiate and lead care proceedings as well as supporting disabled children in care. The ethos of the team is to work in partnership with families to build parent carers resilience and to try to enable disabled children to remain at home in their local communities and for parent carers to be able to continue in their caring role. Families may have more than one disabled child or the carer may have particular needs. We consider the needs of brothers and sisters of disabled children particularly if they are undertaking a caring role. As far as possible we consult directly with disabled children and young people who always remain at the heart of all our planning.

We recognise that looking after a disabled child can put families under pressure and can at times be difficult and challenging. We know that children and young people tell us

that they want to stay living at home leading normal lives and as far as possible this is what we try to achieve.

Once we have completed an assessment, which fully involves the disabled child and their family, identifying the needs of all family members and highlighting areas that are working well, together with areas where additional support may be needed. This is then jointly signed to show that families agree the information is accurate.

If the assessment makes a recommendation that involves providing services such as direct payments or short breaks, it is taken to the multi- agency Resource Panel where we try to allocate resources as fairly and as effectively as possible.

If a disabled child and their family is eligible to receive a service from the specialist team, or is deemed to be in need of protection, they will become 'open' to the team. They will be managed within the duty system, or a specific social worker or social work resource officer will be allocated and will be a point of contact and responsible for co-ordinating and reviewing services.

Every child will have a Child In Need (CIN) Plan, setting out what the aims and desired outcomes are of the service(s) provided. The allocated worker or duty team will also offer support and advice as appropriate. They meet with families on a regular basis, depending on the level of service provided, in order to get to know them and to keep their needs central to our planning.

We have a range of support services which include a Keyworking Scheme, Direct Payments, various short break (respite) opportunities and we also have two council residential children's homes, Tudor House and Drove Road .

We also have a range of contracts with the voluntary sector providing a variety of services including befriending , family based short breaks, sitting service.

3.5 Transition to Adult services

This is often a particularly challenging time for families and can be a time of great stress. We have a transition team which is a jointly funded team with adult services. The team has 3 f.t.e. Transition Case Workers who provide support and guidance to young disabled people and their families between the ages of 14 and 25 years, these are 'active cases ' from 16 years in social care. The transition team works across children's and adult services to ensure that the young person is central to the transition planning process. Transition Workers devise a transition plan / assessment and oversee, monitor and review this and ensure joint working relationships with key partners e.g. Schools, Children and Adult Services, Specialist Health Services and Service Providers.

3.6 Social Work Performance

3.6.1 Lead and Outcome Indicators

The final Munro Review report proposes that, in future, any national performance indicators should focus on tracking overall progress towards better outcomes for

children and young people whilst Local Safeguarding Children Boards (LSCBs) should focus on developing their own local performance management arrangements to support shared learning and systems improvement (Munro, 2011). The 'Canary in the Cage - Lead Indicators and their potential use by Local Safeguarding Children Boards and partner agencies' report (September 2011) has suggested that 'the use of lead indicators and outcome indicators could potentially encourage a more joined up conversation between performance and evidence-based practice. It was clear that these are still seen as separate worlds – run by separate teams. Typically indicators should draw attention to those areas of practice that require further investigation.'¹

These lead indicators can help to:

- Encourage foresight and pro-active decision-making
- Minimal lag between operational events and report
- Readily available and cheap to produce
- Focus on activities over which managers have operational control

3.6.2 The quality of professional decision-making

'All of the managers interviewed believed that conversion rates made good lead indicators because not only did they give them important insights into the workings of their local systems, they also gave them timely feedback to support the day to day management of the system.'²

(i) Conversion rates from referrals to initial assessments;

This is an existing performance indicator and a former National Indicator NI68 - Percentage of referrals to children's social care going on to initial assessment. The rolling year percentage of referrals leading to Initial Assessment has fallen from 69% as at April 2011 to 57% as at March 2012. This is below the national average of 71.5% and the statistical neighbour average of 76.3% for the year ending 31st March 2011. Our position at 31st March 2011 fell within the inter-quartile range for our statistical neighbour group. The change in performance over the last 12 months demonstrates the success of the Advice Team in helping to refine the work coming into social work.

(ii) Conversion rates from initial assessments to core assessments;

Although this is not an existing performance indicator, there is nationally available data for the total number of Initial Assessments and Core Assessments completed in the year and a conversion rate can be calculated from this publication. Core Assessments represented 54.7% of Initial Assessments in Brighton and Hove in the year ending 31st March 2011, above the national average of 42.2% and the statistical neighbour average of 40%. The data reveals that there is a range of performance for this indicator in our statistical neighbour group, with York lowest at 21.1% and Plymouth highest at 64.4%.

¹ Canary in the Cage? Lead Indicators and their potential use by Local Safeguarding Children Boards and partner agencies p21 Mike Pinnock September 2011

² Canary in the Cage? Lead Indicators and their potential use by Local Safeguarding Children Boards and partner agencies p13 Mike Pinnock September 2011

(iii) Conversion rates from core assessments to plans;

Data from the 2010-11 Children in Need Census revealed that Brighton and Hove was ranked 1st for Core Assessments out of 152 Local Authorities as a rate per 10,000 (398.7 per 10,000) and 3rd highest for Child Protection starters (100.2 per 10,000). In Brighton and Hove, the conversion rate between Core Assessments and children becoming subject of a child protection plan in the year ending 31st March 2011 was 25.1% compared to 26.4% nationally and 28.3% for our statistical neighbours.

(iv) Outcomes of subsequent plans

We have decided to use this suggestion as an opportunity to develop a range of outcome measures across the Service. The rationale is to establish at different time intervals (1 week, 4 weeks and 4 months) the status of that child after a critical point in a child's journey through the social care pathway. Currently, those statuses include closed to social care, 18 and over, child in need, child protection, looked after and dual registered cases (children who are both child protection and looked after). Please note that these are new local measures which may require further development over time. There is no baseline or comparator data to compare these measures against and the figures should be viewed in this context.

The critical points in the child's journey through the social care pathway are:

- The end of a child protection plan
- The end of a LAC episode
- Leaving the Advice Contact and Assessment Service
- Leaving Children in Need/Child Protection Service
- Leaving the Children in Care Team

We also propose to look at the end of a Child in Need episode.

