





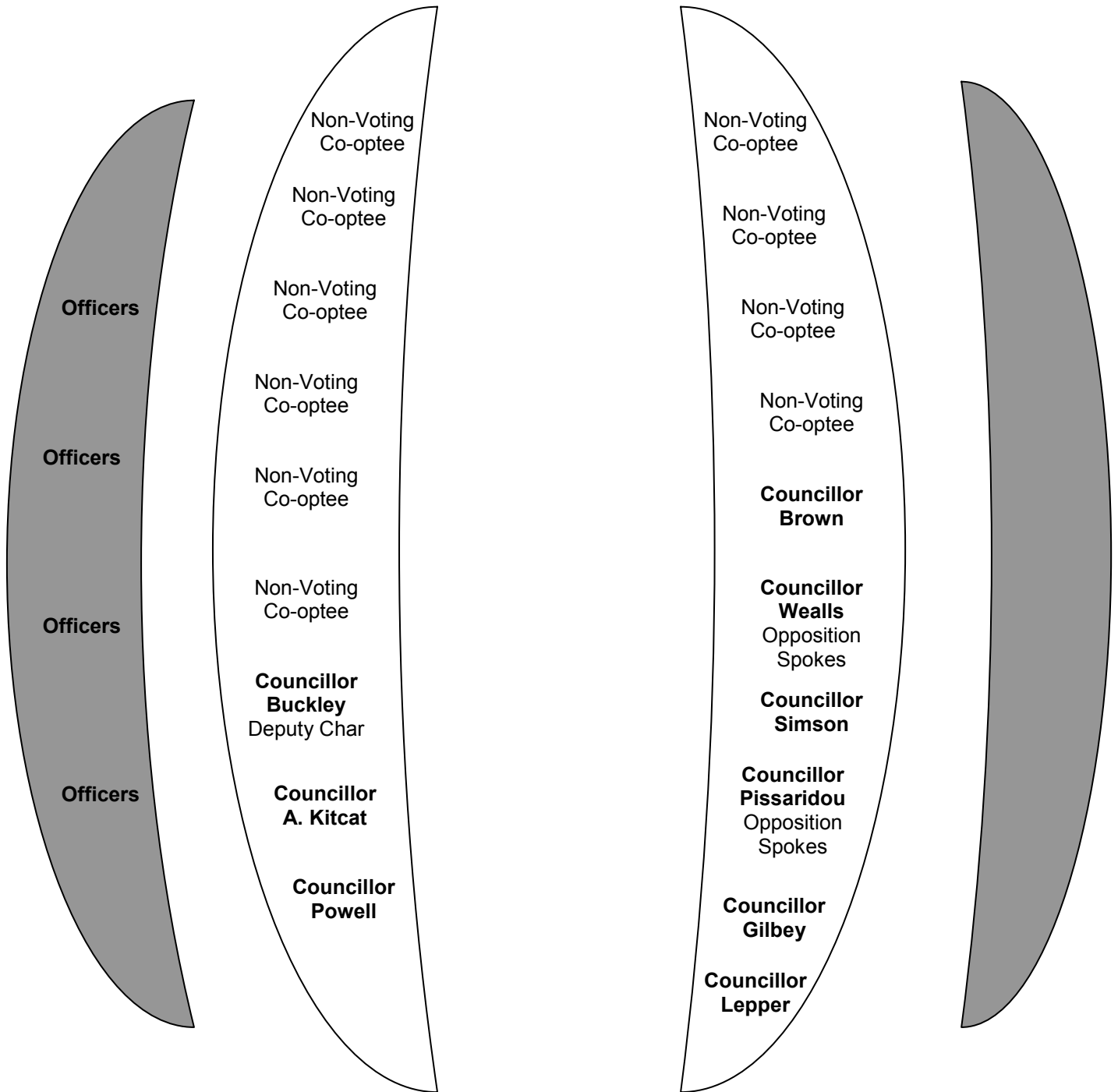
Brighton & Hove  
City Council

# Children & Young People Committee

Title:	<b>Children &amp; Young People Committee</b>
Date:	<b>12 November 2012</b>
Time:	<b>4.00pm</b>
Venue	<b>Council Chamber, Hove Town Hall</b>
Members:	<b>Councillors:</b> Shanks (Chair), Buckley (Deputy Chair), Brown, Gilbey, A Kitcat, Lepper, Pissaridou, Powell, Simson and Wealls (Opposition Spokesperson)
	<b>Co-opted Members:</b> Clinical Commissioning Group (1 clinical and 1 executive); Police Representative; Chair, Local Safeguarding Children Board; Chair, Learning Partnership; Youth Justice Board Representative; Parent Forum; Sussex NHS Community Health Trust; Youth Council (2); Community and Voluntary Sector; CAMHS
Contact:	<b>Penny Jennings</b> Democratic Services Officer 01273 291065 <a href="mailto:penny.jennings@brighton-hove.gov.uk">penny.jennings@brighton-hove.gov.uk</a>
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	<b>An Induction loop operates to enhance sound for anyone wearing a hearing aid or using a transmitter and infra red hearing aids are available for use during the meeting. If you require any further information or assistance, please contact the receptionist on arrival.</b>
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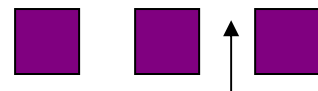
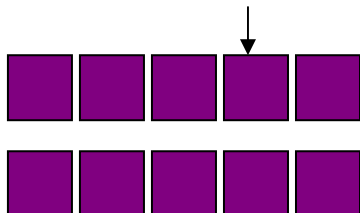
# Democratic Services: Children & Young People Committee

Legal Officer	<b>Councillor Shanks</b> Chair	Strategic Director, People	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



Press

## AGENDA

### 25. PROCEDURAL BUSINESS

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

(b) **Declarations of Interest:**

- (a) Disclosable pecuniary interests not registered on the register of interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

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

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

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

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

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

### 26. MINUTES

1 - 12

To consider the minutes of the meeting held on 15 October 2012 (copy attached).

### 27. CALL OVER

## CHILDREN & YOUNG PEOPLE COMMITTEE

- (a) Items (31 – 36) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

### 28. CHAIR'S COMMUNICATIONS

### 29. PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 5 November 2012;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 5 November 2012.

### 30. MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at 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 referred from Council or submitted directly to the Committee.

### 31. SAFEGUARDING CHILDREN BOARD - ANNUAL REPORT

Report of Chair, Local Safeguarding Children Board (to follow)

*Ward Affected: All Wards*

### 32. BRIGHTON & HOVE CITY COUNCIL: ANNUAL STANDARDS AND SCHOOL PERFORMANCE REPORT 2011/12 13 - 64

Report of the Interim Director of Children's Services (copy attached)

*Contact Officer: Hilary Ferries Tel: 29-3738*

*Ward Affected: All Wards*

### 33. EQUALITY AND ANTI-BULLYING WORK IN SCHOOLS 65 - 76

Report of the Interim Director of Children's Services (copy attached)

*Contact Officer: Jo Lyons Tel: 29-3514*

*Ward Affected: All Wards*

## CHILDREN & YOUNG PEOPLE COMMITTEE

- 34. THE NEW SEN PARTNERSHIP STRATEGY 2012 - 2017** **77 - 98**  
Report of the Interim Director of Children's Services (copy attached)  
*Contact Officer:* Regan Delf *Tel:* 29-3504  
*Ward Affected:* All Wards
- 35. SURE START AND CHILDREN'S CENTRES BUDGET STRATEGY** **99 - 104**  
Report of the Interim Director of Children's Services (copy attached)  
*Contact Officer:* Caroline Parker *Tel:* 29-3587  
*Ward Affected:* All Wards
- 36. TWO YEAR OLD FREE EARLY LEARNING ENTITLEMENT** **105 - 114**  
Report of the Interim Director of Children's Services (copy attached)  
*Contact Officer:* Vicky Jenkins *Tel:* 29-6110  
*Ward Affected:* All Wards

### **37. ITEMS REFERRED FOR COUNCIL**

To consider items to be submitted to the 12 December 2012 Council meeting for information.

*In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, each Minority Group may specify one further item to be included by notifying the Chief Executive no later than 10.00am on 2 December 2012 (the eighth working day before the Council meeting to which the report is to be made), or if the Committee meeting takes place after this deadline, immediately at the conclusion of the Committee meeting.*

### **PART TWO**

- 38. PART TWO MINUTES** **115 - 118**  
To consider the part two minutes of the meeting held on 15 October 2012 (copy circulated to members only)

## CHILDREN & YOUNG PEOPLE COMMITTEE

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.

The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the fifth working day before the meeting.

Agendas and minutes are published on the council's website [www.brighton-hove.gov.uk](http://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.

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If you have any queries regarding this, please contact the Head of Democratic Services or the designated Democratic Services Officer listed on the agenda.

For further details and general enquiries about this meeting contact Penny Jennings, (01273) 291065, email [penny.jennings@brighton-hove.gov.uk](mailto:penny.jennings@brighton-hove.gov.uk) or email [democratic.services@brighton-hove.gov.uk](mailto:democratic.services@brighton-hove.gov.uk).

Date of Publication - Friday, 2 November 2012

**BRIGHTON & HOVE CITY COUNCIL**

**CHILDREN & YOUNG PEOPLE COMMITTEE**

**4.00pm 15 OCTOBER 2012**

**COUNCIL CHAMBER, HOVE TOWN HALL**

**MINUTES**

**Present:** Councillor Shanks (Chair)

**Also in attendance:** Councillor Buckley (Deputy Chair), Duncan, Gilbey, Mac Cafferty, Lepper, Pissaridou, Pidgeon, Simson and Wealls (Opposition Spokesperson)

**Non Voting Co-optees:** Chief Superintendent Bartlett, Sussex Police; Eleanor Davies, Parent Forum; Rachel Travers, Amaze/Voluntary and Community Sector; Geraldine Hoban, Clinical and Commissioning Group : Alan Bedford, Local Safeguarding Children Board and Soaad Eldayok, Youth Council

**PART ONE**

**12. PROCEDURAL BUSINESS**

**12(a) Declaration of Substitutes**

12.1 Councillor Duncan was present in substitution for Councillor Powell, Councillor Mac Cafferty was present in substitution for Councillor A Kitcat and Councillor Pidgeon was present in substitution for Councillor Brown.

**12(b) Declarations of Interest**

12.2 There were none.

**12(c) Exclusion of Press and Public**

12.3 In accordance with section 100A of the Local Government Act 1972 ('the Act'), the Community Safety Forum 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 nature of the business to be transacted or the nature of the proceedings, that if members of the press or 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 of the Act).

- 12.4 **RESOLVED** – That the press and public be excluded from the meeting during consideration of item 24 on the agenda which was exempt under categories 2 and 3 of the Local Government Act 1972 as amended.

### 13. MINUTES

- 13.1 **RESOLVED** – That the Chair be authorised to sign the minutes of the meeting held on 11 June 2012 as a correct record.

### 14. CHAIR'S COMMUNICATIONS

#### **Services for Young People; Joint Commissioning Strategy. (JCG)**

- 14.1 The Chair explained that in January 2012, The Children's Member's Committee agreed the Services for Young People's Joint Commissioning Strategy and gave the DCS the mandate to implement the actions. To date the progress had been as follows:

#### **Joint Commissioning**

- 14.2 The Youth Joint Commissioning Board was now operating and in the process of mapping and reviewing the joint agendas. The Young People's JCG have overseen the youth funding agreement and secured additional funding from Arts work to invest in additional arts and culture activities.

#### **Youth Work and Youth Delivery**

- 14.3 The Commissioner, In House Youth Service and existing Community and Voluntary providers had finalised and tested the final performance framework and neighbourhood delivery following a co-production approach. In March 2012, the Children's Commissioning team placed the advert for the delivery of youth work and youth provision following a funding agreement process. We had a number of providers who expressed an interest and at the first selection process, two applicants were taken forward. We then entered a negotiation period with each applicants who spent time with the evaluation panel, arts and culture leads and young people.
- 14.4 At the end of September the successful candidate was chosen and the final agreement was signed Thursday 11<sup>th</sup> October. The successful candidate was The Youth Collective, which was led by Impact Initiatives who partners with Sussex Central YMCA, Hangleton and Knoll Project, Tarnerland, Brighton Youth Centre, The Crew Club, the Dean's and the Trust for Developing Communities. A new contract and performance framework had been finalised. and a conditional agreement was in place to increase apprenticeships as part of the contract.

#### **Participation**

- 14.5 The Youth Council had been part of the funding agreement process and had agreed the Quality assurance framework to be implemented across statutory and voluntary youth provision and was in the process of recruiting a youth mayor.

#### **Talk Health**



- 14.6 The Chair stated that this very successful event had taken place recently and details about which were available on the Amaze website. Rachel Travers, Amaze stated that her organisation had been pleased at the response from Councillors, the website contained a great of detail as input had been received from around 150 parents and carers

**15. CALL OVER**

- 15.1 It was agreed that all items would be reserved for discussion.

**16. PUBLIC INVOLVEMENT**

**16a. Petitions**

- 16.1 There were none.

**16b. Written Questions**

- 16.2 There were none.

**16c. Deputations**

- 16.3 There were none.

**17. MEMBER INVOLVEMENT**

**17a Petitions**

- 17.1 There were none.

**17b Written Questions**

- 17.2 There were none.

**17c Letters**

- 17.3 There were none.

**17d. Notices of Motion**

- 17.4 There were none.

**18. ANNUAL REPORT ON BRIGHTON & HOVE MUSIC EDUCATION HUB**

- 18.1 The Committee considered a report of the Strategic Director, People informing them of progress and development of the Brighton and Hove Music Education Hub (BHMEH) and to approve the proposed Business Plan.

- 18.2 It was noted that Mr Andrew Comben had been invited to attend the meeting by the Chair in order to speak about music in Brighton and Hove and the work to be delivered

by hub from his perspective. The range of partnerships which had been entered into had received positive feedback from the Arts Council England (ACE) and had contributed towards the success of their grant application. Ace had issued a draft relationship framework which had been required from music hubs. At the present time this document was being reviewed by the DfE Star Chamber Scrutiny Board. It was expected that the final document would be circulated in the near future to all hub leads. The existing service had data collection and evaluation systems in place, however, the draft framework represented a significant shift as the data and written information would need to be collated across hub activity. The strength of Brighton and Hove's bid had been fully recognised by ACE who had especially highlighted the innovative approach to partnership working, our rigorous focus on addressing the needs of children and young people and the range of creative and musical developments that would not have been possible without the dynamic range of partners and clarity of vision.

- 18.3 Councillor Pissaridou welcomed the report and the work which had been undertaken enquiring regarding the levels of subsidy which were available. It was explained that these were comprehensive, high levels of subsidy were available to children of families of children defined as being in "hardship". First access was free to all children at the point of contact. It was explained that work was to be undertaken to look at prioritising subsidies to different groups of children. The challenge was to draw in more children. The range of work to be provided by the hub was wider than service delivery alone and although at an early stage further work would be undertaken as this rolled out.
- 18.4 In answer to questions by Rachel Travers it was explained that as the hub would provide the opportunity for a greater range of activity than in the past, further work would be carried out to seek to indentify how support could best be given to SEN children.
- 18.5 Councillor Wealles stated that he hoped that the greater potential opportunities for private sponsorship would be fully utilised. It was explained that it was intended to call upon the fund raising expertise of hub partners in this respect.
- 18.6 Councillor Mac Cafferty explained by virtue of his involvement with Brighton Music Trust he could confirm that the hub's inception had been greeted with a lot of excitement as it was considered it had a great deal of potential.
- 18.7 **RESOLVED** - That the Committee notes the progress and development of the Brighton and Hove Music and Education Hub as outlined in the report and approves the draft Business Plan (Appendix 1) to the report.

## **19. ANNUAL REPORT ON SCHOOL ATTENDANCE, ACCESS AND EXCLUSIONS**

- 19.1 The Committee considered a report of the Strategic Director, People which provided information including data on school attendance, access to education and exclusions for all children and young people in Brighton and Hove
- 19.2 A presentation was given focusing on positive elements and on areas which required further work. All schools now had responsibility for recording, monitoring and addressing nonattendance. Secondary schools including the two academies had employ their own staff who worked directly with pupils, parents, carers and other agencies to support young people to support young people to attend school regularly. The local authority

had provided these staff with appropriate training and resources to undertake this work and would continue to provide advice and guidance on all matters relating to school attendance. Primary schools were also working with the local authority to put in place appropriate strategies to continue to build on the good attendance levels in the city's primary schools.

- 19.3 Councillor Lepper noted the figures for exclusions querying whether unofficial exclusions were illegal. It was confirmed that they were and that if the LEA became aware of instances of this schools were challenged. Officers tried to drill down into the figures to see whether patterns were emerging. Exclusion should not be used as a response to persistent low level disruption or where pupils were struggling in main stream education.
- 19.4 Rachel Travers Amaze/VSO referred to the work carried out by CYPOSC and was pleased to note the work that was being carried forward to seek to avoid permanent exclusions. It would be helpful to receive a more detailed break down of these figures if available. There was a need to be more creative in this respect and to link with the stronger families/ stronger communities work being carried out.
- 19.5 Councillor Wealles referred to the number of persistent absences (20%), that this figure appeared to be high and he enquired regarding measures taken to reduce this figure. It was explained that this figure related to all absences, including sickness, and authorised absences. However schools were encouraged to use a robust approach and to appoint a member of their governing board to take responsibility for leading on this issue.
- 19.6 Councillor Gilbey referred to the work being undertaken in relation to referrals for children missing education. It was clarified that this related to children and families who did not willingly engage with the education system, these were not children who were without a school place. Eleanor Davies, Parent Forum referred to the work which she was aware was being undertaken to address disengagement and truancy in Year 11 pupils.
- 19.7 **RESOLVED** – That the Committee note the information contained in the Annual Report on School Attendance, Access and Exclusions.