To ensure that the results are comparable across the different timeframes, the current month's measure looks at the cohort of children who reach the critical point 4 months earlier and then traces their outcomes from that point. This enables us to identify cases where the child was closed to the social care at 1 week but had returned at the 4 months stage. For example, for cases closed to ACAS between 1st September and 31st December 2011 and no longer opened to social care after a week, 6% on average have returned to social care within 4 months. We were also able to demonstrate using these measures that of the cases leaving ACAS between 1st September and 31st December 2011, at the 4 month stage 9% were subject of a child protection plan, 2% were looked after, 14% were a Child in Need and 75% were closed to social care.

We cannot apply this methodology to the other Service Areas at this stage because they went live in January 2012 and there has not been a sufficient period of time to gather meaningful statistics on outcomes for those cases.

3.6.3 Levels and quality of partnership engagement.

- **Attendance at initial/review child protection conferences by partner agencies**

While this is currently collected, we have recently identified data recording issues and this requires a change in process before we can reliably report conference attendance by partner agencies.

3.6.4 Client Characteristics

The Draft of Children's Safeguarding Performance Information for Consultation January 2012 proposed the following indicator which provides a comparable measure of referrals where parental/carers' problems are a contributory factor.

Referrals to children's social care where parents/carers' mental health, substance abuse, domestic violence or learning disability is a feature (rate per 10,000 population), measured at the end of assessment

The Value for Money Prevention Work Stream also identified a need to better understand parental/carers' problems as a contributory factor and the following 'client characteristics' were added to Initial and Core Assessments in March 2012 which would be compliant with the proposed indicator.

- Domestic violence
- Low income
- Neglect
- Parental mental health
- Parental alcohol/substance misuse
- Parental learning difficulty

As this only went live in March 2012, data will be made available in due course.

3.6.5 Reporting Performance – include national comparator group

A weekly exceptions report is produced as internal operational tool which is sent out weekly to allow early sight of these issues so they can be fixed immediately.

Social Care Performance Data is produced monthly by the Children's Social Care Performance Team. A key principle is Monthly Monitoring is a validated and signed off dataset and all published reports should be based on this single source as far as possible.

The data is validated and signed off at meetings chaired by the Performance Team with Service Managers and Local Information Officers. Commentary for the Key Messages document is agreed at the sign off meetings and any issues arising are discussed at a meeting chaired by Head of Children and Families with the Performance Team and Social Work Service Managers.

The Monthly Monitoring data and Key Messages are distributed to relevant staff across the organisation and discussed in detail at the Social Work Service Manager's Performance Board. The data is included in various reports including the quarterly Local Safeguarding Children's Board Management Information Report, the Corporate Parenting Report and the Joint Commissioning Management Group Report.

3.7 Managing and Improving Performance

3.7.1 Benchmarking

Social Care data for the year ending 31st March is collected centrally by the Department for Education (DfE) annually between April and June for every local authority in England. The DfE publishes a range of social care performance and demographic information in the following autumn, and the Performance Team produce benchmarking reports which compares our performance with the national average and our statistical neighbours.³ These reports help to better understand and contextualise our social care activity and performance and identify where we are performing well and areas for improvement. Ofsted produce a social care benchmarking tool and the data from this tool is used as part of their inspections so it is important that we understand our performance in this context.

3.7.2 Quality Assurance

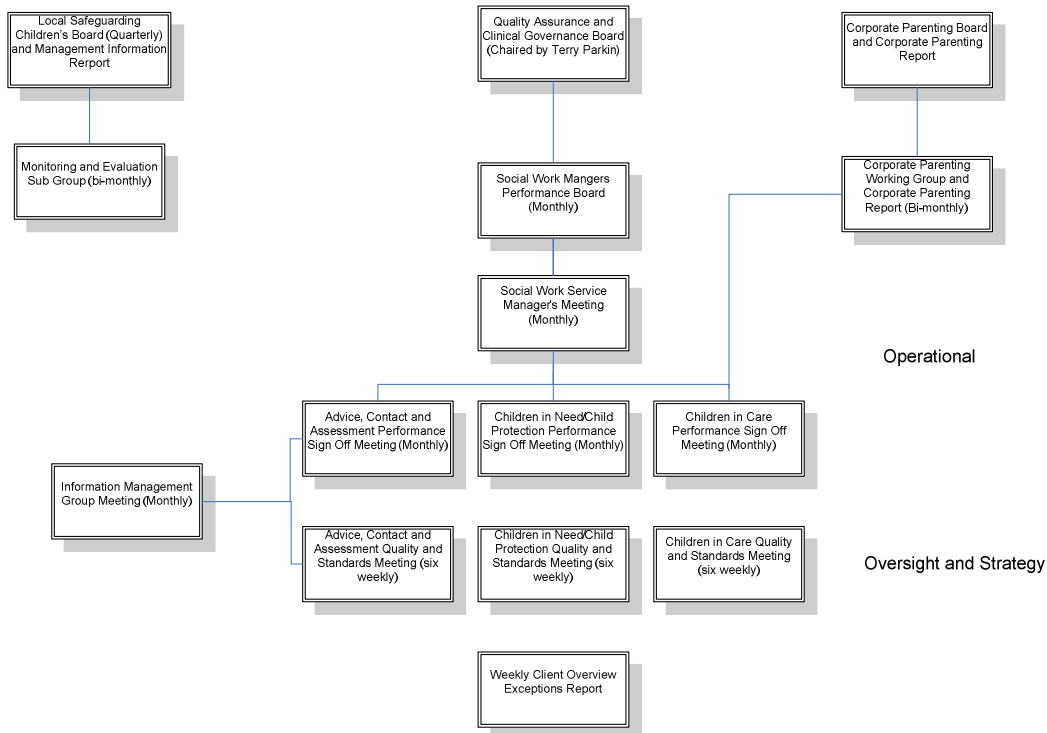
More recently, the Advice Contact and Assessment Service, Children in Need Team and Children in Care teams are holding regular Quality and Standards meetings to:

- Inform and develop their Service Improvement Plans;
- Develop additional performance measures and analysis to evidence the effectiveness of their Service Areas;
- Monitor and evaluate the audit process.

A reporting performance structure chart has been included below to illustrate the current performance process in Children's Social Care.

³ Statistical Neighbours (SN) are ranked in order of statistical closeness, with the top SN being closest: Bristol, Bournemouth, Portsmouth, Reading, Sheffield, Southampton, Bath and North East Somerset, Southend-on-Sea, York and Plymouth

Performance Structure May 2012



Measuring the impact of service delivery is essential to achieving improved outcomes for children and their families and reducing the impact of disadvantage for vulnerable children and young people.

A key recommendation of the Victoria Climbié enquiry in 2003 was for a strong quality assurance system that would evidence that services were being delivered effectively and to standards that would enable children's welfare to be safeguarded and promoted.

The Munro report also highlights the importance of developing approaches and quality assurance measures that better reflect outcomes for children and young people: The report also highlights the benefits of quality assurance approaches such as case audits and peer reviews.

Critical appraisal of the assessment and planning for a child and family....should be seen as central to good practice in reducing error. Ideally, this should be part of the culture and seen as not a personal attack but an outsider helping to pick up the unseen spots or offering a new angle on the problem (2011, p91).

The Brighton & Hove Social Work Quality Assurance Framework (QAF) was introduced in 2010 to monitor the impact and quality of service delivery on children and their families - to establish whether and in what way their lives are better and safer as a result of the services and interventions provided. The focus is on child protection and it includes a number of key activities which aim to ensure that services and systems are safe, effective and of a consistently high standard.

Activities include the following;

- Practice Audits
- Themed Audits
- Serious Case Reviews
- Internal Management Reviews
- Multi-agency Audits
- Supervision and appraisal
- Complaints and Compliments
- Participation/Feedback of Children and their Families

Quality assurance is about learning from experience and applying the learning to facilitate continuous improvement in services.

3.7.3 The Audit Programme

Audit is a key element of the quality assurance framework. It is a systematic process to identify and understand how practice is being undertaken, its impact on outcomes for the child or young person and any wider issues involved. In Brighton & Hove the audit programme is now embedded as part of the Social Work performance system (which includes supervision and appraisal).

There are two elements to the audit programme;

- Ongoing audits as part of normal service delivery to quality assure the work being undertaken
- Themed audits are undertaken in response to national or local issues/concerns. Recent thematic audits have included; Domestic Violence, Identity & Cultural Needs, Child in Need Plans & Child Protection Plans (findings to be completed in May 2012).

A set of audit tools have been produced which enable managers to review case files against set processes and standards. The child protection audit tools have recently been updated to incorporate the evaluation criteria for quality of practice from the Ofsted Inspection Framework for Child Protection Services (2011).

A schedule is in place which sets out what is required of managers (including the Head of Service and Head of Safeguarding) including how many audits are to be completed and the frequency.

The findings from each audit are discussed with the responsible practice manager and social worker and any issues or actions are acted upon. Any case examined during the auditing process that gives cause for concern is brought to the immediate attention of the relevant Service Manager.

In addition, the findings of the audits are collated, analysed and presented in a series of reports to managers and practitioners to highlight areas of good practice and areas of concern which provide a baseline of performance.

The findings from audits are used by Service Managers to target areas of practice and procedures that require development and to inform organisational learning. Over time, emerging themes from the audits will provide a basis for further, more focused activity.

Examples of action taken in response to audit findings include;

- Staff training on Identity and Cultural Needs
- The Children & Families Supervision Policy reviewed & updated
- The CIN and Child Protection Plan re-designed
- A system of Practice Notes for Social Workers introduced
- Observation of Child Protection Conferences by Senior Managers introduced
- A review of the Child Protection process is currently underway

3.7.4 Child Protection Audit Comparison Report

Ongoing audits are part of normal service delivery to quality assure work undertaken by social workers. For Child Protection, a comprehensive audit tool is used to enable managers to review case files against agreed and published child protection processes and standards.

This report compares the findings of 23 Child Protection cases audited in Quarter 3 2010 (Dec) with 36 cases audited in Quarter 2 & 3 2011 (July – Dec 2011).

Where concerns are identified regarding a child's safety or wellbeing during the course of an audit, the auditor notifies the case holding Social Worker and their Manager as a matter of urgency. Action does not wait until auditing is completed.

Overview

The findings from the July-Dec 2011 audits show that there have been a number of noticeable improvements to child protection work since the audits completed in Dec 2010. These include;

- (i) Appropriate action is taken on referrals in 91% of cases (Dec 2011) compared to 76% (Dec 2010). In cases where appropriate action was not taken, the children were already on plans at the time of the audit so there were no immediate safeguarding concerns.
- (ii) In Dec 2010 core assessments were judged to be ineffective in 8 cases. By Dec 2011, the quality of core assessments has improved and in all cases the assessment provides a clear picture of the child's situation and needs. The majority of assessments are judged to be thorough with good decision making, appropriate analysis and a clear identification of strengths balanced with the risks/concerns.
- (iii) All Review Conferences are held within the required timescales and the majority are effective in reviewing whether the plan has been implemented and agreed in a timely way. There are no cases judged to be inadequate.
- (iv) In Dec 2011 there are some good examples of quality supervision in implementing the plan and improving outcomes for the child. However, there are 2 cases where

supervision is judged as inadequate. In these cases, plans have been put in place for supervision to be closely monitored by the team manager and this will include observation of supervision sessions. Supervision training has also been included in the Transformational Workforce Development Programme.

- (v) Overall, there has been a marked improvement on recording. In Dec 2010 seven cases were judged to be inadequate whereas in Dec 2011 this applied to 2 cases. The concerns related to gaps in recording in one case and the absence of Core Group Minutes in another case. Since the audit, interim guidance on linking recording with process, and with the impact on the Child Protection Plan and the outcomes sought has been issued to all staff. A Recording Working Group has also met to look at this issue and a number of actions have been agreed to improve the focus of recording on the impact and progress of the Child Protection Plan.

Whilst there has been some improvement to the quality and implementation of Child Protection Plans, some plans need to be more outcome focused with more detail about what is expected of the parent(s). Following the Dec 2011 audit, the Child Protection Plan template has been re-designed and a sample of cases are currently being checked to see if the new plan is having the desired effect and/or if there are further improvements that can be made.