## 20. **OPTIONS FOR PROVIDING ADDITIONAL SCHOOL PLACES BETWEEN SEPTEMBER 2013 AND SEPTEMBER 2016**

- 20.1 The Committee considered a report of Interim Director of Children's Services setting out options for providing additional school places between September 2013 and September 2016. It was noted that a revised copy of the report had been circulated as a supplement and it was to this report which members needed to refer.
- 20.2 The Strategic Commissioner Planning and Contracts explained that extra classes were being added to many schools across the Country in order to cope with a rapid rise in the birth rate particularly in the South East. Official figures showed that an extra 450,000 places would be needed in primary schools in England by 2015. Brighton and Hove had identified a similar trend to other authorities and had been working in recent years to expand schools.

20.3 Current and projected pupil numbers for the city as a whole showed that there continued to be a need for additional permanent primary places in the city, particularly in the south central Hove and on the Brighton/Hove border. Current and projected pupil numbers for the city as a whole showed that by 2016 secondary numbers would begin to exceed existing capacity. To meet the projected future growth in primary numbers the LEA needed to be looking to provide a minimum of 120 places by 2015 in Hove, and a further 30 places in the south of Brighton by 2014. To meet the projected future growth in secondary pupil numbers the authority should be looking to provide a minimum of 150 places by 2017. The report set out the options available to meet the increase in demand for pupil places in the city and asked the Committee for permission to formally consult on the following permanent expansions at :

#### 2013

- The Connaught Building, West Hove Infants (from 3 FE to 4 FE)
- Stanford Infants (from 3 FE to 4FE);

#### 2014

- St Mark's C.C. Primary (from 1 FE to 2 FE)
- Aldrington C.E. Primary (from 1 FE TO 2FE)

20.4 The Strategic Commissioner Planning and Contracts explained that the LEA were also keen to expand a number of other faith primary schools and intended to continue its discussions with both the Anglican and Catholic Diocese. The report also recommended that should these consultations go ahead that consultations also take place with the linked Junior Schools

- Stanford Junior School (from September 2016)
- Connaught Junior School (from September 2017)

20.5 The final recommendations in the report asked for agreement to continue to explore other potential opportunities with the DfE including possibilities for new primary and secondary schools and for the Committee to recommend to Full Council the publication of the updated School Organisation Plan and consultation document. All proposals would be dependent on capital funding being made available.

20.6 In answer to questions it was explained that the option of converting Hove Police Station into a school was still being actively pursued a were potential sponsorships e.g., Whitehawk Academy by City College. The Head of Capital Strategy and Development Planning explained that at present there was a shortfall of £5m, works could commence and provided full capital funding was achieved proper architect designed permanent extensions/ buildings would be provided. It was not intended to provide temporary "portacabin" style structures.

20.7 Councillor Simson referred to the requirement placed on voluntary aided schools to provide 10% of the costs of works enquiring regarding arrangements made if schools were unable to meet that. The Head of Capital Strategy and Development explained that

the LA did not require voluntary sided schools to provide this sum citing the works carried out at St Nicholas School, Portslade as an example.

- 20.8 Councillor Pissaridou sought clarification that the buildings provided would be permanent extensions rather than temporary extensions/buildings. The Head of Capital Strategy and Development reiterated that dependent on the availability of funding all buildings would be architect permanent structures. There were no concrete plans as to design or siting at present but buildings were always designed as a coherent and complimentary extension to the existing, although precisely how they would be configured on site had yet to be determined.
- 20.9 Councillor Duncan enquired regarding the accuracy of the predictions given and whether they could be impacted by Government Policy in relating to funding to set up for free schools
- 20.10 The Strategic Commissioner, Planning and Contracts explained that whilst making projections was not a precise science the data collected to date was very accurate and whilst the number of places required would reduce if further free schools/academies were created, arrangements needed to put in place to ensure that a sufficient numbers of places was created in the city. The LEA was ahead in its planning, but had a responsibility to plan for 5 years ahead in the knowledge that a significant number of school places would need to be created overall and in particular in those areas of the city where they were most needed.
- 20.11 Councillor Wealles enquired regarding the level of preliminary consultation which had taken place with schools, the level of further detailed consultation which would take place and whether there was a maximum size for a primary school. Councillor Wealles also referred to sites indicated in the School Organisation Plan e.g., Patcham Court Farm enquiring whether all of the sites identified represented realistic options. The Strategic Commissioner explained that whilst initial consultations had taken place the breadth of consultation required by school organisation legislation was wide and included schools, parents and a number of others. There was no maximum proscribed size for a primary school although there were concerns regarding quality of delivery of education if they became too large. It was possible that the creation of additional free schools could change the focus of where parents wished to send their children to school. The potential sites identified represented a "wish list" and further exploration as to feasibility would be undertaken. Ultimately, some of them would be deliverable and some would not.
- 20.12 Rachel Travers, Amaze/Voluntary and Community Sector stated that parents were very concerned regarding the pressure on existing school places referring to that fact that many schools were unable to hold whole school assemblies and had to have staggered lunchtimes, this could be daunting for very young children first entering school, she stated that design solutions used, for instance, separate school entrances could be effective in making schools more welcoming. Ms Travers also enquired regarding how the needs of children with special educational needs (SEN) would be factored in to future provision. The Strategic Commissioner, Planning and Contracts explained that the amount of dining/outdoor amenity space to be provided had recently been reduced downwards by government and all school lunch periods/assemblies could not be required, the area of play space to be provided per child had also been reduced

recently. The provision of places at Special schools was sensitive and needed to be given careful thought. The Lead Commissioner, Schools, Skills and Learning explained that SEN provision was assessed annually on a needs basis to ensure that effective use was made of available provision.

- 20.13 Eleanor Davies, Parent Forum asked whether the Forum would receive information and be involved in the consultation process if agreed and it was confirmed that they would.
- 20.14 Councillor Gilbey enquired whether the proposed King's school site in Portslade High Street would be 4 or 5 form entry, as information available about this matter appeared to be conflicting. The Strategic Commissioner Planning and Contracts stated information circulated (all arrangements in relation to the school yet to be confirmed and finalised), indicated that the school would admit 125 children in September 2013 with that figure rising to 150 by 2015.
- 20.15 Councillor Lepper enquired regarding the proposed architectural design arrangements and it was explained that the Council's in-house team had an established track record of designing and managing school building projects which were cost effective and resulted in schemes which were fit for purpose and complemented the existing buildings on site; the recent works at Goldstone Primary School being an example of this.
- 20.16 Councillor Pissaridou enquired regarding the potential costs involved in rebuilding as opposed to extending on an existing site referring specifically to the Hove Police Station site. It appeared that it would be cheaper to build a new school than to carry out some of the works proposed on existing sites. The Head of Capital Strategy and Development Planning explained that if site was acquired by the LEA investigations carried out had shown that the existing building could be converted for use as a school.
- 20.17 **RESOLVED** – (1) That the Committee notes the possible options for providing additional pupil places within the City and recognises that all proposals will be dependent on capital funding being made available;
- (2) That the Committee agrees that Officers will consult with schools and their communities on the proposal to permanently expand the following primary schools from September 2013 by one form of entry (FE) each;
- The Connaught Building, West Hove Infants (from 3 FE to 4 FE)
  - Stanford Infants (from 3 FE to 4 FE)
- (3) That the Committee agrees that Officers will consult the school, their community and the Anglican diocese on the proposal to permanently expand the following primary school from September 2014 by one FE
- St Mark's C.E. Primary (from 1 FE to 2 FE)
- (4) That the Committee agrees that Officers will consult with schools, their community and the Anglican diocese on the proposal to permanently expand the following primary school from September 2014 by one FE
- Aldrington CE Primary (from 1 FE to 2 FE)

(5) That the Committee agrees that Officers will consult with schools and their communities on the proposal to permanently expand the following junior schools, should their relevant infant school to expanded as proposed above by one FE each

- Stanford Junior School (from September 2016)
- “Connaught” Junior School (from September 2017)

(6) That the Committee agrees Officers will consult with schools and their communities on the proposal to expand places at Hove Park School;

(7) That The Committee recognizes that Kings School Free School (5 FE) is planned to open in September 2013 and that officers will assist the proposers in their search for a permanent site;

(8) That the Committee agrees that Officers will continue to explore other potential opportunities for primary and secondary schools. This will require engagement with the Department for Education with regards to the future provision of new schools; and

(9) **RESOLVED TO RECOMMEND TO COUNCIL** – That the Committee Recommends to Council the publication of the updated School Organisation Plan 2012 to 2016 and Consultation Document by the end of October 2012.

## 21. CHILDREN IN NEED POLICY AND CARE PLANNING FORUM

- 21.1 The Committee considered a report of the Strategic Director, Place detailing the forum operation process for children in need policy and early care planning.
- 21.2 The Head of the Operational Social Work Service explained that children in need were defined in law as those “whose health or development could be significantly impaired without the provision of services by a local authority.” Section 17 of the Children Act 1989, as well as providing this legal definition also set a duty for local authorities both to “safeguard and promote welfare of children in need and also wherever safe and possible to promote the upbringing of children within their families”. All disabled children were by virtue of their disability, children in need and those duties applied.
- 21.3 It was further explained that this was the specific operational policy and guidance for all social working with children in need under a child in need plan. The policy was designed to sit alongside the child protection procedures.
- 21.4 Councillor Pissaridou stated that the percentage of children in need in the city, even though lower than the national average was distressingly high and measures that could be undertaken to address this were to be welcomed.
- 21.5 Councillor Gilbey referred to the guidance set out in the Public Law Outline and to the fact that it was intended that target times for proceedings appeared to have changed following amendments made to the Children Act.
- 21.6 Rachel Travers stated that it would be helpful if a charter could be written in parent friendly language similar to that used in the Amaze Parent Consultation and Charter.

21.7 **RESOLVED** - (1) That the Committee agree the Child in Need Policy can be taken to Local Safeguarding Children Board (LSCB) and incorporated into the child protection procedures for staff; and

(2) That the Committee notes the new Care Planning Forum Process.

## 22. NEW REFERRAL PROCESS FOR CHILDREN IN NEED TO CHILDREN'S SOCIAL WORK

22.1 The Committee considered a report of the Strategic Director, People outlining proposals to change the process of professional referral to ACAS the front door Social Work Service in Brighton and Hove. The proposal was that all professional referrals for Children in Need should in future require a family CAF process in place prior to referral being accepted. This would not apply to child protection referrals.

22.2 It was explained that the Working Together to Safeguard Children new guidance had been out for consultation until September 2012. It outlined the framework for safeguarding children and young people across the whole pathway including early help services. Brighton and Hove had signed up and committed to a whole family process of supporting families, recognising that this approach was likely to be most effective, time efficient and ultimately result in better outcomes for both children and families.

22.3 Councillor Pissaridou sought clarification regarding the mechanisms for identifying the needs of children and their families and how and by whom support could be initiated. It was explained that this could be instigated by a number of agencies, health visitors, schools, SENCO's and sometimes by families themselves.

22.4 Rachel Travers Amaze/VSA stated that she was concerned regarding the level of resource intensive work required of the voluntary sector without the levels of support being in place for them to do so. It was explained that collaboration between agencies was fostered to facilitate input by others as well as lead professionals. This was totally separate however from child protection referrals. Head teachers had indicated that they wished to be instrumental in driving this forward and to be included in a multi-agency approach to planning and integration.

22.5 Alan Bedford, Chair of the Safeguarding Children Board commended the work carried out by the Council in this respect.

28.6 **RESOLVED** – That the Committee accept the proposal that, if Family CAF numbers do not reach target levels by the end of October 2012, all professional referrals for Children in Need to Children's Social Work from 1 January 2013 would require a Family CAF process in place prior to referral being accepted. The timescale has been extended from 1 November to enable maximum consultation and discussion with partner agencies over the next three months.

## 23. ITEMS REFERRED FOR COUNCIL

23.1 It was agreed that item 20, "Options for Providing Additional School Places Between September 2013 and September 2016", should go forward for consideration at the



meeting of Council to be held on 25 October 2012 for approval of recommendation(9) as set out in Paragraph 2 of the report.

**24. FAMILY GROUP CONFERENCE: PROJECT REVIEW PROPOSALS**

24.1 As detailed in the Part 2 minute

The meeting concluded at 6.35pm

Signed

Chair

Dated this

day of



<b>Subject:</b>	Brighton & Hove City Council: Annual Standards and School Performance Report 2011/12		
<b>Date of Meeting:</b>	Children & Young People's Committee Meeting 12 <sup>th</sup> November 2012		
<b>Report of:</b>	Jo Lyons – Lead Commissioner, Learning & Partnership		
<b>Contact Officer:</b>	Hilary Ferries, Strategic		
	<b>Name:</b>	Commissioner Standards & Achievement	<b>Tel:</b> 29-3738
	<b>Email:</b>	hilary.ferries@brighton-hove.gov.uk	
<b>Ward(s) affected:</b>	<b>All</b>		

### 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. The new Ofsted framework states clearly Ofsted's expectation that the local authority will know well the attainment and progress being made in schools in its area.
- 1.2 This report provides information on the standards achieved in 2011/12, from Early Years to Key Stage 5. Some of the information in the report, in particular relating to Key Stages 4 and 5, is based on provisional data, as examination results are still to be finally validated. At Key Stage 4, there is the particular issue around the setting of grade boundaries for GCSE English. The City Council is participating with other local authorities, schools and teacher unions in a legal challenge to Ofqual and the awarding bodies.
- 1.3 This report will be updated and brought again to the Committee in spring 2013, once all examination results have been validated and performance tables published by the DfE in January 2013.

#### 2. RECOMMENDATIONS:

- 2.1 That the Committee considers and comments upon the standards achieved in Brighton & Hove schools, colleges and settings in 2011/12

### **3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:**

3.1 Appendices 1 and 2 to this report contain an analysis of standards and achievement in schools, colleges and settings in the city, based on 2012 results at the end of each Key Stage. Key Stages 4 and 5 results are still to be validated, and are provisional at this stage. The report 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 At Key Stage 4, there is the particular issue around the setting of grade boundaries for GCSE English. The City Council is participating with other local authorities, schools and teacher unions in a legal challenge to Ofqual and the awarding bodies.

3.3 The analysis is divided into three sections:

- an Executive Summary which gives the broad overall picture of standards and achievement in the city
- a detailed report of standards and achievement in each Key Stage
- tables and charts (in Appendix 2) that show the attainment under key areas

3.4 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
- focus on writing and maths in KS1 and progress from KS1 to KS2 and phonics
- 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

3.5 In the Early Years children in Brighton & Hove continue to achieve much higher than the national outcomes for all pupils, both in terms of attainment against the Early Years and Foundation Stage Profile and in terms of the gap between disadvantaged and other children. This high achievement is a result of the high quality of provision that our children can now access across the city. 86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

3.6 At Key Stage 1, standards overall remain in line with the national average in reading and writing and slightly above the national average in maths. There have been small gains in all three areas this year compared with 2011. We expect improvements in reading and maths to continue, as 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. The percentage of pupils with SEN reaching the expected Level 2 at the end of Year 2 has increased and

attainment gaps have narrowed in reading and mathematics, although slightly widened in writing. However, not all groups have made the same rate of improvement and some attainment gaps have widened.

- 3.7 At Key Stage 2, there were strong improvements in KS2 test scores in Brighton & Hove schools. There were also strong improvements in the number of pupils making two levels of progress from KS1, but these figures remain below the national averages. The percentage of pupils that attained at least Level 4 in both English and maths improved by 6% points from 2011, from 73% to 79%, which is the highest level ever achieved by Brighton & Hove schools and in line with the national average. The results for Level 5 were even better, improving by 13.3% and 8.8% respectively. In addition, 3.2% of children achieved Level 6 in maths.
- 3.8 The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection.
- 3.9 At Key Stage 3, there was some improvement in English, but in the other core subjects of Maths and Science achievement was broadly similar to 2011. Progress in 'closing the gap' was variable in relation to the performance of boys and girls, and those eligible for free school meals. However, there continues to be good progress in closing the gap for all three core subjects for students with SEN.
- 3.10 At Key Stage 4, the trend of improvement since 2009 continued, with a city wide improvement of 2.6% points to 55.4% of students achieving 5 or more A\*-C grades including English and Maths. Within this, there were some strong improvements at individual schools, while in some results were less good than expected. One school, PACA, was below the DfE's floor standard of 40% achieving five or more A\* - C grades including English and Maths (increased from 35% in 2011).
- 3.11 At Key Stage 5, all three colleges recorded very good success rates, and they continue to be placed among the top performing colleges of their type in England. Around 80% of Brighton & Hove 16 – 18 year olds who are in learning attend one of the three colleges. Two of the four established sixth forms achieved improved results at A level, while the other two achieved broadly similar results to those in 2011. There were some encouraging increases in the number of high grade passes.
- 3.12 The local authority continues to work with and support schools in securing improved outcomes for all their pupils. In the Early Years and primary phases, the authority continues to provide packages of support to individual schools, the level of support being determined by a systematic and agreed assessment of need. The authority also works closely with the Teaching School Alliance led by Westdene Primary School, providing or supporting a range of training and development programmes through the framework of the Teaching School.