In both audits, Core Group working requires further attention. The Dec 2011 audit found that some Core Group meetings are not held within the required timescales and the frequency of subsequent meetings is variable. In addition, there are some cases where Child Protection Plans are not updated to reflect Core Group activity. To address these concerns, Core Group working will be scrutinised further as part of the overall review of child protection processes. It is an action in the LSCB Business Plan 2012-13 and it will be an agenda item at the July 2012 Quality Assurance & Clinical Governance Group so that progress and impact can be carefully monitored.

3.7.5 Future developments

The QAF and Audit Programme are currently being updated to strengthen the moderation function and focus much more on impact and outcomes in line with the requirements set by Ofsted.

3.7.6 Serious Case Reviews

The Munro review identifies that the system for conducting Serious Case Reviews (SCR's) has evolved into a process in its own right and that the original aim of deriving learning from deaths and serious injuries has become secondary to a desire to fulfil the expectation of regulators so that learning is not facilitated in the way in which it was intended.

Munro advocates that the systems model of case reviews is adopted along the lines of the model that is currently being piloted by the Social Care institute for Excellence (SCIE) This model uses the experience of practitioners to look at how the things they did were influenced at the time and how the systems in which they operate could be changed to maximise the ability of practitioners and managers to do the correct thing in

the future. We are awaiting further guidance from the government as to how this will be implemented.

There has not been a formal SCR in Brighton and Hove since 2009 but the Local Safeguarding Children Board (LSCB) remains committed to learning from particular cases where practice in relation to a number of agencies has been identified as lacking. To this end the LSCB have conducted two Internal Management Reviews (IMRs) – one in 2010 and one in 2011. Both these cases resulted in action plans which are monitored by the LSCB.

3.7.7 Supervision

Staff supervision is the building blocks to developing the workforce and progressing to the vision of a more autonomous professional outlined in Munro. Supervision is a systematic process to identify and understand how practice is being undertaken, its impact on outcomes for the child or young person and any wider issues involved. The audit activity around quality assuring supervision will include

- audits of supervision records,
- annual observations of supervision sessions for each supervisor,
- an annual review of supervision training and,
- feedback from supervisees

Children and Families Services revised and updated its Supervision Policy in 2011. As part of this policy each practitioner and manager directly responsible for cases receives regular fortnightly supervision from their manager. Those not directly responsible for cases receive supervision sessions each month.

In April 2011 the council wide appraisal process and guidance was adapted to reflect the emerging need across the organisation for more flexibility and to focus on the quality of the conversation between managers and their line reports. The change of emphasis to the council wide scheme to a large extent mirrored the existing practice of social work supervision (policy update in Jan' 2011) with managers focusing more on the 'quality of the discussion' to:

- Improve the quality of decision-making and interventions.
- Enable effective line management and organisational accountability.
- Identify and address issues related to caseloads and workload management.
- Help to identify and achieve personal learning, career and development opportunities.

There are plans to refresh the social work supervision policy to reflect not only the emerging standards for employers from the Social Work Task Force, but also recommendations from the recent pilot Ofsted inspection. This review aims to be completed by December 2012.

All social work managers are currently having their supervision practice further developed with a service wide coaching programme.

The impact of the coaching programme on supervision practice will be evaluated in a number of stages over the coming year.

The council's HR system allows all managers to record the supervision and appraisal meetings thereby providing assurance that supervision is happening and allowing scrutiny of the quality of these discussions on a targeted basis.

3.9 Taking action to improve performance

(i) Advice, Contact & Assessment Team

ACAS has a Quality standards Group which monitors both performance and the outcome of audits. We have also developed user feedback systems to include user views into this process. This leads to a number of actions to improve performance and these are listed within service improvement plans. There are also a variety of measures to raise the quality of practice. There is the Transformational Workforce Development Programme to embed analytic assessment and outcome focused practice. The Practice Manager grade has been taking part in coaching & mentoring programmes to improve the overall management and oversight of supervision.

(ii) Children in Need Team

Many of the measures to improve performance in the CIN team have been referred to in the sections above – but the priority areas of service improvement in our activity plan are in summary the following.

- Transformational Workforce Development Programme – (February 2012 to February 2013)
- Delivery of selected interventions – (1 from June 2012 & 3 from November 2012).
- Management coaching & mentoring training. (Ongoing 2012)
- Improving recording systems to ensure they are briefer, outcome focussed and family friendly. (March – July 2012).
- Improved and more timely risk assessments for each child protection family. (Training underway, implement Autumn 2012)
- Outcome-focussed plans, (complete August 2012)
- Improved service-user focus/Parents Charter, (action plan by end June 2012), learning from service users.
- Learning from practice, (learning logs for children who come into care) - July 2012
- New data set to help measuring outcomes. (July 2012)
- New more robust decision-making process regarding high cost interventions, (from end May 2012).

3.10 Service Improvement Summary

3.10.1 Early help

Provision of Early Help is critical in order to resolve children and families issues at an early stage and reduce the need for a referral to social work.

The 'Supporting Families' document outlines the process and thresholds adopted in Brighton & Hove for providing help across the age range and tiers of need.

In Brighton & Hove we use a family based approach: the Family Common Assessment Framework or Family CAF. The threshold for Family CAF is when a multi agency plan and intervention are required to address the needs of the child, young person or family. This is appropriate because we know from our data that in the majority of social work cases parental issues such as substance misuse, mental health and domestic violence are adversely affecting the child or children.

Based on the numbers of new referrals to social work we calculate that we should have a rate of about 60 Family CAF's initiated in a month across the city.

In 2011-12 we had an average of 43 CAF's per month initiated so we are currently underperforming.

This is despite significant investment. For example:

- Advice Team established in October 2011 attached to ACAS with 2 additional CAF mentors.
- Continuation of Family CAF modular training programme plus additional resources such as Practice Development sessions and bespoke Family CAF training offered on request.
- Redirect to CAF process set up in April 2011 within social work to facilitate the transition to preventative services for cases below the social work threshold or where social work intervention has lowered risk below the social work threshold.

Analysis has identified four strategic requirements that need to be in place for Family CAF to be used successfully in a school, team or service. These are:

- Senior Management support and priority given to Family CAF
- Family CAF embedded in service specific systems and processes
- A clear practice model for each service in relation to Family CAF and ensuring capacity to implement
- Skills and confidence of the workforce in talking to parents and carers

We are undertaking strategic work with the LSCB and leaders and partners in the city to make sure these components are in place.

In addition a number of other new initiatives have been put in place to increase and support Early Help:

- A pilot has been initiated to place social workers in two schools in areas of high deprivation: Fairlight and Moulsecooomb
- A conference is taking place in the city looking at the benefits of a public health approach to Parenting

- A Directory of Interventions has been produced outlining evidence based approaches offered by Children & Families to enable a Team around the Family to match need to service provision more effectively. All interventions have been costed.
- A Transformation Workforce Development Programme (TWDP) is taking place across the children's workforce training and equipping practitioners to deliver new evidenced based approaches

3.10.2 Improve Children's & Young People and families (resilience)

There is an increased emphasis in the current Transformation Workforce Development Programme (running from February 2012 to February 2013) on strengths based work with families and trying to shift to a more balanced strengths and risks paradigm in social work delivery, rather than the deficit/risk averse model which has existed nationally in much child protection work. Social work staff will be assisting with delivery of various interventions (e.g. Triple P Parenting Work, protective behaviours input, video interactive guidance and Community Programmes for Women and Children Experiencing Domestic Violence). The common thread for these interventions is in building parents' and children's confidence in making good decisions for themselves and their families and allowing families to contribute solutions to their own difficulties. Social work staff are also all being trained in 'motivational interviewing techniques' and 'solution focussed approach' in order to assist positive engagements and problem solving with families who are often anxious and resistant about social work involvement with their families. Family resilience is sometimes not improved when we do not get past a stage of positive engagement and trust building.

3.10.3 Improve children and families experience (customer focus)

Each of the Social Work Teams will be drawing up action plans incorporating a range of measures to improve parental involvement and to improve how we listen to parents views and then pulling the general goals and standards into a Parents' Charter. This will include issues such as

- Ability to contribute to decisions around what services they, (children & families), receive and assessments about their families.
- Collating and disseminating complaints learning.
- Considering how parents &/or young people could become involved in more consultative work around service development.
- Recruitment practices and possible service user involvement.
- Case closure questionnaires
- Management case audits which include discussion with family on how the service is working for them.
- Child in Need Plans which include option for families to make their own recommendations for how matters in their family could be improved/helped.

3.10.4 Improving capabilities of workforce to deliver effective service intervention

As has been covered, the overall strategy is to offer early and effective help to more families, in order that fewer children and families have a need to enter the child protection process, and/or, become looked after by the City Council.

The Transformational Workforce Development Programme as it relates to social work staff is designed to achieve three key areas:-

- to increase the range of skills social work staff can offer in both engagement and relationship building;
- having a core of staff who can deliver a group of relevant interventions to help families increase their safety and improve their functioning;
- to increase the confidence of staff to undertake risks, strengths and needs assessments at an early point in long-term support, to take a clear and balanced view of overall roles and strengths against interventions required to help achieve key outcomes and improvements sought. These assessments can be updated at regular points in light of new circumstances.

The aim, therefore, is for the Children in Need Service to increase its confidence in evaluating risks in a balanced way and in delivering more direct help to families, as opposed to referring out for all of these services. In turn, the outcome sought as a result of this is again to reduce the numbers of children needing to come into care, or to be in the child protection process. It is important to stress that these numbers cannot, and should not, decrease every single month, but that these would come down most months and overall over the next year or two.

It is also important to stress that capability and capacity cannot be entirely separated. There are, therefore, measures underway to both reduce the volume of recording for social work staff and also, over time, to reduce the overall numbers of children open to the Children in Need and Child in Care Teams. There will be a clear equation between the effectiveness and the quality and quantity of work. The ability to move stabilised and safer families back out of social work to CAF, or targeted support, is a key part of this and does, at times, need senior staff to help increase take up of CAF in some services.

Stage 2 of the document Directory of Interventions was completed in August 2011 and updated in April 2012. Stage 3 submissions, including from the Social Work Teams, are currently being submitted and Stage 3 should be completed by June/July 2012.

Overall the tool is designed to assist the effectiveness of our work with families and also to promote an awareness of the relative costs of the work we do as a Children and Families Service.

3.11 Directory of Interventions

The Children and Families Delivery Unit has taken the view that all of the services we directly deliver, or request, from partner agencies for families should be evidence-based and costed. There are three key reasons for this:-

- in order that the 'quality and effectiveness of help offered' (Eileen Munro) can be demonstrated;
- in order that in a restricted budgetary climate, we can demonstrate that the services we offer work for most families and that we do not waste resources by offering them either ineffective services, or the wrong services for the outcomes we are seeking;
- costed interventions allow a greater transparency as to the relative costs of our activity and, set alongside greater budgetary flexibility, can allow money to be made available for interventions to prevent higher cost expenditure to be funded accurately from a range of funding streams on a spend to save basis.

Consequently a complex staged process involving managers, service providers and finance colleagues has been employed, to allow submissions eventually from all directly employed, or commissioned, services for children and families. The submissions for each intervention are required to include evidence of validated, national and local research and evaluation and a link with:-

- what outcomes the intervention can achieve in relation to national standards (Every Child Matters);
- what tiers of need, based on our local tiered approach 'Supporting Families in Brighton and Hove', the intervention is suited and evidenced to be effective at;
- what general outcomes families can expect from this intervention fitting in with our local strategic priorities, to seek to offer early and effective help to as many local families as possible.