- 3.13 In the secondary phase, the authority has delegated the main part of its school improvement resources, including seconded staff, to the Secondary Schools Partnership (SSP) of the nine secondary schools and academies. The SSP has developed a wide ranging Raising Attainment Plan, which sets out how the schools and academies work together to secure city wide improvement. The Compact agreed between the local authority and the schools provides the mechanism by which the authority is sufficiently informed of attainment, progress and key developments in the secondary sector, and able to identify areas where additional support may need to be brokered.
- 3.14 In addition, there are some major developments in practice in individual schools, in the primary and secondary phases, which are resulting in significant improvements in outcomes for learners. The authority seeks to identify these, both to celebrate them more widely and to replicate good practice elsewhere.

#### **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 school's individual budget. Support may be available from central DSG funds to aid the action plan of any school, or group of schools, but any support given will be from within existing budgets

The council's funding contribution to education and schools beyond the DSG is now minimal and relates only to making small funding contributions to service areas where we have a statutory duty. Looking at comparisons with our ten Statistical Neighbours, we are third from the bottom in relation to council funding contribution to education/schools.

*Finance Officer Consulted: Andy Moore*

*Date: 10/10/12*

##### 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: 10/10/12*

### Equalities Implications:

- 5.3 There has been no Equality Impact Assessment made in relation to this report. The report highlights some of 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.

## **6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 This report does not require the consideration of alternative options.

## **7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 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, and invites the Committee to comment.

### **SUPPORTING DOCUMENTATION**

#### **Appendices:**

1. How are we doing? Standards and Achievement in Brighton & Hove Schools
2. How are we doing? Tables and charts

#### **Documents in Members' Rooms**

None

#### **Background Documents**

None



# How are we doing?

## Standards and Achievement in Brighton & Hove Schools

### 2011/12

For further information please contact:

Hilary Ferries, Strategic Commissioner, Standards and Achievement  
[hilary.ferries@brighton-hove.gov.uk](mailto:hilary.ferries@brighton-hove.gov.uk)

## Introduction

The national policy context is one in which the government continues to encourage and promote increased autonomy for schools, and a focus on schools themselves being responsible for standards and improvement within 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.

In Brighton & Hove, two of the nine secondary schools have become Academies, both of them sponsored by the Aldridge Foundation. There is one Free School, the Bilingual Primary School temporarily located at BACA. A secondary Free School, The King's CE School, has approval from the Secretary of State to open in September 2013, subject to a suitable site being identified.

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 three 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.

This report is an analysis of standards and achievement in the city, based on the 2012 results at the end of each Key Stage. Results for KS4 and 5 remain provisional at this stage. The report also identifies the key priorities of the Standards and Achievement Team.

The report 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. appendices that show the attainment under key areas

Aspects of the work in Brighton & Hove schools are illustrated through case studies, shown in boxes in the body of this report.

## Executive Summary

### Early Years and Foundation Stage

#### **Overall standards are above the national level.**

In the Early Years children continue to achieve much higher than the national outcomes for all pupils. In 2012, 67% of Brighton & Hove children achieved the key national indicator of six points and above in both Personal Social and Emotional Development and Communication, Language and Literacy and also at least 78 points across all six Areas of Learning. The figure for Brighton & Hove remains above the national figure of 64% for 2011.

The second key indicator is the percentage gap between the median and the bottom 20% of achieving children. Brighton and Hove early years settings have continued to narrow this gap each year and in 2012 the gap has reduced to 27.8%, which is better than the national percentage gap of 30.1%.

This high achievement is a result of the high quality of provision that our children can now access across the city. 86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

We are particularly proud of the difference we are making to children living in disadvantage. The data (in Appendix 2, page 2) 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 and 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 and writing and slightly above the national average in maths. There have been small gains in all three areas this year compared with 2011.**

Appendix 2, pages 5 – 10 contain more detailed information about performance at KS1.

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.

In 2012, reading at Level 2+ increased by 1.7% points to 86.3%, the highest overall figure for over 5 years, but almost 1% point below the England average. Writing at Level 2+ also increased slightly to 81.4%, but was 1.6% points below the England average. Mathematics showed a small increase to 91.8%, which is above the England average (91.0%).

We expect the improvements in reading and maths to continue, as 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.

At Key Stage 1, the percentage of pupils with SEN reaching the expected Level 2 at the end of Year 2 across subjects has increased and attainment gaps have narrowed in reading and mathematics, although slightly widened in writing. However, not all groups have made the same rate of improvement and some attainment gaps have widened, in particular:

- FSM reading at KS1
- SEN and FSM writing at KS1
- FSM maths at KS1

## **Key Stage Two**

**In 2012 there were strong improvements in KS2 test scores in Brighton & Hove schools, with L4 scores being the highest ever. There were also strong improvements in the number of pupils making two levels of progress from KS1, but these figures remain below the national averages.**

Appendix 2, pages 11 - 13 contain more detailed information about performance at KS2.

The DfE sets the following floor standards for KS2:

- 60% of pupils achieving Level 4+ in English and Maths
- Achieving at least the national median figure for two levels of progress in English and maths between KS1 and KS2

The percentage of pupils that attained at least Level 4 in both English and maths improved by 6% points from 2011, from 73% to 79%, which is the highest level ever achieved by Brighton & Hove schools. This figure is in line with the national average.

The results for Level 5 were even better. The percentage of pupils achieving L5 in both maths and English is not available yet, but separately they improved by 13.3% and 8.8% respectively. In addition, 3.2% of children achieved Level 6 in maths.

88% of children made two or more levels of progress in English, which is an improvement of 9% since 2011. 84% of children made two or more levels of progress in maths, which is an improvement of 5% since 2011. Despite these gains we are below national figures for this measure by 1% and 4% respectively.

There were five primary schools below the DfE floor standard at the end of 2010/11. All five of these schools have risen above the floor in 2011/12, but two schools have fallen below the floor standard. The Standards and Achievement Team is providing high support to these schools.

The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection. Two schools are judged to be 'inadequate'. Hertford Junior is in 'notice to improve' and Whitehawk

Primary School is in Special Measures. Both schools have had positive monitoring visits over the year and we continue to provide extensive support. The governing body at Whitehawk has voted in favour of seeking academy status.

### **Key Stage Three**

**Overall, assessment outcomes at the end of KS3 have continued to improve in English, but did not improve further in Maths and Science, compared with 2011.**

At KS3 the national expectation is that pupils are performing at least at Level 5 by the end of the Key Stage. Appendix 2, page 14 contains a summary of the key data for KS3.

In 2012, 86% of Y9 pupils in Brighton & Hove achieved Level 5 in English (+3% from 2011), 82% in Maths and 86% in Science (same as 2011). These figures were very similar to England and statistical neighbour averages, and slightly better than these in English and Science.

On the various 'closing the gap' measures, overall performance at KS3 was variable, with some attainment gaps narrowing and others widening. However, there were good improvements by students with SEN in all three subject areas, continuing the positive trend of recent years.

### **Key Stage Four**

**Overall, attainment in GCSE examinations continued the positive trend since 2009. The Brighton & Hove figure for five or more A\* - C grades including English and Maths is still to be below the England and statistical neighbour averages, but the gap has decreased.**

Data on GCSE performance remains unvalidated and incomplete, including data on closing the gap measures. Fuller information will be provided in later revisions to this report. Appendix 2, pages 15 – 16 contain the key data used in preparing this part of the report.

Overall, in 2012 performance in GCSE examinations continued the trend of improvement seen over the last three years, from 44.5% achieving 5 or more A\* - C grades including English and Maths in 2009 to 55.4% in 2012. This was an improvement of 2.6% points from 2011. The England average increased by only 0.2% points compared with 2011, and the statistical neighbour average increased by 1.3% points, and so the gap with these two comparators decreased in 2012.

Among individual schools, the provisional figures show some significant improvements, notably at Hove Park (16% points), Longhill (8% points) and Patcham (5% points). For all but one school the longer term trend since 2009 is upwards, ranging across the nine schools and Academies from -2% points to +33% points.

The DfE has set the following floor standards for KS4 in 2012:

- 40% of pupils achieving 5+ A\* - C grades including English and Maths (compared with 35% in 2011); or

- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

The provisional figures show that PACA was below the A\* - C grades floor standard for 2012. As an Academy, it will be for the sponsors and the DfE to agree an improvement programme to bring PACA above the floor standard for future years. LA officers will keep closely in touch with PACA on progress with this.

Only one secondary school, Cardinal Newman Catholic School, was inspected by Ofsted in 2011/12. It was judged to be 'Good', with all grades at this level.

## **Key Stage Five**

**Overall, attainment in AS, A level and Level 3 equivalent BTEC qualifications was broadly similar to 2011, with the most notable improvements in achievement being at Blatchington Mill School and City College.**

As for GCSE, data on Level 3 performance remains unvalidated and incomplete, including data on closing the gap measures. Fuller information will be provided in later revisions to this report.

Provisional data suggests that overall attainment in 2012 was broadly similar to the national average, with only BHASVIC being significantly above it. These data suggest a small reduction overall in the proportion of high grade passes at Level 3, but that at City College and Blatchington Mill there was a significant improvement in the proportion of high grade passes.

None of the colleges was inspected by Ofsted in 2011/12 – each was graded 'good, with outstanding features' in its most recent inspection. Cardinal Newman's sixth form was inspected as part of the overall school inspection, and shared in the overall grade of 'good'.

## **Attendance**

The data shows that in 2011/12 both overall and persistent absence at primary level in Brighton & Hove continued to be below the national average (0.6% and 0.5% respectively below). At secondary level we continued to have higher levels of absence for both overall and persistent absence compared to the national average (0.6% and 1.4% respectively above).

## **Exclusions**

There were 9 permanent exclusions from Brighton & Hove schools in 2011/12. This is six fewer than those recorded in 2010/11.

The fixed term exclusion statistics are relatively high. However, this is in many cases the result of the policy within Brighton & Hove to ensure that unofficial exclusion, whereby a child or young person is sent home to 'cool off' for periods of time, is eliminated. Fixed term exclusion is also used to allow time for longer term solutions to be negotiated and arranged to avoid the need for permanent exclusions.

## Looking ahead

The Standards Report for 2010/11 suggested that the priorities for Brighton and Hove schools for 2011/12 should be 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

While this report on attainment in 2011/12 records some solid improvements at all stages of the service, these priorities remain valid for 2012/13. However the KS1 results suggest that there should be a focus on writing, maths and phonics in KS1, and progress from KS1 to KS2.

# Report on 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 and 117 statements overall - 13 assessment scales from 1-9 which children are judged against. The six areas are: 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. The judgements for each child are based on ongoing assessments through observation of the pupil by the school staff.

If a child achieves six points and above in each area they are said to be working within age related expectations.

The Local Authority has a statutory duty to ensure there are robust systems in place to moderate the profile across the city to ensure practice matches national standards.

Tables for the data the Foundation Stage Profile results for 2012 can be found in Appendix 2, pages 1 - 4 at the end of this report.

In 2011/12 2785 pupils undertook the EYFS profile. 80 pupils from this figure are summer born children who attend an independent school (only summer born pupil data is required from the independent schools). 13 pupils attended a special school. There was an increase of 128 pupils this year and an increase overall of 203 pupils to this year group over the last 2 years.

One key indicator for the EYFS profile is the percentage of children who achieve six points and above in both Personal, Social and Emotional Development and Communication Language and Literacy and also score at least 78 points across all Areas of Learning.

The percentage of children who achieved this in 2012 was 67% which is above the national figure of 64%.

The second key indicator is the percentage gap between the median and the bottom 20% of achieving children. Brighton and Hove early years settings have continued to narrow this gap each year and in 2012 the gap has reduced to 27.8% which is better than the national percentage gap of 30.1%.

Results in each of the six Areas of Learning are also higher than the national figures for 2012.

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



86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

These 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. It gives a firm foundation on which to build their lifelong learning.

We have a highly experienced and effective team of early years consultants and development officers who support the implementation of the EYFS framework through high quality training and targeted support and quality improvement. We have specialist early years services for special educational needs and English as an Additional Language. Schools are working in close partnership with each other and we have some very strong early years clusters working across the city – sharing ideas and raising outcomes.

Each year the Early Years Adviser analyses the data of the EYFS profile to plan the next steps to target the support in the service to meet the needs of the children in the city.

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

- Children who live in disadvantage
- Children who are the youngest in the year group
- Boys, particularly boys who fall into the above two groups
- Children who have a special educational need
- Children who have English as an additional Language
- Children who are eligible for Free School Meals

The data for each of these groups can be found in Appendix 2.

### **Quality Improvement in Learning and Teaching**

Quality Improvement in Learning and Teaching (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 the improvements in children's care and learning closely monitored.

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.

Participation in a quality improvement scheme is a requirement of the Brighton and Hove Agreement for Funding for Early Years Education for Private, Voluntary and Independent schools and settings.

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.

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.

In 2011/12, the QuILT scheme was completed at Aldrington CE Primary School. The Reception class teacher said

“I have found QuILT really useful, as ... the Early Years Consultant is a partner with whom I can develop ideas and practice. It reassures me and is making me feel more thoroughly prepared for OFSTED and more confident.”

### **Living in Disadvantage**

We are particularly proud of the trend data since 2008 which illustrates the difference we are making to children living in disadvantage. Figures illustrate there is a direct correlation between disadvantage and the outcomes of the EYFS profile and subsequent life chances.

In 2008 just 25 % of the children living in the 5 % most disadvantaged areas of our city achieved a “good” score of 6 points and above. This year 42% achieved 6 points.

### **FSM**

16% of the whole year group receive Free School meals. 29% of the lowest scoring children receive free school meals

### **Gender**

Overall 1453 boys and 1332 girls undertook the EYFS profile.

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

The greatest gap between boys and girls is in Communication, Language and Literacy and the smallest gap is in Knowledge and Understanding of the World.

There are more boys in the bottom 20% of pupils in the city – 62% of boys compared to 38% of girls.

We offer a number of training courses on supporting boys in the early years. All schools undertake their own data analysis and this will highlight if there is a gender difference in their own school which will need to be addressed.

## **Special Educational Needs**

In this cohort of 2785 pupils 7.8% were school action, 7.2% were school action plus, 1.2% had a statement of SEN.

Within the 20% of lowest scoring pupils (557 pupils) 45% had a special educational need (20% school action, 19% school action plus and 6% with a statement).

## **English as an Additional Language**

11% of all the pupils in this cohort were known to have English as an Additional Language and 19% of the lowest 20% scoring pupils had English as an Additional Language.

The Early Years consultants work closely with the specialist EMAS early years team. Additional support is offered to observe pupils to gather evidence against the scale points.

### **Areas for development in the Early Years and Foundation Stage:**

- To continue to support and challenge individual schools where outcomes at the end of Reception are lower than age related expectations
- To support schools to implant the new EYFS from September 2012
- To support schools to implement the new EYFS profile

## **2. The Primary Phase**

### **Key Stage One**

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. This year saw the introduction of a phonics test for Year 1 pupils.

#### *Reading*

Reading at Level 2+ has increased by 1.7% percentage points to 86.3%; this is the highest overall figure for over 5 years and the largest Year 2 cohort in that time, but is almost 1% point below the national average. 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 the quality of teaching of reading. The increase in this area is expected to continue, 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.

2012 was the first year of the Y1 phonics test. The percentage of pupils in Brighton and Hove 'meeting the required standard of phonic decoding' was 49%. This was 7% points below the national figure. This will be a focus for improvement in 2012/13.

### *Writing*

Writing at Level 2+ has also increased 0.6% points to 81.4%, but is 2% points below the national average. The biggest gains in writing at L2+ have been seen in Fairlight Primary, St Martin's CE Primary, St Joseph's RC Primary, St Mary Magdalen RC Primary and Mile Oak Primary. The biggest gains in writing at L3+ have been seen in St Bernadette's, Rudyard Kipling and West Hove Infants.

### *Mathematics*

Mathematics shows an increase of 0.6% to 91.8%, which is almost 1% above the national average. The impact of the programme 'Every Child Counts' (ECC) (target cohort Y2 2012) to raise the overall maths attainment continues to prove effective.

### **Gaps in performance**

We have carried out a rigorous analysis of the data for gender, English as an Additional Language (EAL) Free School Meals (FSM) and Special Educational Needs (SEN).

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 and Mathematics, although slightly widened in Writing. The gap between boys and girls has continued to narrow in the last year in all subjects.

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.

However, not all groups have made the same rate of improvement and some attainment gaps have widened. These include the gap between:

- FSM reading at KS1
- SEN and FSM writing at KS1
- FSM maths at KS1

'Closing the gap' information for Brighton & Hove schools at KS 1 is summarised in the table below.

	2009/2010	2010/2011	2011/2012	Improvement from 2010/2011 – 2011/2012
<b>% at L2 Reading</b>	<b>83.0%</b>	<b>84.6%</b>	<b>86.0%</b>	<b>+1.4%</b>
Gender Reading gap	6.3%	6.2%	5.3%	-0.9%
SEN Reading gap	43.3%	40.6%	35.5%	-5.1%
FSM Reading gap	21.0%	19.9%	20.5%	+0.6%
<b>% at L2 Writing</b>	<b>80.0%</b>	<b>80.8%</b>	<b>81.4%</b>	<b>+0.6%</b>
Gender Writing gap	9.8%	9.6%	9.4%	-0.2%
SEN Writing gap	46.6%	44.7%	45.5%	+0.8%
FSM Writing gap	22.0%	20.3%	26.3%	+6.0%
<b>% at L2 Maths</b>	<b>90.0%</b>	<b>91.2%</b>	<b>91.8%</b>	<b>+0.6%</b>
Gender Maths gap	2.3%	2.6%	1.9%	-0.7%
SEN Maths gap	29.1%	24.7%	23.4%	-1.3%
FSM Maths gap	11.0%	10.8%	14.9%	+4.1%

### Actions for 2012/13

- To expand the ECaR and ECC programmes and related interventions to improve standards in KS1
- To support and challenge schools to evaluate the effectiveness of Pupil Premium to address the concerns around a widening gap in attainment between children receiving FSM and the rest
- To engage schools in sharing good practice and provision for higher attainers in Reading
- To support 'Closing the Gaps' projects between partnerships of schools

#### Working in Partnership to Close Gaps in Attainment

**Every Child a Reader** operates as part of an approach where high quality, inclusive day to day teaching is promoted as a core entitlement for all children. Additional intervention support is layered according to the intensity of children's need and based on established programmes as part of whole school provision mapping. When Quality First Teaching and Intervention work together outcomes are improved and sustained for all pupils as shown below.