3.12 Workforce Development

The focus is moving from traditional training to belief in the appreciation of need to provide a range of learning opportunities

- Transformation Workforce Development Programme (TWDP)
- Core Skills and Knowledge (CSK)
- National Regulators and frameworks
- Professional autonomy standards required in Munro report

The Workforce Development Team work closely with service managers and the social work faculties of the two local universities (Sussex and Brighton) to meet the changing needs of the social work profession and more specifically those working for the Council. These universities provide a steady supply of quality Newly Qualified Social Workers (NQSW). 18 Newly Qualified Social Workers (NQSW's) completed the first module in the PQ Award in 2010-11 academic year (spans financial years 2010/11 and 2011/12). The module is accessed as part of the bespoke package of support and development offered to NQSW's in their NQSW Induction Year. The Induction Year will transition to become the Assessed & Supported Year in Employment (ASYE) in September 2012. All 18 NQSWs were retained in employment to develop their practice and become a more experienced social worker.

Learning and education for more experienced social workers is also provided by the local universities. 72 Social Work staff and managers (in addition to the 18 NQSW's) were supported to access a further 106 PQ module places in 2010-11 academic year.

In addition to this extensive range of professional qualifications, more recently the Transformational Workforce Development Programme (TWDP) was developed. The TWDP is an intensive 12 month programme of skills, intervention and practice development to support specialist ways of working in intervention and prevention in Children's Services. This programme supports the council wide value for money (VFM) programme being commissioned in November 2011 with delivery starting in February 2012. The programme offers a range of training in key, underpinning skills in assessment, communication, motivational interviewing and solution focused approaches together with initial training in a number of direct interventions:

- Video Enhanced Reflective Practice (VERP)
- Video Interactive Guidance (VIG)
- Triple P
- Protective Behaviours
- Safety Planning
- Living without Violence

The initial scope of the TWDP targeted a total of 240 staff across a range of services including Health Visitors, Early Years Visitors, Family Intervention Project Workers and social work qualified and non-social work qualified staff in ACAS and CIN services. As the Transformation agenda gathers pace the scope is widening to support the transformation of other services including Integrated Children Development and Disability Service, Youth Offending Service, and Contact Service.

Some courses in the TWDP were drawn from the existing Core Skills & Knowledge (CSK) learning and development programme and the Local Safeguarding Children Board (LSCB) multi-agency training programme. Both programmes are commissioned on an annual basis and between them meet the ongoing development needs of staff working in all roles across Children's Services, PVI, Schools, Police, Health etc. Opportunities to mainstream TWDP interventions training in the CSK programme are being explored.

Increasingly, the focus of workforce development will shift to reflect a range of responsive, reflective and evidence-based opportunities for learning, for example:

- Accessing latest research into evidence-based practice on Community Care Inform
- Direct observations of social workers practice
- Experienced practitioners co-working cases and/or mentoring less experienced practitioners
- Job shadowing
- Coaching
- Action learning sets (ALS) etc.

Coaching & Mentoring programmes for Practice Managers and Team Managers in Children's Services are seen as fundamental in the performance management of social work practitioners. The programmes combine group coaching skills and practice development with one-to-one coaching and observation of supervision practice. Following completion of the programme, managers will be invited to join Action Learning Sets to facilitate ongoing peer group learning. The programmes are delivered by an experienced and social work qualified Lead Coach. Early indications from feedback is

that these programmes are making a recognisable difference to performance of managers and those they supervise; a full evaluation of the programmes and impact assessment will be undertaken later in 2012.

The wholesale reform of the social work profession in response to 'Building a safe and confident future' (Social Work Reform Board, 2010) and 'Munro review of Child Protection' (Eileen Munro, 2011), the upcoming change in regulator on the 1st August 2012 and the launch of the College of Social Work is resulting in a move towards a professional autonomy position. We will seek to learn from other local authorities as we develop a coherent model of continuing professional development (CPD) and professional progression that supports professional autonomy and blends the Health & Care Professions Council (HCPC) standards of proficiency, conduct, performance and ethics, the Professional Capabilities Framework (PCF) and the new National career structure/National Joint Council (NJC) job profiles.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

This report is an introduction to the social work case management task in Brighton and Hove and as such has no direct financial implications as all the current tasks can be met from within existing resources. However as each of the eight key areas are reported on in the future, any recommendations arising from these reports will need to be fully costed.

Finance Officer Consulted: Name: Louise Hoten Date: 21/05/12

Legal Implications:

The report sets out the context in which eight key standards of social work practice have been identified. This is also against the backdrop of significant reform of the family justice system confirmed in the Queen's speech, which will include the introduction of a statutory time limit of the length of care proceedings to 26 weeks and a reduction in the number of independent experts being commissioned. High quality credible social work and confidence in social work expertise and assessments will be essential to achieve both this, and the government agenda to improve delays in achieving permanent outcomes for children whom cannot safely live with their birth family.

Lawyer Consulted: Natasha Watson Date: 29.5.12

SUPPORTING DOCUMENTATION

Appendices:

1. **Appendix 1** – Social Work Reform Board Briefing
2. **Appendix 2** – Summary of the Munro Review of Child Protection
3. **Appendix 3** – Structure charts for Advice, Contact & Assessment, Children in Need and Integrated Child Development and Disability Service

Appendix 1

Social Work Reform Board Briefing

Social work is changing for the better. Working together, the social work sector has developed the tools that will drive up the quality of social work practice and improve services for children, adults and families.

For too long the system that educates, supports and employs social workers has not always resulted in high standards of social work practice across the country. Professional standards and judgement had lost out to bureaucratic approaches. Newly qualified social workers have not been consistently supported or mentored, employers have been dissatisfied with the calibre of newly qualified social workers sometimes expecting too much of them and the children, adults and families that use services have not always had the high quality care and protection that they deserve.

That is why the Social Work Task Force made 15 recommendations for a comprehensive reform programme. The Social Work Reform Board was set up to drive the reforms. In January 2010 representatives of social workers, service users and carers, employers and educators embarked on a joint endeavour to bring about sustained and lasting improvements to social work. Supported by Government and united by a common aim, we have produced a number of wide ranging tools for change.

We knew that prescriptive proposals from the centre were unlikely to work. Well meaning but ultimately short sighted or bureaucratic reforms in the past had not addressed the fundamental need to improve the quality of social work practice. Real and lasting improvements would require a complete programme of sector-led reform, with the social worker's journey from initial training to senior practitioner and to sector leader at its heart.

Working collaboratively to build consensus, we had developed tools that can be of practical help. Building on feedback on draft proposals, evidence from test sites and the recommendations of the Munro Review of Child Protection, we have created a set of products that together can bring about improvements to each part of the system.

Ensuring the quality of social work

For the first time the social work sector has produced and agreed an overarching Professional Capabilities Framework (PCF). This underpins all the Reform Board's products, giving consistency across all aspects of social work. This framework will underpin the social work degree, a

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social worker's first year in employment and their continuing professional development (CPD) throughout their career. It helps social workers to develop their capabilities, deepen their knowledge and extend their skills to deal with increasingly complex and specialist work. It helps employers with appraisal and workforce planning. It shows the public and other professions what social workers do. It should enable more flexibility and choice, promote organisational and personal responsibility for CPD, and will give greater priority to ongoing learning and development. The PCF will be held and developed by the College of Social Work on behalf of the profession.

Getting the right people into social work - a set of recommendations on the best ways to select the right candidates onto the social work degree is now available for higher education institutions (HEIs) to use and adapt to their own procedures. Admissions teams are already telling us that key recommendations are improving the calibre of entrants on to the social work degree. The guidelines will be owned by the College of Social Work who will continue to promote a rigorous and evidenced-based approach to choosing the right people to train as social workers.

Developing the right knowledge and skills – a new curriculum framework will help HEIs and their partners to design social work degree courses that allow students to acquire the knowledge and skills that lead to high quality social work practice. This means that from September 2013 at the latest, students will benefit from a more consistent and relevant degree curriculum. The College of Social Work will own the framework as well as illustrative curriculum guidance for HEIs who want to access more in depth tools to aid curriculum design.

Preparing to work at the front line – guidance for HEIs on the most effective way to structure practice placements and principles for good partnership working between employers and HEIs are now available. These tools will help employers and HEIs to work together so that by 2013, practice placements really will prepare students for the realities of front line practice.

Assessed and Supported Year in Employment (ASYE) – a programme of support and assessment for all newly qualified social workers will be established from September 2012. With the support of their employers, newly qualified social workers will need to show that they have met the ASYE standards, as set out in the Professional Capabilities Framework. The ASYE is a means for social workers to continue to grow their skills in the first year of practice on the way to becoming an effective social worker.

Supporting social workers at the front line – the Standards for Employers are an agreed set of expectations for people who employ and manage social workers. At the heart of these Standards is the fundamental expectation that social workers will receive regular high quality supervision within an open and supportive environment that promotes time for reflection, collaboration and shared learning. By the end of this year employers' associations will host the Standards for Employers. This will allow the sector, including social workers, service users, trades unions and commissioners to hold employers to account and to expect that the Standards are implemented.

Continuing professional development (CPD) - a new framework has been agreed to promote and support all social workers to develop their capabilities, deepen their knowledge and extend their skills to deal with increasingly complex and specialist work. This will be held and developed by the College of Social Work. It will enable more flexibility and choice, promote organisational and personal responsibility for CPD, and will give greater priority to ongoing learning and development.

Planning for future service delivery – a supply and demand model is now available to enable better national, regional and local workforce planning. It will allow local authorities and other employers to forecast the demand for social workers more accurately and to work with HEIs to ensure that the right numbers of social workers are being trained to meet future service needs.

The Reform Board has been working with organisations within the social work sector to establish the best way for our products to be owned, promoted and developed. Some of these tools are already making a difference but others will need to be embedded within the system before improvements will show.

Social work now has an agreed set of products that can promote high quality social work practice and improve services for children, adults and families. We will shortly have a fully independent College of Social Work acting in the best interests of its members, championing the social work profession and driving up standards of practice. Within the next year we hope to have a Chief Social Worker operating at the heart of Government, helping to shape national policy and keeping social work firmly on the agenda. We will all need to continue to work collaboratively across the sector, to set out the next phase of reform and drive the next phase of sector-led improvement.

It is now up to all of us to build upon this important opportunity for positive and lasting reform.

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Appendix 2

**Summary of The Munro Review of Child Protection: Final Report
*A child-centred system- published May 2011***

Chapter 2 - Principles of an effective child protection system

- i. Should be child-centred
- ii. Family is usually the best place to bring up children
- iii. Helping children and families involves working with them
- iv. Early help is better for children
- v. System needs to offer variety to cover children's needs and circumstances
- vi. Good professional practice informed by knowledge of theory and research
- vii. Uncertainty and risk are features of cp work
- viii. Measure of success of cp systems is whether children are receiving effective help.

Chapter 3 - A system that values professional expertise

- i. Recommends revising statutory guidance. The Framework for Assessment of Children in Need and their Families (2000) to be revised and re-issued to give professionals the responsibility for deciding how the 10 underpinning principles currently in the assessment about being child centred etc, should be implemented in practice.
- ii. Recommends changes to timescales and assessments, no longer Initial and Core, but a proportionate assessment.
- iii. Working together to be revised to distinguish between rules and professional guidance - in future this is to be principles that professionals apply.
- iv. Risk - need to be 'risk sensible' rather than 'risk averse'. Sets out the ACPO 10 'Risk Principles' (P. 43, 44) *
- v. Recommends reforming inspection and providing a new Inspection Framework that examines the effectiveness of all local services in providing help to the child from needing to receiving help, as well as all inspections to be unannounced.
- vi. Performance Information - LAs and partners should use nationally collected and locally published performance data to benchmark performance and measure improvement.