#### Ofsted extracts: Carlton Hill (July 2012): Quality of teaching

Children's skills on entry to Reception are well below those expected for their age, particularly in speech and language. Improvements in reading attainment have been built on since the last inspection. By the end of Key Stage 1, attainment in reading is broadly average and improving rapidly. The very effective teaching of letters and their sounds is supported well by learning programmes, such as 'Reading Recovery'. This helps to ensure pupils develop reading skills rapidly.

**KS1 outcomes** in Reading and Writing have again shown improvements with 13 ECaR schools showing between 5 % – 35% percentage gain in reading during the last two years. In 2011-12, Reading Recovery served 195 Y1 and Y2 pupils. A significant proportion of these children were FSM (45%). More than 4 in every 5 (84%) made accelerated progress to age appropriate levels of literacy. FSM pupils made almost as good progress as their peers with 81% making accelerated progress with continued progress evident at 3 month and 6 month follow up data. The core role of the ECaR teacher working as part of a cohesive school team has been central to these outcomes.

### Every Child Counts

Every Child Counts helps schools raise achievements in mathematics at three levels:

- intensive 1-1 **Numbers Count** intervention
- lighter touch **1stClass@Number** support
- wider support from the specialist Numbers Count Teacher

Brighton & Hove has 20 Numbers Count Teachers who worked with 159 children, who find mathematics very difficult, in years 1 - 3. 131 year 2 children participated in Numbers Count in 2011-12. All children made accelerated progress, the average made a gain of almost 16 months during the 3 month intervention and 66% of these children achieved level 2 or above by the end of KS1.

**1stClass@Number** has proved very popular with schools. 37 teaching assistants across 29 schools have been trained to support groups of up to 4 children at a time, to catch up with their peers. Official end of year data is not yet available but the progress according to teaching assistants and schools has been very positive with children making over 9 months progress during the 2 month intervention.

### Key Stage Two

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 6% increase from 2011, from 73% to 79% and this brings us in line with the national average. The percentage of pupils achieving L5 in both maths and English is not available yet, but separately they improved by 13.3% and 8.8% respectively

The DfE set the following floor standards for KS2:

- 60% of pupils achieving Level 4+ in English and Maths
- Achieving at least the national median figure for two levels of progress in English and maths between KS1 and KS2

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. The tests for Reading and maths were administered in an

identified week under test conditions. The significant changes in 2012 were the option for schools to opt out of externally marked tests for Writing, and administer and mark Writing tests internally, and the introduction of a level 6 test for maths. Throughout the year the LA offered additional supported opportunities for levelling and moderating levels in Writing and in June all schools were invited to a locality based moderation cluster for Writing. The LA therefore feels there was a robust and secure system in place for the moderation of writing. Most schools believe the new system is more robust and accurate in judging pupils' writing levels.

The three year trend at the end of KS2 continues on an upward trajectory in Brighton & Hove schools, with a 6% improvement to 79% in the statutory combined Level 4 English and mathematics achievement. KS2 performance in Brighton & Hove now matches the England average and is above the statistical neighbour average (77%).

Level 4+ English increased by 4.9% percentage points to 85.8% and Maths increased by 3.9% percentage points to 83.3%. Fairlight Primary, Hertford Junior and Whitehawk saw the biggest gains for level 4 for English & Maths combined.

The results for L5 were even better. The proportion of children attaining L5 in English increased by 13.3% percentage points to 42.6%, and in Maths by 8.8% percentage points to 43.0%. In addition, 3.2% of children achieved L6 in the new L6 test for maths.

In 2012, pupils were able to undertake level 6 tests. Level 6 would be an above average score for pupils aged 14 years of age. Some schools did enter pupils for these higher level tests. Interestingly very few children achieved the level 6 score in English and of those who did, boys performed better in English, especially writing. More pupils (4.6%) achieved level 6 in mathematics. These figures may well have been skewed by the fact that only twenty-two primary schools entered pupils for the test.

In 2013 there will be some changes to the English tests with greater emphasis made on spelling and the correct use of grammar. This will make it harder to make comparisons between achievement this year and next year.

### **Two levels of progress**

The DfE also measures the percentage of pupils making two or more levels of progress. The data shows that 88% of children made two or more levels of progress in English, which is an improvement of 9% since 2011. 84% of children made two or more levels of progress in maths, which is an improvement of 5% since 2011. Despite these gains we are below national figures for this measure which are 89% and 87% respectively.

### **The gap between disadvantaged groups and other pupils at KS2**

We carry out an analysis of vulnerable groups in the city and the gap between their performance and of all other pupils.

At KS2, whilst the data shows some of these gaps are narrowing, some attainment gaps have widened:

- The gender gap remains fairly consistent and girls still outperform boys by 3.7% joint L4+ English & maths, although the L5 gaps have widened, particularly in English
- The EAL gap has improved for joint L4+ English & maths, but as with the gender gap it has widened substantially at L5
- The FSM gap has improved substantially at L4+ English and joint L4+ English and maths, but widened substantially at L4+ maths and L5 for all subjects
- The SEN gap has improved at L4+ across the board, but substantially widened at L5 across the board
- In English the gap has improved for all vulnerable groups at L4+ in both reading and writing, other than writing for EAL and FSM children. At L5 the gap has widened for all vulnerable groups
- In maths the gap for all vulnerable groups at L4+ and L5 has widened other than SEN at L4+, although the L5 gap for SEN has substantially widened
- Joint English & maths levels have narrowed for all groups at L4+, and widened for all groups at L5

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 narrowed however, by 4% points for English and maths combined, but there is still a difference of 23% points. 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.

### **EMAS (Ethnic Minority Achievement Service) Talking Maths Intervention Pilot at West Blatchington Primary School**

Fiona Gibson (English as an Additional Language (EAL) specialist teacher with EMAS) is a Talking Maths Trainer. In 2011/12, Fiona trained two Higher Level Teaching Assistants (HLTAs), who planned and delivered the programme in both Year 2 and Year 6, to small groups of 3 children.

The aim of the Intervention was to develop the understanding and use of mathematical language so that attainment is raised. The programme is particularly suitable for EAL learners, but also non EAL learners.

Pupils receive 3 weekly sessions run over a 10 week period. The practical activities focus on 'talking maths' through e.g. problem solving and games.

One Y6 pupil said; *"We learn and play games at the same time. I learnt new words and language and easy ways to do different questions and problems. I was learning from it and it was fun!"*

Teachers reported that the pupils are more vocal, willing to share ideas and that they are picking up new concepts more quickly.



Following the success of the pilot at West Blatchington Primary School, the Talking Maths Intervention is being rolled out to other schools from September 2012.

### **Healthy Settings Programme Case Study**

In 2011 Brighton & Hove's Healthy Settings Programme was launched as a means of maintaining and extending the good practice to support pupil health and wellbeing already in place in Brighton & Hove Schools.

In February 2012, fifteen schools submitted evidence that they had continued to maintain their healthy school status and three primary schools provided evidence that they had met the health and wellbeing outcomes they had set for themselves:

- Davigdor Infants has reduced by more than 30% the number of problem incidents at lunchtimes, and doubled the number of Year 2 boys who are able to calm down when they are angry
- St Luke's Primary has increased by 20% the number of children who say they always like coming to school, and increased by 20% the number of vulnerable children who attend clubs
- At Carlton Hill Primary the number of free school meal children who are satisfied with their school meal has gone up by 50%, and the numbers of children who have fruit in their packed lunch and take part in physical activities have also gone up.

The programme has now been extended to include early years settings.

### **Children in Care**

#### *KS2 English 2012*

There were 15 Year 6 pupils in care this year, 9 boys and 6 girls. Of these, three were not entered for SATs due to their special educational needs. Of the remaining 12 pupils, eight (67%) reached Level 4 in English. This is above the 2011 figure of 60% locally, and the national average of 50%.

When children with severe SEN are included in the figures, the percentage gaining Level 4 is 53%.

Of the 12 pupils entered for SATs, overall 83% made two levels of progress or more. Three made more than two levels of progress, seven pupils made two levels of progress in English since KS1 and, two did not make two levels of progress. Including the young people with severe SEN, 67% made two levels of progress or more, compared to a national figure for CiC of 48%, and 80% for all children.

Four young people in the cohort have been continuously looked after since they were assessed for KS1 SATs at the end of Y2. 100% made the expected progress or more. Two made two levels of progress between key stages and two made better than two levels of progress.

### *KS2 Maths 2012*

There were 15 Year 6 pupils in care this year, nine boys and six girls. Of these, three were not entered for SATs due to their special educational needs. Of the remaining 12 pupils, seven (58%) reached Level 4 in Maths. This is above the 2011 figure of 40% locally and the national average of 48%.

When children with severe SEN are included in the figures, the percentage gaining Level 4 is 47%.

Of the 12 pupils entered for SATs, four made two levels of progress in English since KS1, four did not make two levels of progress, and four made more than two levels of progress. Overall 67% made two levels of progress or more. Including the young people with severe SEN, 53% made two levels of progress or more, compared to a national figure for CiC of 48%, and 80% for all children.

Four young people in the cohort have been continuously looked after since they were assessed for KS1 SATs at the end of Y2. 75% made the expected progress or more. Two made better than two levels of progress, one made two levels of progress between key stages, and one did not make two levels of progress.

### **Pupil Premium**

The government has given schools Pupil Premium funding which is to support children in various vulnerable groups, but particularly those whom are eligible for free school meals (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 leading on this area and a conference was held in November at the Teaching School, led by schools that have seen the gaps narrow. This year the local authority is offering funding to groups of schools to work on different ways of closing the gap.

### **School Effectiveness across the Primary Sector in Brighton and Hove**

The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton & 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'. Hertford Juniors is in 'notice to improve' and Whitehawk Primary Schools is in Special Measures. Both schools have had positive monitoring visits over the year and we continue to provide extensive support.

The new framework for inspection (from September 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. The grading 'satisfactory' has been replaced with 'requires improvement' and these schools will be inspected more frequently. Schools in a category will be monitored more closely.

## **Priorities for schools**

- Raise standards to be above the national average and statistical neighbours
- Improve the number of pupils making two levels of progress in maths from KS1 to KS2 to above the national average
- Close 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 were five primary schools below the floor at the end of 2010/11. All five of these schools have risen above the floor in 2011/12, but two schools have fallen below the floor. The Strategic Commissioner, Standards and Achievement, has met with the headteacher of all schools receiving high support 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 & Hove Primary Schools:

- Local Leaders of Education have been trained: these are headteachers of local schools, accredited by the National College of School Leadership, who are 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. This has been reviewed and recommendations made to improve the effectiveness further. There will be another round of this funding which will focus on closing the gap
- Westdene Primary was one of the first 100 Teaching Schools announced by the DfE. The school has developed a Teaching School Alliance with other local schools and their work has four strands:
  1. Initial Teacher training
  2. Continuing Professional Development
  3. Leadership and Succession Planning
  4. Schools Supporting Schools

The LA is a strategic partner with the Teaching School Alliance.

## **Action: Standards and Achievement Team**

- To review the School Improvement Strategy in light of the changing educational landscape
- To promote partnerships between schools
- To challenge and support schools in their school improvement
- To work in partnership with the Teaching School Alliance and other partnerships and families of schools to achieve the priorities previously stated
- To investigate the underperformance of girls in mathematics especially at the higher levels and promote effective strategies for engaging girls in mathematics.
- To promote strategies for boys' progress in reading and writing at all levels

## **3. Secondary and Post 16 Phases**

### **Key Stage Three**

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.

Overall there is a positive trend of improvement at KS3 in English. In Maths and Science, figures for 2012 were similar to those for 2011. The table at Appendix 2, page 14 gives a summary of the city wide figures for KS3.

In 2012, 86% of Y9 pupils in Brighton & Hove achieved Level 5 in English (+3% from 2011), 82% in Maths and 86% in Science (same as 2011). In English and Science, performance was slightly (no more than 2% points) higher than England and statistical neighbour averages. In Maths, performance was the same as for statistical neighbours and 1% point below the England average.

### **Closing the gap at KS3**

Data are also collected relating to 'closing 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. At KS3, whilst the data shows some of these gaps are narrowing, some attainment gaps have widened

### **Gender**

In 2012, girls performed better than boys in each of the core subjects of English, Maths and Science. In English, around nine out of ten girls achieved a Level 5, whereas only around eight out of ten boys achieved this standard. In Maths girls outperformed boys by 3% points, although over the last three years both boys and girls have improved their attainment in maths at KS3 by 6% points. In Science boys' performance declined by 3% points compared with 2011, whilst girls' performance continued the trend of improvement, and in 2012 girls achieved significantly better than boys.

Compared with statistical neighbour and England averages, the gap between boys' and girls' performance is similar to or very slightly higher than England and statistical neighbour averages.

## **FSM**

There is a mixed picture for FSM pupils. Overall there has been little significant change over the three years 2010 – 2012 in the gap between FSM and non-FSM pupils in the core subjects of English, Maths and Science. In English there is an underlying trend of improvement for both FSM and non FSM students across these three years, and a 6% point improvement in the FSM group in 2012 narrowed the gap by 3% points. However, in both Maths and Science the performance of the FSM group declined in 2012, and although for both subjects the performance of the FSM group was better than in 2010, there was a widening of the gap in both subjects by 3% points. In Maths, the gap was wider than in 2010, and in Science the gap figure was the same as in 2010.

## **SEN**

At KS3 the percentages of pupils with SEN gaining Level 5+ in English, mathematics and science all showed good improvement, continuing the positive trend of recent years. Attainment gaps narrowed in all three subjects, by 6% points in English and by 5% points in Maths and Science.

## **Key Stage 4**

Overall, in 2012 performance in GCSE examinations continued the trend of improvement seen over the last three years. In 2009, 44.5% of Y11 students in the city achieved the headline figure of 5 or more A\* - C grades including English and Maths. For 2012, the provisional (still to be finally validated) figure is 55.4%, an improvement of 2.6% points from 2011. Factors which may bring about some changes in the provisional figures include requests for re-marks and the challenge to the way in which grade boundaries were set this year for English, in which Brighton & Hove City Council is participating with other councils, schools and teacher unions.

A table showing key provisional figures for each school and Academy and for the city as a whole can be found at Appendix 2, page 15. This table shows a slightly higher figure for 5+ A\* - C grades than has been recently published by the DfE (see below), as the DfE has not yet published figures at the individual schools level. The table includes comparisons with validated figures for 2011.

The table also includes performance in the English Baccalaureate (A\* - C passes in English, Maths, two sciences, a modern or ancient foreign language, and history or geography). However, the English Baccalaureate is still not yet a reliable measure, as the students concerned would have chosen their GCSE options before it was introduced. Students taking GCSEs in 2013 will be the first cohort to have chosen their options knowing which subjects would count towards the English Baccalaureate.

The DfE published provisional national figures on 18 October, and final validated performance tables will be published in January 2013. The provisional figures show that there was some narrowing of the gap with England and statistical neighbour averages, where there was improvement of 0.2% and 1.3% respectively. This means that the

performance in Brighton & Hove was 3.0% points behind the England average (was 5.4% points in 2011) and 1.6% points behind SN average (was 3.0).

The DfE provisional data also includes information about the proportion of students achieving the expected levels of progress between Key Stage 2 and Key Stage 4 in English and Maths. This presents a very mixed picture. In English 72.2% of students achieved the expected three levels of progress or more, comfortably above England (68.9%) and statistical neighbour (69.2) averages. This ranked Brighton & Hove first among eleven statistical neighbours. By contrast, in Maths 60.3% of students achieved the expected three levels of progress or more, well below England (69.6%) and statistical neighbour (68.2) averages, and ranking eleventh among our statistical neighbours. Improving performance in Maths continues to be a key area of focus for the schools and the Secondary Schools Partnership team.

Among individual schools, the provisional figures show some significant improvements, notably at Hove Park (16% points), Longhill (8% points) and Patcham (5% points). For all but one school the longer term trend since 2009 is upwards, ranging across the nine schools and Academies from -2% points to +33% points.

The DfE has set the following floor standards for KS4 in 2012:

- 40% of pupils achieving 5+ A\* - C grades including English and Maths (compared with 35% in 2011); or
- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

The national median figures for English and Maths are yet to be published. In 2011, these figures were 71% for English and 63% for maths.

The provisional figures show that PACA was below the A\* - C grades floor standard for 2012. As an Academy, it will be for the sponsors and the DfE to agree an improvement plan to bring PACA above the floor standard for future years. LA officers will keep closely in touch with PACA on progress with this.

In the core subjects of English, Maths and Science, the provisional figures show much greater consistency across the city's schools and Academies in English than there was in Maths and Science.

- In English, the range achieving A\* - C across the nine schools and Academies was from 63.2% to 77.4%, and in seven schools and Academies over 70% of students achieved at least a C grade. These figures may improve still further as a result of re-marks and the challenge over grade boundaries
- In Maths, the range achieving A\* - C was from 42.7% to 75.9%, and in three schools and Academies less than half of Y11 students achieved at least a C grade
- In Science, the range achieving at least two A\* - C passes was from 16.7% to 68.4%, and in four schools and Academies less than half of Y11 students achieved at least a C grade

Provisional 'closing the gap' data in relation to free school meals (FSM) students is available, but data related to other characteristics, and averages for national and statistical neighbour comparators, are still awaited. In 2011/12, 14.7% of secondary age students in Brighton & Hove were recorded as being eligible for free school meals, ranging across the nine schools and academies from 7.1% to 33.0%. The gap between FSM and non FSM students achieving 5 or more A\* - C grades including English and Maths increased to 34% points, compared with 31.5% points in 2011. However, there was a narrowing of the gap in the proportion of students achieving 5 or more A\* - C grades (any) from 30.5% points in 2011 to 24.5% points in 2012.

In English the gap between the proportion of FSM and non FSM students making the expected three levels of progress between KS2 and KS4 narrowed from 27.9% points in 2011 to 18.5% points in 2012, and in Maths it widened very slightly from 30.0% points to 30.5% points. More detailed information relating to the performance of FSM students can be found at Appendix 2, page 16.

The overall improvements which continue to be achieved across the city's secondary school sector are a result of focussed action to drive up attainment in individual schools, and of joint development work and peer support and challenge within the Secondary Schools Partnership (SSP). This work has been supported with funding and the secondment of staff from the local authority. The authority has agreed with the SSP the basis for ongoing resources for the SSP, which includes pooled funding from the schools and Academies.

Only one secondary school, Cardinal Newman Catholic School, was inspected by Ofsted in 2011/12. It was judged to be 'Good', with all constituent grades being 'good'.

As with the primary phase, the new framework for inspection (from September 2012) is likely to have a significant impact for schools. Schools previously judged as outstanding will not be inspected (unless standards fall or there are causes for concern), and schools judged as good will be inspected every five years. The grading 'satisfactory' has been replaced with 'requires improvement' and these schools will be inspected more frequently. Schools in a category will be monitored more closely. Given the dates of previous inspections, it is expected that several Brighton & Hove schools will be inspected in 2012/13.

### **Performance of Children in Care at GCSE**

Of the 42 Year 11 pupils in the Virtual School at the end of the last academic year, 34 will be formally reported on to the DfE with regard to their GCSE or equivalent results. These are the children who have been in the care of Brighton & Hove continuously for a year on 31<sup>st</sup> March 2012. Given the small numbers involved, quite small changes in the number of children achieving particular standards may appear to make large differences in percentage terms in annual comparisons.

In Brighton & Hove two pupils achieved five A\* - C GCSEs including English and Maths – this equates to 6%. This is a significant decrease on last year's validated figure of 19.2% and is below the national average of 12%.

The alteration of the grade boundaries for GCSE English Language summer exam has had an impact, with three young people who achieved grade C in their mocks only

achieving a D. We requested remarks for these candidates but unfortunately their papers were not upgraded. All have agreed to re-sit the exam in November and will receive additional tuition until then. If successful this will bring us back into line with the national average as these results are included in the return to the DfE for the 2012 results.

In terms of the overall number of GCSEs achieved in all subjects, grade C and above there is a significant upward trend over the past three years:

2012 - 34 pupils achieved 76.5 GCSE passes, grade C and above (data not validated)  
2011 - 26 pupils achieved 57 GCSE passes, grade C and above  
2010 - 36 pupils achieved 27 GCSE passes, grade C and above

Of the 34 students 9 (26.5%) achieved 5A\* - C at GCSE. (This is currently below the national average of 31%).

Of the 34 students 18 (53%) achieved 5 A\* - G at GCSE. (This is currently higher than the national average of 51%).

Of the 34 students, 27 (79%), achieved 1 A\* - G at GCSE. (This is currently higher than the national average of 73%).

15 students (44%) within the cohort of 34 have special educational needs. Of these 15 students, 12 were educated in special school provision. This equates to 35% of the cohort this year. It is important to recognise the achievements of these pupils who achieved a range of alternative qualifications that will enable their continued engagement in education and ensure they continue to develop skills for life.

### **Securing improvement in KS3 and KS4**

Government policy continues to be that it expects schools themselves, individually and supporting each other, to be responsible for school improvement. In Brighton & Hove, one way on which the secondary schools and academies have responded to this challenge is through the formation of the Secondary Schools Partnership. The Partnership has accepted 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 is reviewing its Raising Attainment Plan (RAP), but retains as its 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



Resources amounting to around £300,000 have been devolved by the authority to the Partnership in support of the RAP, and it has been agreed that this will continue in 2013/14. 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 key vehicles for securing KS3 and KS4 improvement across the city, alongside the intensive work which each school individually is undertaking 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 this 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 Compact, which was approved by the Cabinet earlier this year. The Compact includes clear, agreed objectives, outcomes and processes by which targets for improvement will be shared and monitored.

## **Key Stage 5**

As for GCSE, final validated results for A and AS levels, and for BTEC vocational courses, are not yet available. Value added information is also not yet available on a city wide basis. The comments in this report are therefore provisional, and will be updated when final performance tables are published by the DfE in January 2013.

At AS level the provisional pass rate (i.e. the proportion of entries awarded grades A\* - E) for the city was just under 86%, compared with just over 84% nationally. Over 53% of all AS entries were at BHASVIC, and almost 90% of entries at BHASVIC were awarded grades A\* - E. At Cardinal Newman Catholic School and Varndean College over 80% achieved a pass grade. A\* - E pass rates at the other three established sixth forms ranged between 67% and 79%. The new sixth form at BACA is still very small and the focus of its curriculum currently is on BTEC courses, with a small number of complementary AS levels. Given the small number of students, it would not be appropriate to comment on these results.

Almost 36% of AS entries in the city were awarded A\* - B grades, compared with just under 32% nationally. At BHASVIC over 42% of entries were A\* - B, and at Varndean College just over 32%. In the four established school sixth forms, the proportion of high grades ranged from almost 11% to 27%.

At A level, pass rates are higher because generally students will have dropped their weaker AS subjects or changed to more appropriate courses. Some students also withdraw from courses in year if they believe they will fail them, so that they can concentrate on stronger subjects. This resulted in a provisional pass rate in 2012 of

99.7%, compared with 99.5% nationally. No school achieved lower than 98.6% pass grades, and two schools achieved 100%.

The proportion of high grades A\* - B (against a national average of 51%) was much more variable between schools and colleges across the city. BHASVIC and City College (mainly BTEC Level 3, equivalent to A level) both achieved almost 60% high grade passes, and at Varndean College and Cardinal Newman the figure was over 50%. High grade passes at the other three school sixth forms ranged from 21% to 48%. There was particularly strong improvement in high grades at Blatchington Mill, where 10% of entries were awarded A\* grades.

### **Brighton and Hove Sixth Forms providing careers information, advice and guidance**

As part of a local collaborative project, four Sixth Forms (HPS, BMS, BACA & PACA) and the local authority worked together to organise a joint Careers event for post 16 learners in February 2012. The day was unique for two reasons - one it was the first event of its kind to bring together staff and students from the four Sixth Forms, and secondly it was aimed at supporting learners wishing to progress to employment rather than to Higher Education.

The event showcased local opportunities with a Market Place exhibiting local employers and training organisations, national speakers and lots of interactive workshops focusing on Work Preparation, Employability Skills, Apprenticeships, Enterprise and Self Employment and more.

Attended by over 120 young people studying on both Level 2 and Level 3 courses the event was successful in raising awareness of the opportunities available locally, highlighting the benefits of alternative to HE routes and inspiring young people to be proactive rather than reactive in their career plans and future job search.

The event was positively evaluated with over 80% of learners feeding back that they found Market Place useful or very useful and over 90% of learners found the workshop on Employability and Apprenticeships useful/very useful.

Comments from participants included:

- *'It made things much clearer for me'*
- *'Good to hear about options other than university'*
- *'Today was useful as I had no idea what I wanted to do. This has opened up my mind'*.

The event will now run for a second year, strengthening relationships between the Sixth Forms and partnerships with local employers as well as supporting young peoples' progression to positive outcomes and thereby reducing the numbers of young people not in employment, education or training (NEET).

## **Not in Employment, Education, or Training (NEET)**

Reducing the proportion of 16 – 18 year olds who are NEET continues to be an important development priority both locally and nationally, especially as we move towards the raising of the participation age to 17 in September 2013. In Brighton & Hove, there was 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 (November 2010 – January 2011 three month average). The three month average figure for November 2011 – January 2012 was 7.9%. Because the way in which NEET figures are calculated was changed by the DfE in 2011, like for like comparisons are not straightforward. Equally, because the number of ‘unknowns’ in Brighton & Hove is relatively low (because of the tracking and support capacity provided by the Youth Employability Service), comparisons with other local authorities are not straightforward either.

However, these figures indicate that there is still some way to go to achieve full participation of 16 year olds in learning, training or employment with training from September 2013, as required by the Raising Participation Age (RPA) legislation. Through the RPA project, the authority is working with schools, colleges and training providers, and with the Youth Employability Service and other agencies, on a range of initiatives to prepare for RPA, including developing new provision, improving transition processes and providing guidance to young people.

## **4. Special Schools**

Most recent Ofsted inspections of the authority’s six special schools have found three to be offering a ‘good’ overall standard of education and three to be ‘outstanding’. These judgments include an assessment of the standards achieved by learners.

The latest inspection in the summer of 2012 found Downs View School to be offering outstanding education in all areas and subsequently the school has been visited by advisers from the DfE as an example of best practice.

Given the low starting points and complex needs of most pupils in special schools, it is not appropriate to compare attainment with mainstream schools. For most 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. Their progress is 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.

The SEN Partnership Board has commissioned work to determine means of using P scale and other data to compare the progress of pupils across the LA.

Some pupils with complex needs and BESD have achieved success at GCSE or equivalent level and the challenge for the coming year is to see if the most able pupils can be supported to reach Grade C and above in core subjects.

## 5. Attendance and Exclusions

### Attendance

The most recent validated data (for 2010/11) shows that both overall and persistent absence at primary level in Brighton & Hove continued to be below the national average. For overall absence, the figure was 4.4% (national figure 5.0%), and for persistent absence the figure was 3.4% (national figure 3.9%). At secondary level we continued to have higher levels of absence for both overall and persistent absence compared to the national average. For overall absence, the figure was 7.1% (national figure 6.5%), and for persistent absence the figure was 9.8% (national figure 8.4%).

For both primary and secondary phases, the figures for overall absence were markedly better than for 2009/10 and in each case almost 20% lower than they were in 2006/07.

Data recently received from DfE for the autumn and spring terms suggests that the figures for primary schools were closer to England and statistical neighbour averages, and for secondary schools they continue to be higher than England and statistical neighbour averages. The reasons behind these figures are currently being analysed.

Latest national 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 are exploring 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. Brighton & Hove 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 schools' compliance with 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 9 permanent exclusions from Brighton & Hove schools in 2011/12. This is less than those recorded in 2010/11.

### *Fixed Term Exclusions*

The fixed term exclusion statistics are relatively high. This is in many cases the result of the policy within Brighton & Hove to ensure that unofficial exclusion, whereby a child or young person is sent home to 'cool off' for periods of time, is eliminated. This has been rigorously implemented in the city because of the need to comply with DfE statutory guidelines, and to be explicit about safeguarding responsibilities for children and young people. There is at least anecdotal evidence that this is not the case in other authorities where the practice still exists.

Fixed term exclusion is also used to allow time for longer term solutions to be negotiated and arranged to avoid the need for permanent exclusions.

Reducing the numbers of fixed term exclusions is an absolute priority because of the obvious correlation between days lost to learning and future achievement and attainment for children and young people. Specific strategies to address this will be the focus of both the primary and secondary Behaviour and Attendance Partnerships for the forthcoming academic year. It is already anticipated that there will be a reduction in fixed term exclusion in the secondary phase because of the introduction of initiatives, such as the use of restorative justice in schools and the use of an alternative school day.



### EYFS achieving L6 trend chart

<b>% achieving 6+ Brighton and Hove</b>	2008	2009	2010	2011	2012	<b>National 2012</b>
Personal Social and Emotional Development	74.4	80.2	84.4	83.0	85.6	82
Communication, Language and Literacy	54.7	57.7	64.9	66.9	69.2	66
PSED and CLL	51.6	55.8	62.6	64.1	67.2	64
Problem solving reasoning and Numeracy	73.3	72.5	80.2	81.3	83.1	77
Knowledge and Understanding of the World	81.3	83.3	89.7	90.3	90.9	86
Physical Development	89.1	89.8	93.5	93.1	94.1	92
Creative Development	81.5	83.5	89.3	89.7	91.1	85

EYFS achievement of children living in disadvantaged areas

Pupils Living in Most Deprived Areas (IDAC)**	Achieving a good score*									
	%					No of Pupils				
	2008	2009	2010	2011	2012**	2008	2009	2010	2011	2012**
5% most deprived	25.24	34.18	41.95	53.77	42.37	52	67	86	107	75
10% most deprived	27.11	35.80	41.54	55.49	46.95	93	126	140	187	154
15% most deprived	30.85	38.72	43.4	53.97	48.36	141	175	187	238	206
20% most deprived	32.87	41.68	45.9	54.84	50.28	191	248	262	306	272
All EYFSP				63.85	67.13					

\*A good score is defined as 'Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy'

\*\* In 2012 there were only 14 pupils who are not included in these figures as their postcodes were not included in the latest South East Postcode tables when they were produced. The data this year is a better match to previous years (c. 95 unmatched pupils)



# PERFORMANCE INDICATOR REPORT CARD

## NI 92 Foundation Stage - Narrowing the Gap

A low number is good

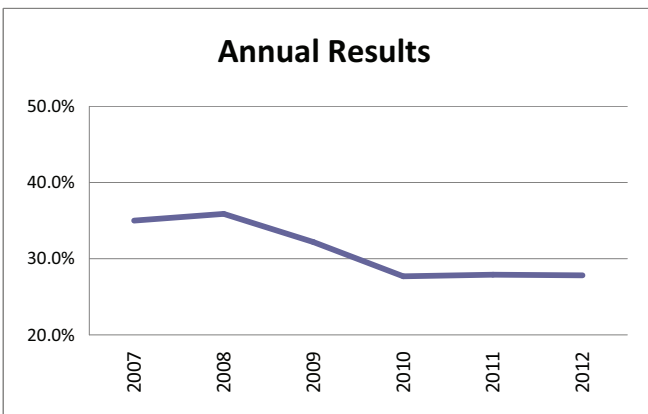
Direction of Travel	Same
RAG Status	Green

Number/percent	Percentage
Data Source	KEYPAS
Frequency	Annual
Short Definition	Narrowing the gap between lowest achieving 20% of pupils & the rest

Outcome	4 Children and young people do well at school
Sub-outcome	4.5 Gap for disadvantaged groups is improved
Service level outcome	Lowest achieving children do better at FSP stage
Delivery unit	Schools, Skills and Learning
Service unit	Schools
Lead Officer	Mary Ellinger
Lead Analyst	Katherine Eastland

### Annual Results

Results	2007	2008	2009	2010	2011	2012						
<b>B&amp;H</b>	35.0%	35.9%	32.2%	27.7%	27.9%	27.8%						
<b>Pupils in cohort</b>			2545	2581	2656	2784						

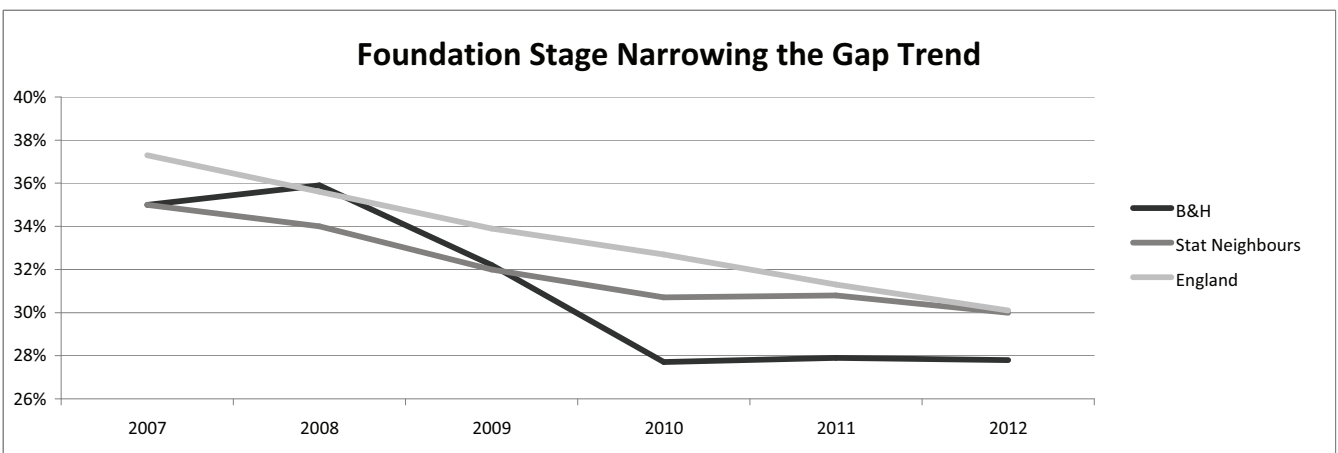


**Commentary:**

National and Statistical Neighbour data due to be published by the DfE in October 2012 (no specific publication date yet)