Chapter 4 - Accountability - LSCBs - SCRs

- i. Anticipates that health and wellbeing boards may play a similar role to Children's Trust Boards (Coalition govt plans to remove stat req for LAs to have CT Boards)
- ii. LSCBs should be independently chaired, but "the review does not wish to prescribe this model of operation beyond endorsing the principle that having an independent chair is generally preferable".
- iii. Chair of LSCB to work closely with Police and Crime Commissioner
- iv. Describes current accountability structure, says this may change in the future but doesn't describe changes
- v. LSCBs to monitor effectiveness of local provision of effective early help services (new)
- vi. LSCBs to continue to monitor/encourage, provide and evaluate multi-agency safeguarding training
- vii. Recommends LSCBs undertake case reviews using the systems approach as a useful multi-agency learning tool
- viii. Recommends a systems approach is used in SCRs i.e. move away from the specifics of the case to identify the underlying issues that are influencing practice generally
- ix. Recommends revising statutory guidance on SCRs to remove the requirement for IMRs and to replace the overview author with a lead reviewer, trained in systems methodology who will work with local professionals to collect and analyse data.
- x. The final SCR report will focus on professional practice with minimal details of the child and family concerned.
- xi. Acknowledges concerns around criminal proceedings but believes that systems approach doesn't change current SCR situation in relation to courts;
- xii. A national training and accreditation programme for lead reviewers of SCRs to be developed;
- xiii. LSCB to retain responsibility for initiating and signing off the SCR report;

Chapter 5 - Early help

- i. Govt should place a duty on LAs and stat partners to secure sufficient provision of local early help services specifying what is available set against assessment of need (JSNA), how they will identify children suffering or likely to suffer harm, local resourcing of early help and the identification of the early help needed by a particular family.
- ii. Planned health and wellbeing boards could be potential source of support for this.
- iii. Identifying children at risk - talks about role of schools and police and the development of multi-agency teams

Chapter 6 - Developing Social Work expertise

- i. Education, training, research to inform practice, ongoing training, multi-disciplinary teams

Chapter 7 - Supporting effective Social Work practice

- i. LAs should start an ongoing process to review and redesign the ways in which child and family SW is delivered, drawing on evidence of effectiveness of helping methods and supporting evidence based practice.
- ii. CPD

Summary of the Government's Response – published July 2011

The government agrees with Professor Munro that the system has become too focused on compliance with rules and procedures and has lost its focus on the needs and experiences of children and young people.

It is also agreed that her recommendations need to be considered in the round and in partnership with other services.

Theme 1 - Valuing professional expertise

Government agrees that professional practice has been driven too much by compliance with regulation and rules. They will oversee a reduction in the amount of regulation, and revise the statutory framework to place greater emphasis on the value of direct work with children and their families, and for more evidence based practice.

Theme 2 - Sharing responsibility for the provision of early help

Government will work with partners to create change in how local agencies coordinate their work in order to maximize existing resources and increase the number of preventive services offered.

The report notes that early intervention for teenagers will be given the same importance as for young children, and a non ring-fenced early intervention grant has been made available.

Theme 3 - Developing social work expertise and supporting effective social work practice

Government agrees social workers should be more concerned with the effectiveness of help provided rather than compliance with procedures. The need to improve the knowledge, skills and expertise of social workers throughout their career, from training to continuing professional development (CPD)

Government will work with the Social Work Reform Board (SWRB) to incorporate the development of specific capabilities necessary for child and family social work into the professional capabilities framework (Social Work Task Force, [2010]).

From 2012 these capabilities will explicitly inform social work training, professional development and performance appraisal. The need for a career path allowing for ongoing work with children and families and a stronger voice for practitioners in management and government is acknowledged.

Theme 4 - Strengthening accountabilities and creating a learning system

Government agrees that multi-agency working is critical for accurate needs assessment and provision of the right help, and that clear lines of accountability are vital.

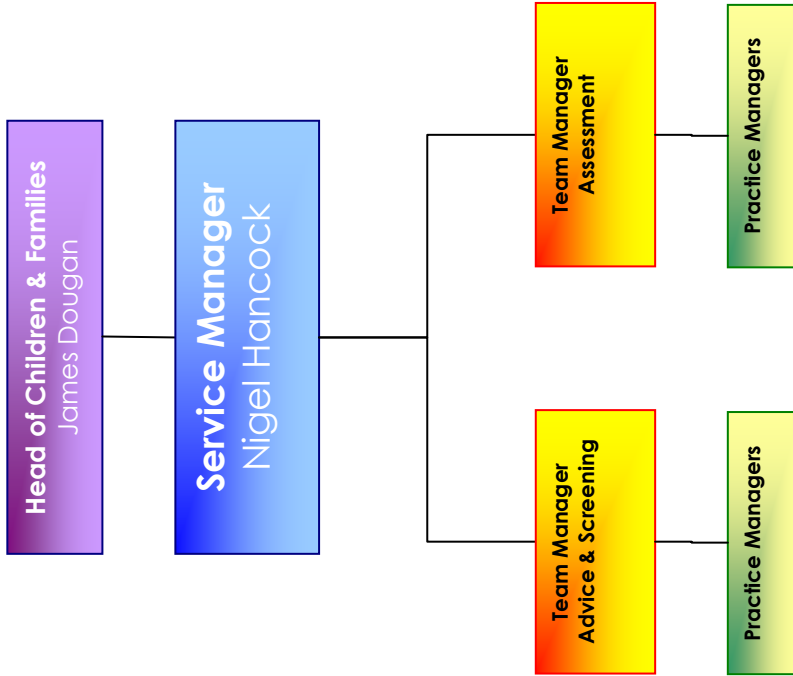
The child protection system will need to become better at monitoring, learning and adapting, and to this end government as also recently issues new guidance statutory guidance on the role of the Director of Children's Services and the Lead Member for children's services and to consider the methodology used by local safeguarding children's boards (LSCBs) when serious case reviews are undertaken.

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Children in Need Teams

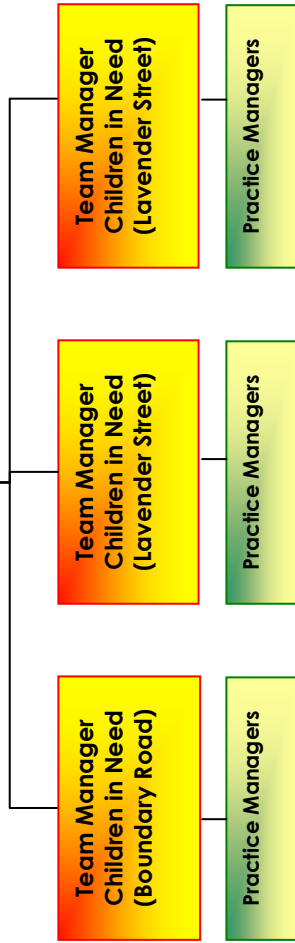
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Based at:
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55 Drove Road
Morley Street Clinic