### Foundation Stage Narrowing the Gap Trend

Results	2007	2008	2009	2010	2011	2012			
<b>B&amp;H</b>	35.0%	35.9%	32.2%	27.7%	27.9%	27.8%			
<b>Target</b>	30.9%	28.4%	28.3%	27.9%	N/A	N/A			
<b>Stat Neighbours</b>	35.0%	34.0%	32.0%	30.7%	30.8%	30.0%			
<b>England</b>	37.3%	35.6%	33.9%	32.7%	31.3%	30.1%			



# PERFORMANCE INDICATOR REPORT CARD

## Early Years Foundation Stage - % Achieving a good score

A low number is good

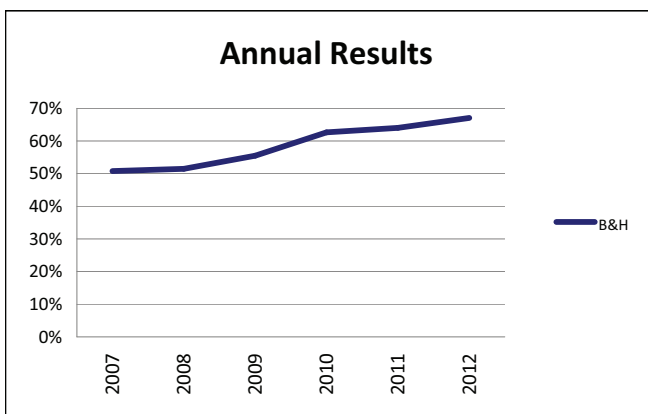
Direction of Travel	<b>Better</b>
RAG Status	<b>Green</b>

Number/percent	Percentage
Data Source	KEYPAS
Frequency	Annual
Short Definition	At least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy

Outcome	4 Children and young people do well at school
Sub-outcome	4.1 Children are ready for school
Service level outcome	Lowest achieving children do better at EYFSP stage
Delivery unit	Schools, Skills and Learning
Service unit	Schools
Lead Officer	Mary Ellinger
Lead Analyst	Katherine Eastland

### Annual Results

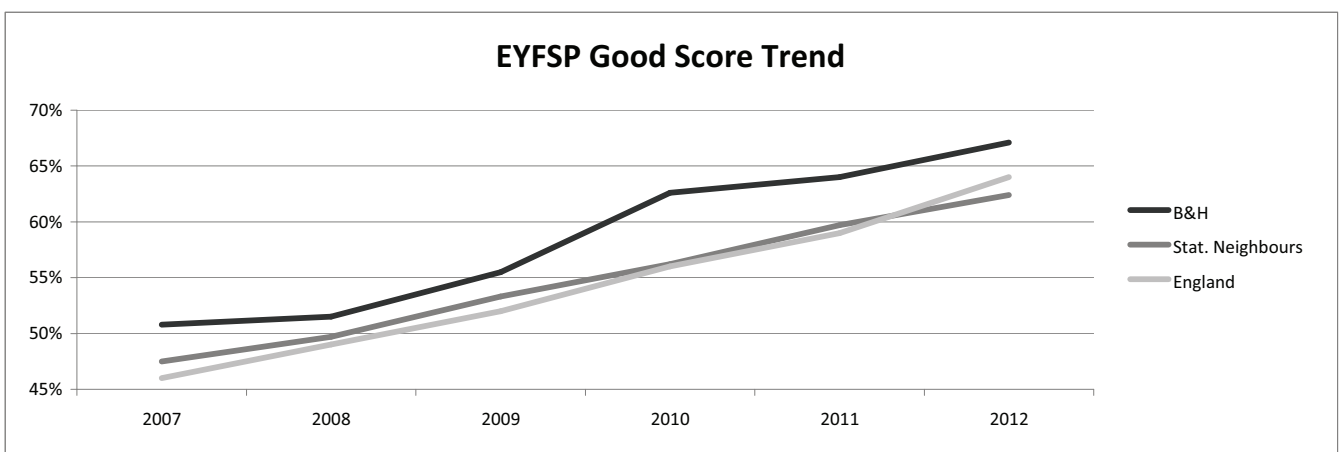
Results	2007	2008	2009	2010	2011	2012						
<b>B&amp;H</b>	50.8%	51.5%	55.5%	62.6%	64.0%	67.1%						
<b>Pupils in cohort</b>	2400	2488	2545	2581	2656	2784						



Commentary:

### Annual Results

Results	2007	2008	2009	2010	2011	2012			
<b>B&amp;H</b>	50.8%	51.5%	55.5%	62.6%	64.0%	67.1%			
<b>Stat. Neighbours</b>	47.5%	49.7%	53.3%	56.2%	59.7%	62.4%			
<b>England</b>	46%	49%	52%	56%	59%	64%			



# PERFORMANCE INDICATOR REPORT CARD

## Key Stage 1 Level 2+ in Reading

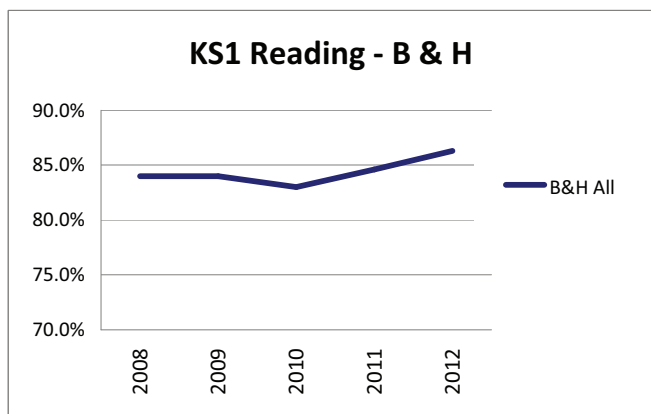
Direction of Travel	Better
RAG Status	Amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 2+ in Reading at the end of key stage 1

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

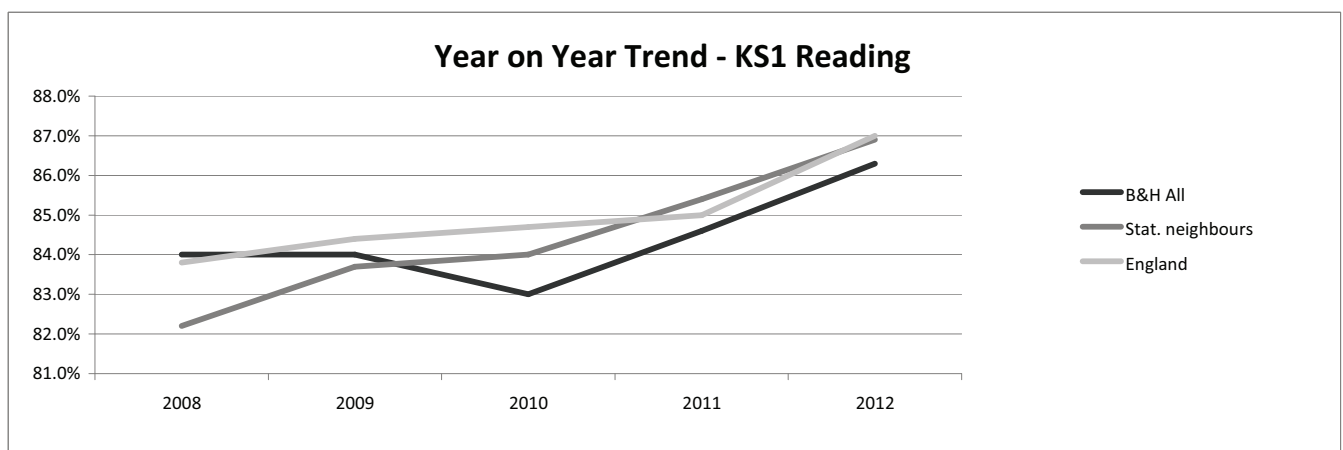
Results	2008	2009	2010	2011	2012							
<b>B&amp;H All</b>	84.0%	84.0%	83.0%	84.6%	86%							



Commentary:

### Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
<b>B&amp;H All</b>	84.0%	84.0%	83.0%	84.6%	86.3%				
<b>Stat. neighbours</b>	82.2%	83.7%	84.0%	85.4%	86.9%				
<b>England</b>	83.8%	84.4%	84.7%	85%	87.0%				



# PERFORMANCE INDICATOR REPORT CARD

## Key Stage 1 Reading Level 2+ (FSM gap)

A low number is good

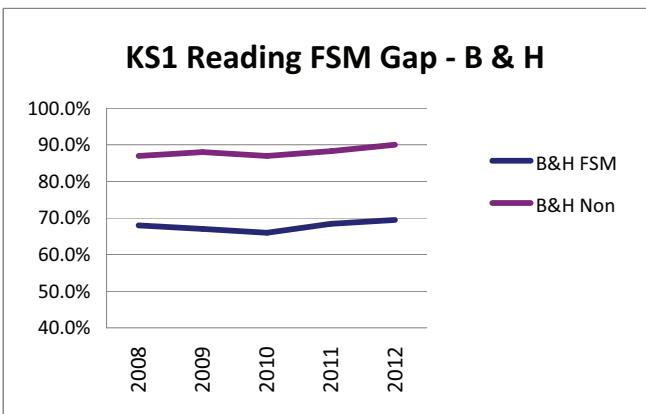
Direction of Travel	Better
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Reading at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

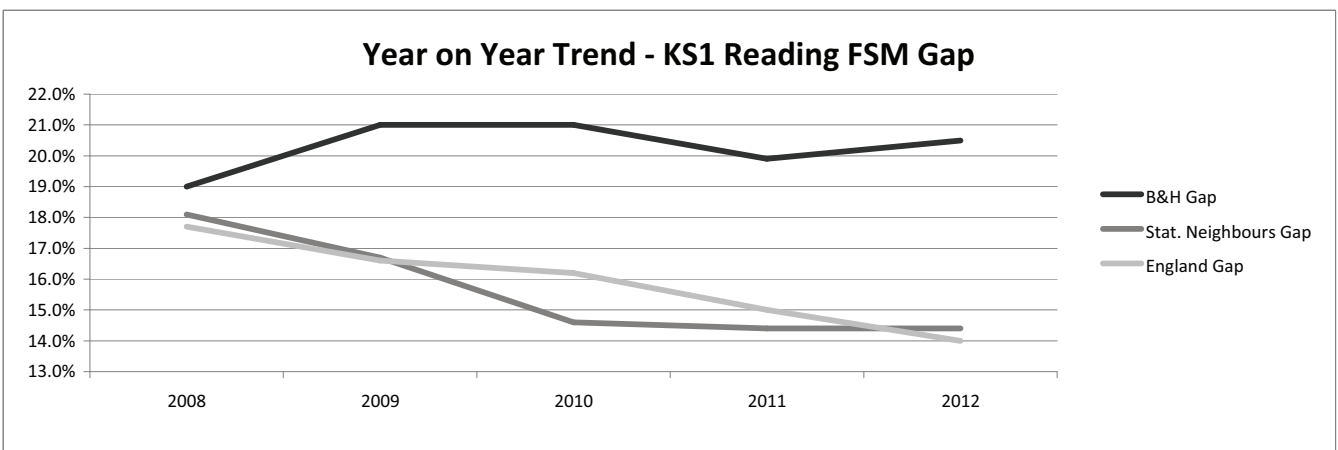
Results	2008	2009	2010	2011	2012						
<b>B&amp;H FSM</b>	68.0%	67.0%	66.0%	68.4%	69.5%						
<b>B&amp;H Non FSM</b>	87.0%	88.0%	87.0%	88.3%	90.0%						
<b>B&amp;H Gap</b>	19.0%	21.0%	21.0%	19.9%	20.5%						



Commentary:

### Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
<b>B&amp;H Gap</b>	19.0%	21.0%	21.0%	19.9%	20.5%				
<b>Stat. Neighbours Gap</b>	18.1%	16.7%	14.6%	14.4%	14.4%				
<b>England Gap</b>	17.7%	16.6%	16.2%	15.0%	14.0%				



# PERFORMANCE INDICATOR REPORT CARD

## Key Stage 1 Writing Level 2+

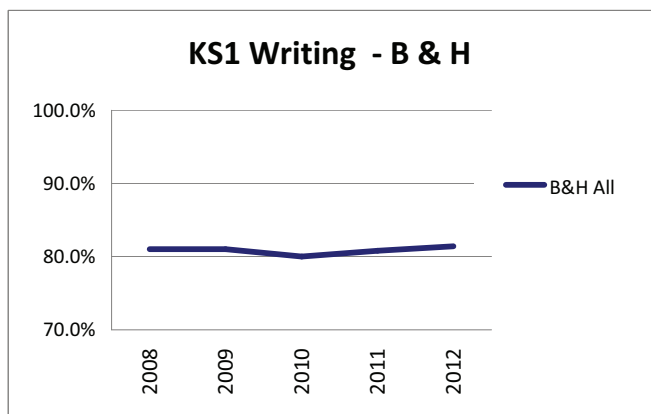
Direction of Travel	Better
RAG Status	Amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 2+ in Writing at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

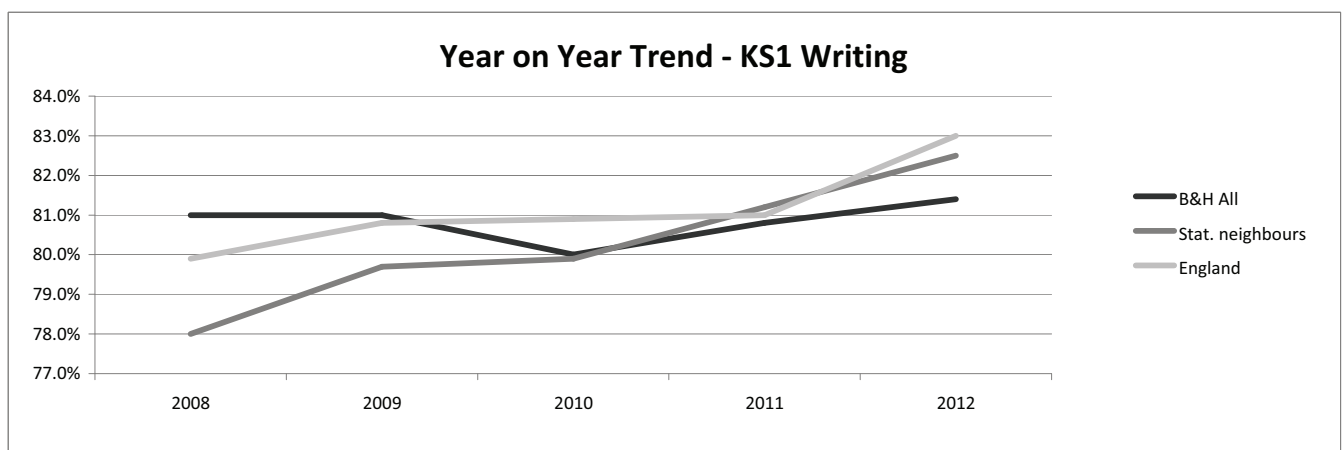
Results	2008	2009	2010	2011	2012							
<b>B&amp;H All</b>	81.0%	81.0%	80.0%	80.8%	81.4%							



Commentary:

### Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
<b>B&amp;H All</b>	81.0%	81.0%	80.0%	80.8%	81.4%				
<b>Stat. neighbours</b>	78.0%	79.7%	79.9%	81.2%	82.5%				
<b>England</b>	79.9%	80.8%	80.9%	81.0%	83.0%				



# PERFORMANCE INDICATOR REPORT CARD

## Key Stage 1 Writing Level 2+ (FSM Gap)

A low number is good

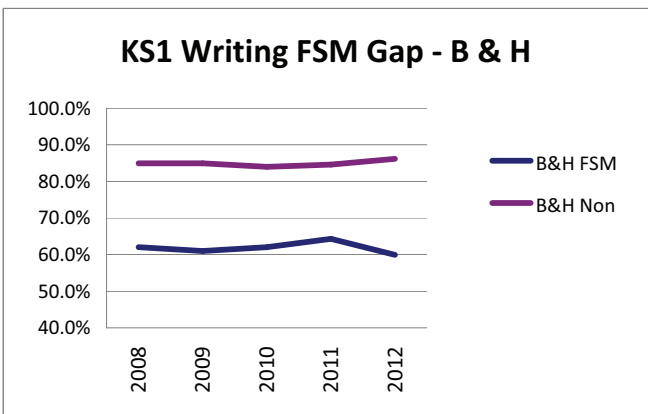
Direction of Travel	Worse
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Writing at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

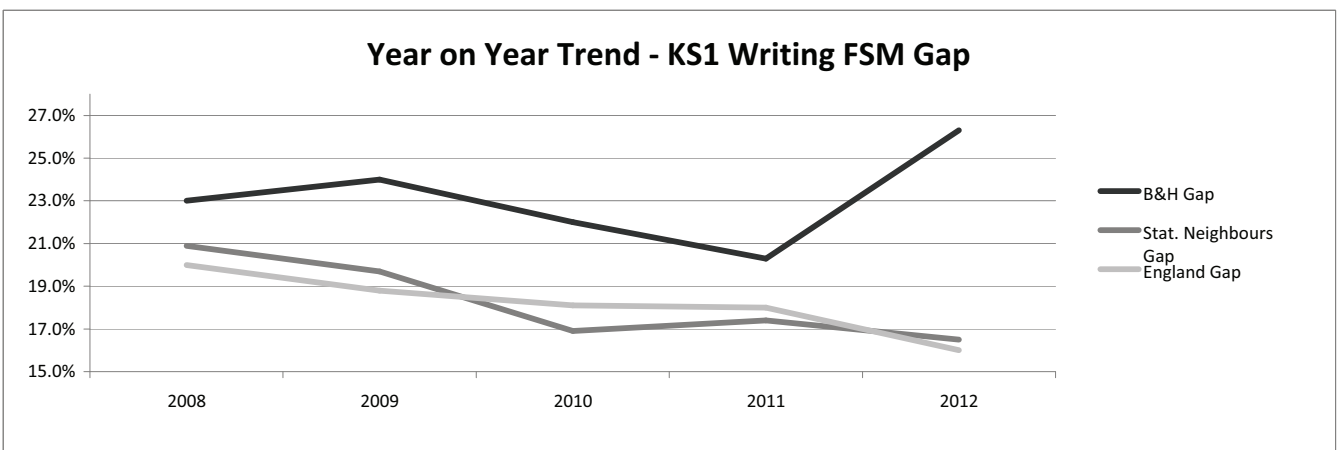
Results	2008	2009	2010	2011	2012						
B&H FSM	62.0%	61.0%	62.0%	64.3%	59.9%						
B&H Non FSM	85.0%	85.0%	84.0%	84.6%	86.2%						
B&H Gap	23.0%	24.0%	22.0%	20.3%	26.3%						



Commentary:

### Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
B&H Gap	23.0%	24.0%	22.0%	20.3%	26.3%				
Stat. Neighbours Gap	20.9%	19.7%	16.9%	17.4%	16.5%				
England Gap	20.0%	18.8%	18.1%	18.0%	16.0%				



# PERFORMANCE INDICATOR REPORT CARD

## Key Stage 1 Maths Level 2+

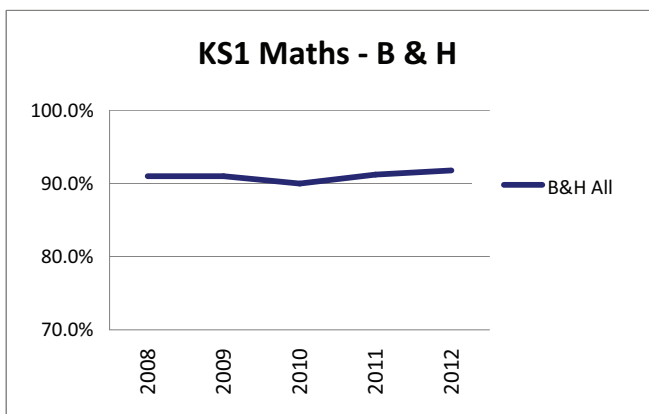
Direction of Travel	<b>Better</b>
RAG Status	<b>Green</b>

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 2+ in Maths at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

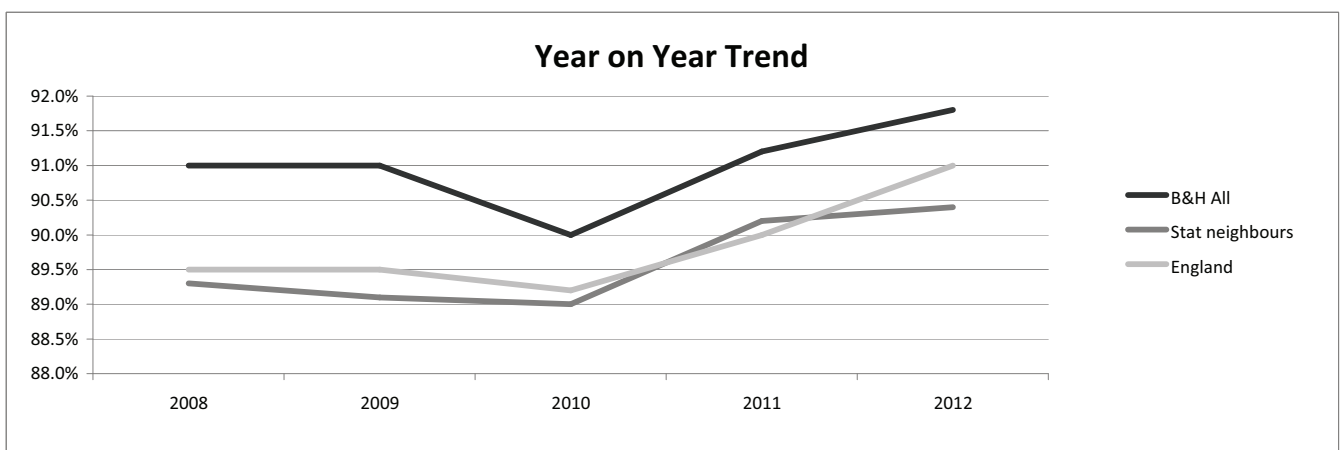
Results	2008	2009	2010	2011	2012							
<b>B&amp;H All</b>	91.0%	91.0%	90.0%	91.2%	91.8%							



*Commentary:*

### Year Trend Data and Targets

Results	2008	2009	2010	2011	2012					
<b>B&amp;H All</b>	91.0%	91.0%	90.0%	91.2%	91.8%					
<b>Stat neighbours</b>	89.3%	89.1%	89.0%	90.2%	90%					
<b>England</b>	89.5%	89.5%	89.2%	90.0%	91.0%					



## PERFORMANCE INDICATOR REPORT CARD

### Key Stage 1 Maths Level 2+ (FSM Gap)

A low number is good

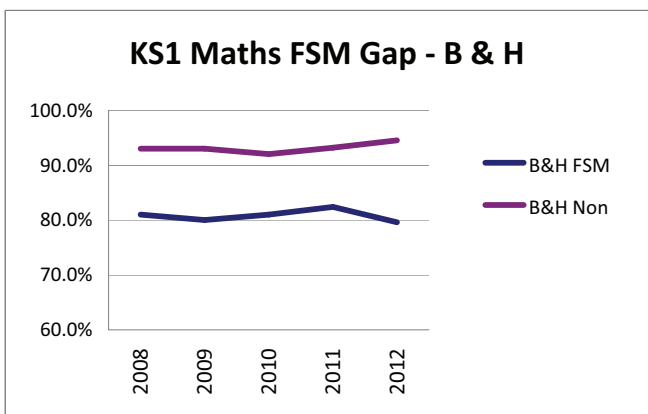
Direction of Travel	Worse
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Maths at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

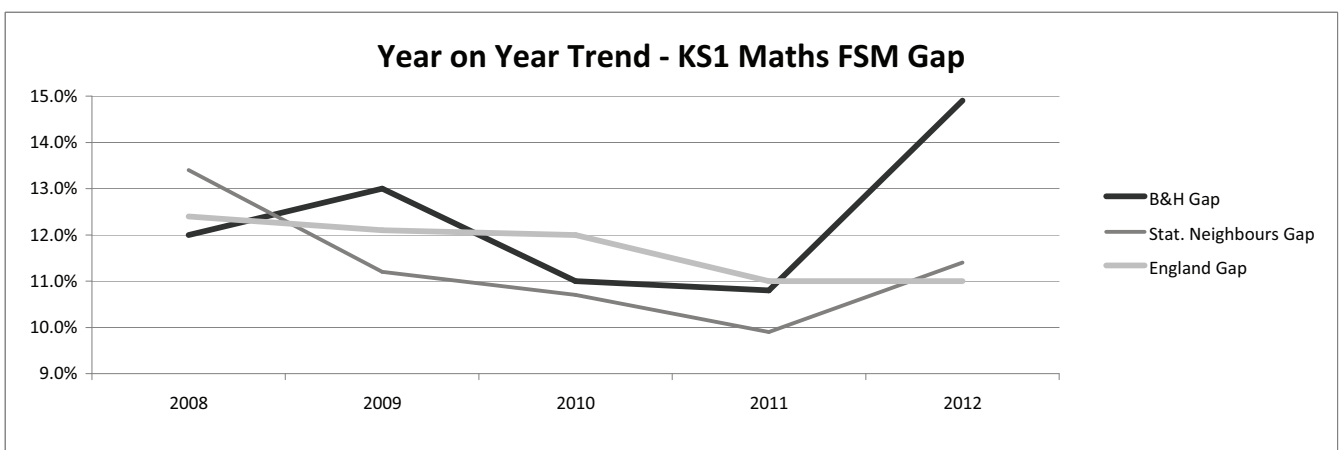
Results	2008	2009	2010	2011	2012						
<b>B&amp;H FSM</b>	81.0%	80.0%	81.0%	82.4%	79.6%						
<b>B&amp;H Non FSM</b>	93.0%	93.0%	92.0%	93.2%	94.5%						
<b>B&amp;H Gap</b>	12.0%	13.0%	11.0%	10.8%	14.9%						



Commentary:

### Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
<b>B&amp;H Gap</b>	12.0%	13.0%	11.0%	10.8%	14.9%				
<b>Stat. Neighbours Gap</b>	13.4%	11.2%	10.7%	9.9%	11.4%				
<b>England Gap</b>	12.4%	12.1%	12.0%	11.0%	11.0%				





## PERFORMANCE INDICATOR REPORT CARD

### Key Stage 2 Level 4+

A low number is good

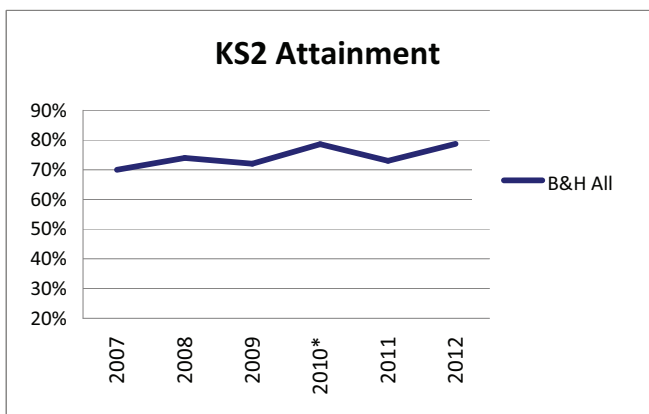
Direction of Travel	Better
RAG Status	Green

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

Results	2007	2008	2009	2010*	2011	2012						
<b>B&amp;H All</b>	70%	74%	72%	79%	73%	79%						

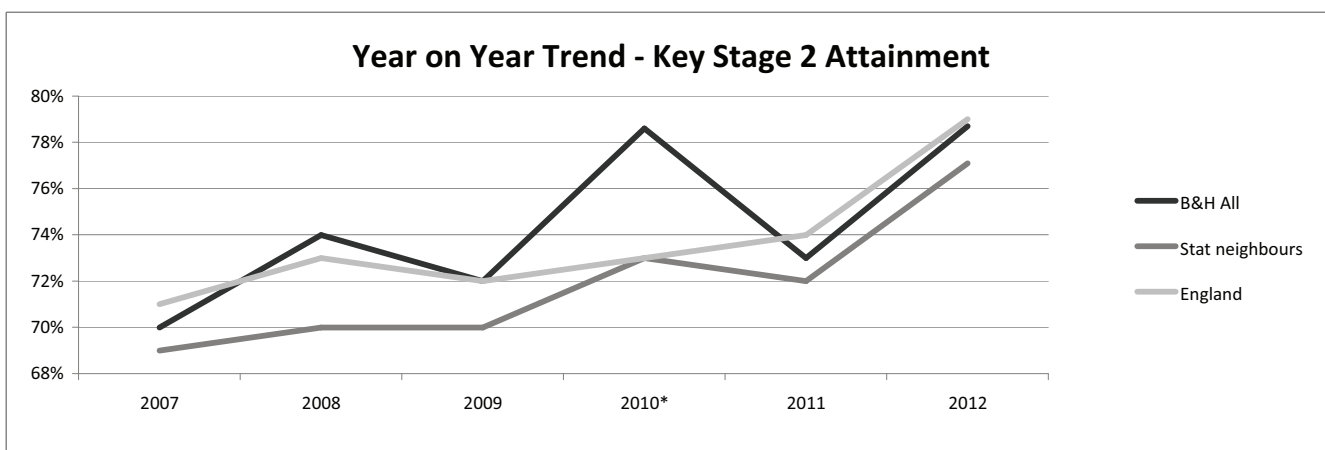


*Commentary:*

\*No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.

### Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012			
<b>B&amp;H All</b>	70%	74%	72%	79%	73%	79%			
<b>Stat neighbours</b>	69%	70%	70%	73%	72%	77%			
<b>England</b>	71%	73%	72%	73%	74%	79%			



# PERFORMANCE INDICATOR REPORT CARD

## Key Stage 2 Level 4+ (Gap in attainment for SEN pupils)

A low number is good

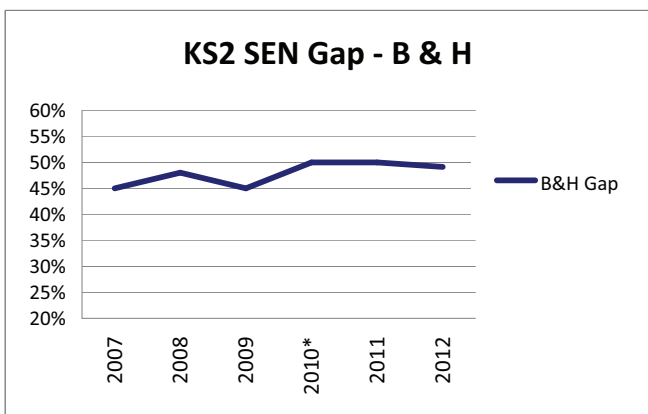
Direction of Travel	Better
RAG Status	TBA

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	SEN to Non-SEN gap in % attaining level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

Results	2007	2008	2009	2010*	2011	2012						
<b>B&amp;H SEN</b>	41%	42%	43%	43%	37%	43%						
<b>B&amp;H Non SEN</b>	86%	90%	88%	93%	87%	92%						
<b>B&amp;H Gap</b>	45%	48%	45%	50%	50%	49%						

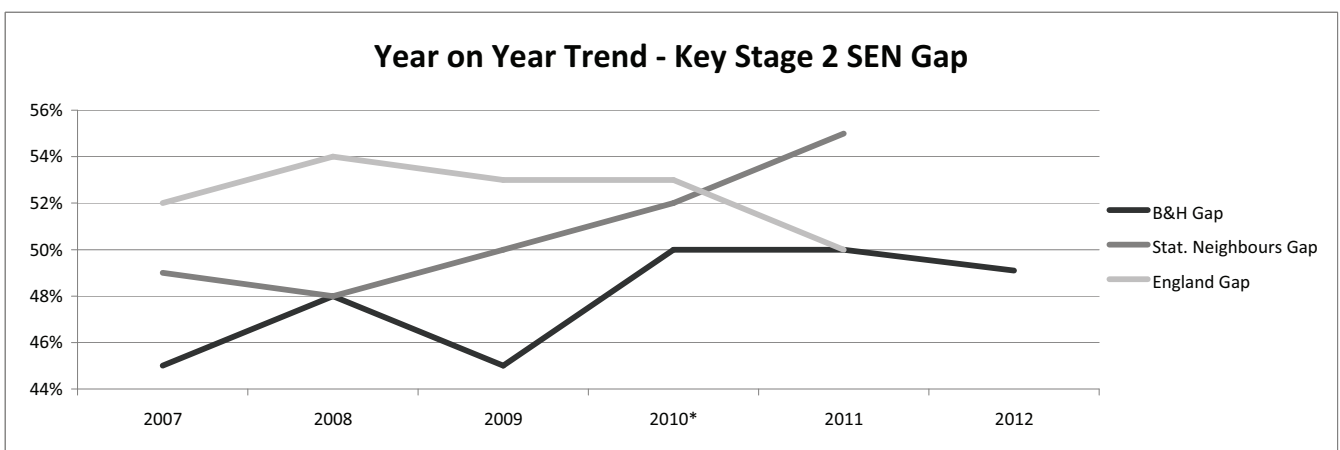


**Commentary:**

*\*No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.  
N.B. Gap same but all pupil performance lower*

### Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012		
<b>B&amp;H Gap</b>	45%	48%	45%	50%	50%	49%		
<b>Stat. Neighbours Gap</b>	49%	48%	50%	52%	55%			
<b>England Gap</b>	52%	54%	53%	53%	50%			



# PERFORMANCE INDICATOR REPORT CARD

## Key Stage 2 Level 4+ (Gap in attainment for Free School Meals pupils)

A low number is good

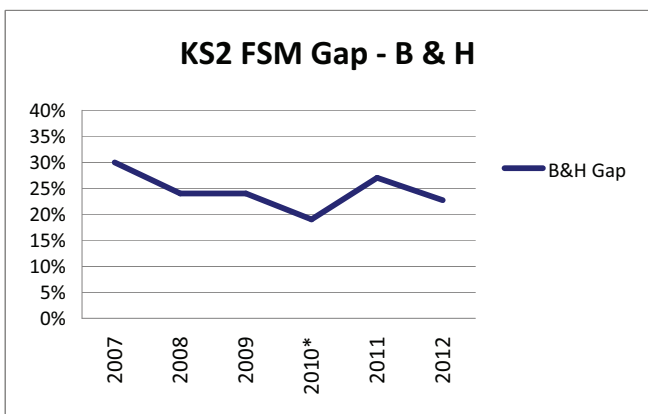
Direction of Travel	Better
RAG Status	TBA

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM to Non-FSM gap in % attaining level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

### Current Performance

Results	2007	2008	2009	2010*	2011	2012						
B&H FSM	46%	55%	52%	63%	51%	60%						
B&H Non FSM	76%	79%	76%	82%	78%	83%						
B&H Gap	30%	24%	24%	19%	27%	23%						



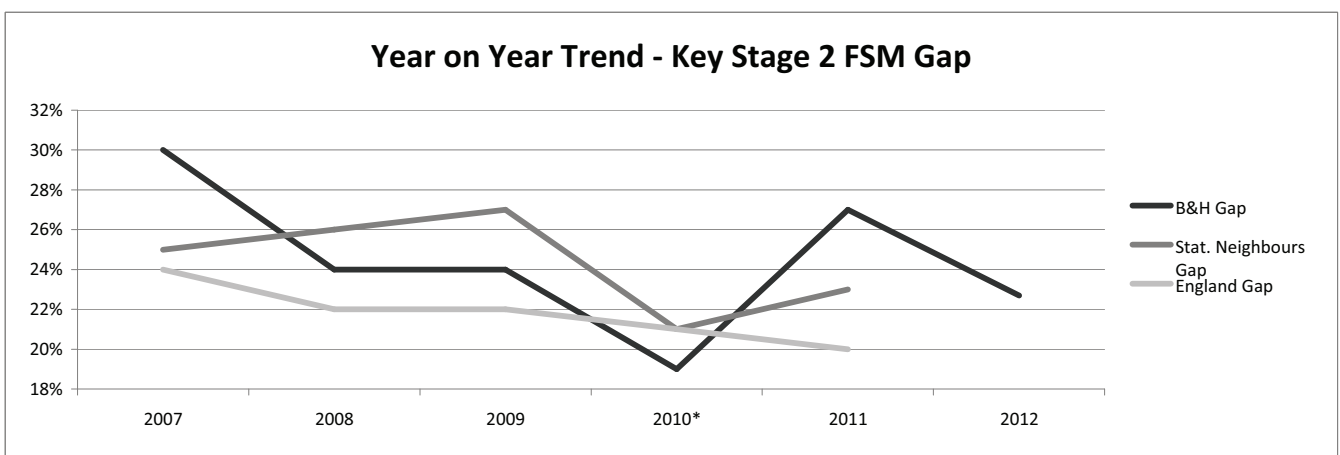
**Commentary:**

This gap has narrowed as achievement of pupils with FSM have increased 9 percentage points and Non FSM 5 percentage points. However, this remains a focus.

*\*No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.*

### Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012		
B&H Gap	30%	24%	24%	19%	27%	23%		
Stat. Neighbours Gap	25%	26%	27%	21%	23%			
England Gap	24%	22%	22%	21%	20%			



## Key Stage 3 attainment

Pupil Groups	% L5+ English			% L5+ Maths			% Level 5 Science		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
All Pupils B&H	81	83	86	77	82	82	81	86	86
Stat n'bours	79	81	84	78	80	82	79	81	84
England	79	82	84	80	81	83	80	83	85
11/12 B&H change			+3			0			0
Male	76	76	81	75	82	81	78	86	83
Female	88	89	92	78	81	84	83	87	89
Gender Gap*	+12	+13	+11	+3	-1	+3	+5	+1	+6
Stat n'bours	+14	+13	+10	+3	+4	+2	+3	+5	+5
England	+13	+12	+11	+1	+2	+2	+3	-4	+4
2011 - 2012 B&H change			-2			0			-5
FSM	63	64	70	57	63	61	63	71	68
Non-FSM	86	87	90	81	86	87	85	90	90
FSM Gap	23	23	20	24	23	26	22	19	22
2011 - 2012 change			-3			+3			+3
SEN	51	57	65	44	53	59	52	64	69
Non-SEN	92	93	95	88	93	94	91	95	95
Gap in 2012	41	36	30	44	40	35	39	31	26
2011 - 2012 change			-6			-5			-5

\* In this row, positive figures mean girls performing better than boys, and negative figures mean boys performing better than girls.

KS4 GCSE performance

School	Total no of Pupils 2012	5+ A*-C including English & Maths GCSE				5+ A*-C GCSE				English Baccalaureate			
		2012 Early Data from Schools %	2012 No of Pupils 5 A-C E&M	2011 Final Result %	Difference from 2011	2012 Early Data from Schools %	2012 No pupils 5 A-C	2011 Final Result %	Difference from 2011	2012	2011	Difference from 2011	FSM % Up to Year 11 (2011/12)
BACA	108	40.7	44	37	3.7	92.6	100	78	14.6	4.6	0	4.6	33.0
Blatchington Mill	306	60.8	186	58	3	84.0	257	76	8	19.9	20	-0.1	11.7
Cardinal Newman	336	67.9	228	66	2	82.7	278	83	0	35.1	39	-3.9	8.9
Dorothy Stringer	335	66.6	223	74	-7	83.0	278	88	-5	29.3	25	4.3	7.1
Hove Park	286	60.0	172	44	16	64.0	183	58	6	13.0	16	-3.0	15.5
Longhill	235	44.7	105	37	8	69.4	163	63	6	8.0	7	1.0	16.6
PACA	117	36.8	43	39	-2	70.1	82	65	5	2.0	5	-3.0	21.4
Patcham	176	56.2	99	51	5	80.1	141	68	12		4	-4.0	19.6
Varndean	233	56.7	132	55	2	74.0	172	70	4	13.7	10	3.7	16.0
ACE	17	0.0	0	0	0	0.0	0	0	0	0.0	0	0.0	61.7
Cedar Centre	15	0.0	0	0	0	0.0	0	0	0	0.0	0	0.0	50.0
Downs Park	14	0.0	0	0	0	0.0	0	0	0	0.0	0	0.0	31.6
Downs View	6	0.0	0	0	0	0.0	0	0	0	0.0	0	0.0	21.1
Hillside	7	0.0	0	0	0	0.0	0	0	0	0.0	0	0.0	28.3
Patcham House	11	0.0	0	11	-11	9.1	1	11	-2	0.0	0	0.0	34.8
<b>Local Authority</b>	<b>2202</b>	<b>55.9</b>	<b>1232</b>	<b>52.8</b>	<b>3.1</b>	<b>75.2</b>	<b>1655</b>	<b>71.0</b>	<b>4.2</b>		<b>17.0</b>	<b>-17</b>	<b>16.6</b>
England (all schools) 2011				58.2%				81.0			15.0		

Data Source: 2012 results (Schools) and 2011 results (DfE Performance Table)

**Key Stage 4 FSM Closing the Gap**

<b>School</b>	<b>FSM Gap</b>	<b>% FSM</b>	<b>% 3+A*-A</b>	<b>% 5+ A*-C inc E&amp;M</b>	<b>% 5+ A*-C</b>	<b>% English 3+ Levels Progress*</b>	<b>% Maths 3+ Levels of Progress*</b>
Blatchington Mill School	FSM Gap	11.7	30.2	36.7	25.0	20.4	35.5
Brighton Aldridge Community Academy	FSM Gap	33.0	19.1	35.4	8.4	15.2	33.7
Cardinal Newman School	FSM Gap	8.9	12.7	24.0	18.3	14.5	5.0
Dorothy Stringer School	FSM Gap	7.1	25.7	22.1	16.0	0.1	14.5
Hove Park School	FSM Gap	15.5	11.5	31.3	29.7	16.8	31.4
Longhill School	FSM Gap	16.6	16.8	29.0	33.4	34.8	27.1
Patcham High School	FSM Gap	19.6	15.7	37.5	21.8	7.8	31.6
Portslade Aldridge Community Academy	FSM Gap	21.4	11.2	20.2	17.9	8.1	14.6
Varndean School	FSM Gap	16.0	19.7	31.9	22.8	25.3	24.4
<b>Brighton &amp; Hove 2012</b>	<b>FSM Gap</b>	<b>14.7</b>	<b>22.2</b>	<b>34.0</b>	<b>24.5</b>	<b>18.5</b>	<b>30.4</b>
<b>Brighton &amp; Hove 2011</b>	<b>FSM Gap</b>	<b>14.5</b>	<b>22.3</b>	<b>31.5</b>	<b>30.5</b>	<b>27.9</b>	<b>30.0</b>

# CHILDREN AND YOUNG PEOPLE'S COMMITTEE MEETING

## Agenda Item 33

Brighton & Hove City Council

<b>Subject:</b>	<b>Equality and Anti-Bullying Work in Schools</b>		
<b>Date of Meeting:</b>	<b>12 November 2012</b>		
<b>Report of:</b>	<b>Jo Lyons – Lead Commissioner, Learning &amp; Partnership</b>		
<b>Contact Officer:</b>	<b>Name:</b> Sam Beal Partnership Adviser - Health and Wellbeing	<b>Tel:</b> 293533	
	<b>Email:</b> sam.beal@brighton-hove.gov.uk		
<b>Ward(s) affected:</b>	All		

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides a summary of bullying data (Safe and Well School Survey) for 2011 and racist and religiously motivated incident data for 2010-11. The change in national and local policy related to the reporting of racist and religiously motivated incidents will be outlined along with the new local authority request for schools to return their bullying data by type. Support for schools to fulfil requirements under the Public Sector Duty of the Equality Act will also be detailed.
- 1.2 This report provides information including bullying and prejudice incident data as it relates to children and young people in Brighton & Hove schools.
- 1.3 This report briefly outlines support for schools to meet fulfil the Public Sector Equality Duty under the 2010 Equality Act.

#### 2. RECOMMENDATIONS:

- 2.1 This report is for information only

#### 3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 There have been two main ways that the local authority collects and monitors bullying data from schools.
  - 3.1.1 Racist and Religiously Motivated Incident (RRMI) monitoring  
Since 2004 schools have been required by law to record all racist incidents and report them to the Local Authority. In Brighton & Hove data related to bullying (general), homophobic bullying and bullying to do with disability was also collected. From September 2010, the Schools' Information System (SIMS) has been used by schools to record and report Racist and Religiously Motivated Incidents and a report from this system sent into the local authority. This change

in system coincided with a change in government approach which removed the requirement to return racist and religiously motivated incident data. A decision was made to continue collecting racist and religiously motivated incident data whilst the local authority reviewed its position on schools reporting and that in the short-term bullying data would be monitored via the Safe and Well School Survey.

3.1.2 The Safe and Well School Survey (SAWSS) is a survey of pupils aged between 8 and 16 focused on their feelings about their school and learning, their views on anti-bullying measures in their school and experiences of bullying. It has been carried out by schools in the city for the past 9 years with support from the Healthy Schools Advisory Service and the Learning and Partnership Unit of the City Council. In 2010 the survey was extended to ask a wider range questions about health and wellbeing and included an ethnicity monitoring question. Schools receive a report on their data and the city wide summary data to inform the review and development of whole school practice and the development of the Personal, Social, Health and Economic (PSHE) education curriculum. At a city wide level the data is used to support schools and commission services.

3.2 Summary of Brighton & Hove Racist and Religiously Motivated Incident (RRMI) trend data and data for September 2010 to July 2011

School Year	Primary Schools	Secondary Schools	Special Schools	Total RRMI recorded
2005/6				145
2006/7	144	82	19	245
2007/8	136	81	14	231
2008/9	117	117	19	253
2009/10	145	152	10	307
2010/11	112	140	2	255

As can be seen from this data, there appears to have been a reduction in racist and religiously motivated incidents reported by schools to the LA. However, 7 schools in the spring term and 10 schools in the summer term failed to send in any return despite being reminded by the team.

This was the first year schools were required to use SIMS; their electronic register system to record incidents. This change ensured that ethnicity groups are in line with the school census and has supported schools in their use of SIMS to record and monitor incidents. However, the data sent to the local authority data has been of variable quality and at times has inconsistent. This indicates difficulties with the new recording system and a reduction in school compliance. In addition, this reduction in school compliance may be as a result of the removal of the statutory duty to record racist and religiously motivated incidents and the changed relationship between the local authority and schools.



### 3.3 Safe and Well School Survey Trend Data Secondary (2011 sample 6846):

Year	I enjoy coming to school	My school is good at dealing with bullying	Been bullied this term
2005			26%
2006	71%	55%	25%
2007	74%	63%	26%
2008	79%	67%	22%
2009	79%	69%	15%
2010	76%	64%	17%
<b>2011</b>	<b>76%</b>	<b>63%</b>	<b>16%</b>

What was the bullying about?	2009	2010	2011
Ability	29%	23%	15%
Appearance	59%	69%	49%
Class or family background	23%	17%	13%
Disability or special need	10%	11%	8%
Gender	9%	7%	6%
Race or ethnic origin	9%	14%	9%
Religion	6%	6%	6%
Sexual orientation of you or family member	17%	23%	12%

### 3.4 Safe and Well School Survey Data Primary (2011 sample 5097):

Year	I enjoy coming to school	My school is good at dealing with bullying	Been bullied this term
2005			33%
2006	85%	79%	28%
2007	87%	84%	27%
2008	88%	86%	22%
2009	89%	85%	23%
2010	87%	84%	24%
<b>2011</b>	<b>89%</b>	<b>85%</b>	<b>21%</b>

What was the bullying about?	2009	2010	2011
Ability	24%	15%	15%
Appearance	28%	26%	25%
Class or family background	9%	10%	8%
Disability or special need	5%	5%	5%
Gender	10%	12%	13%
Race or ethnic origin	4%	5%	4%
Religion	6%	3%	5%
Sexual orientation (of you or family member)	7%	16%	15%

- 3.5 Boys and girls across all phases are equally likely to report they have been bullied to do with gender.
- 3.6 School sign up to the Safe and Well School Survey is excellent and this survey provides a rich data source for a range of commissioners interested in the health and wellbeing of children and young people in Brighton & Hove.

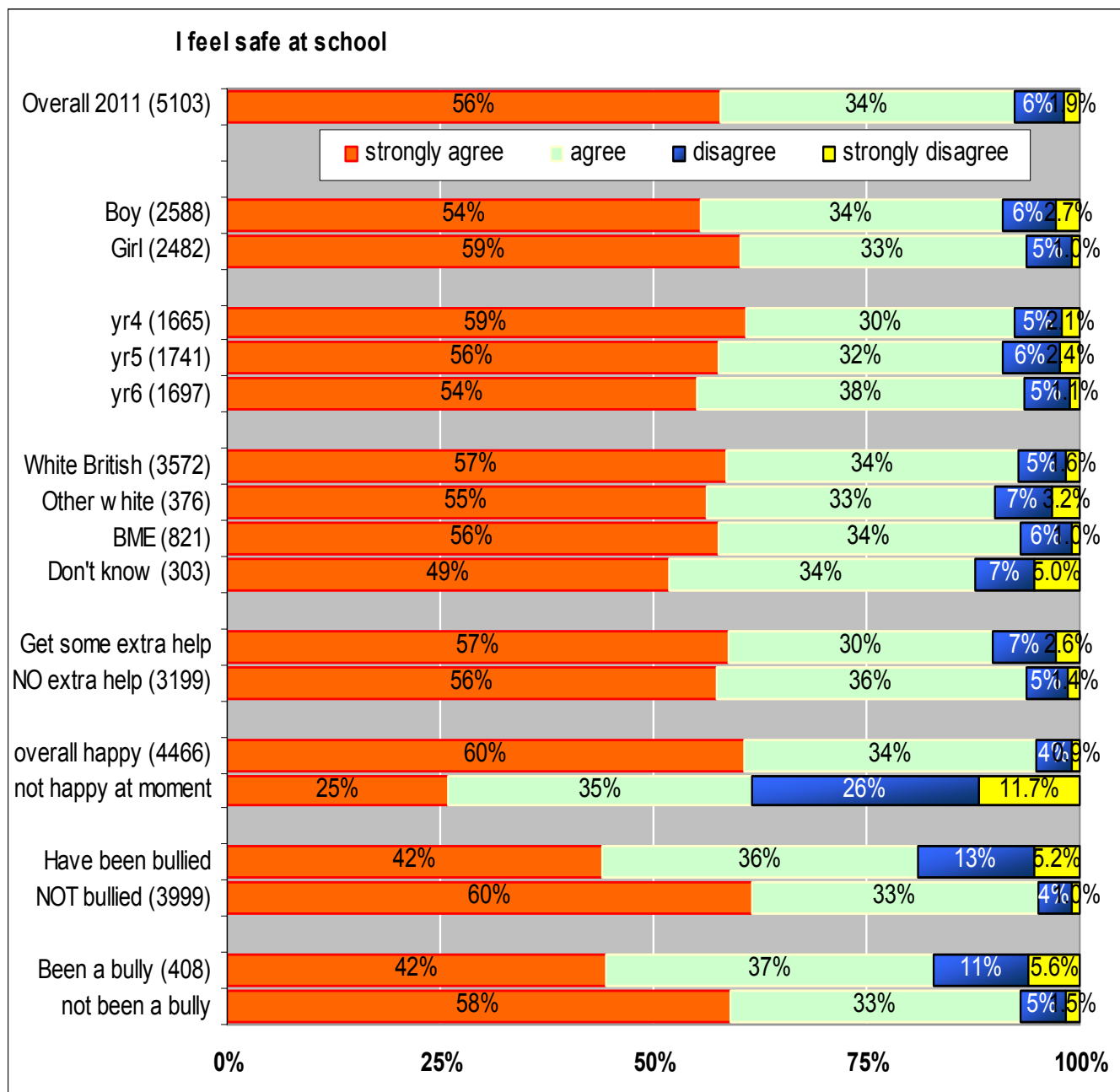
This data shows a 10% reduction for secondary schools and 9% reduction in primary schools in the numbers of pupils reporting they had been bullied this term. Schools are provided with reports for their own school to compare with the city wide data and schools with 5% more than the city average reporting bullying are offered support.

There has been some increase in pupils reporting 'my school is good at dealing with bullying', but there is still work to do to improve this and to improve pupil perceptions of how good the school is at dealing with bullying.

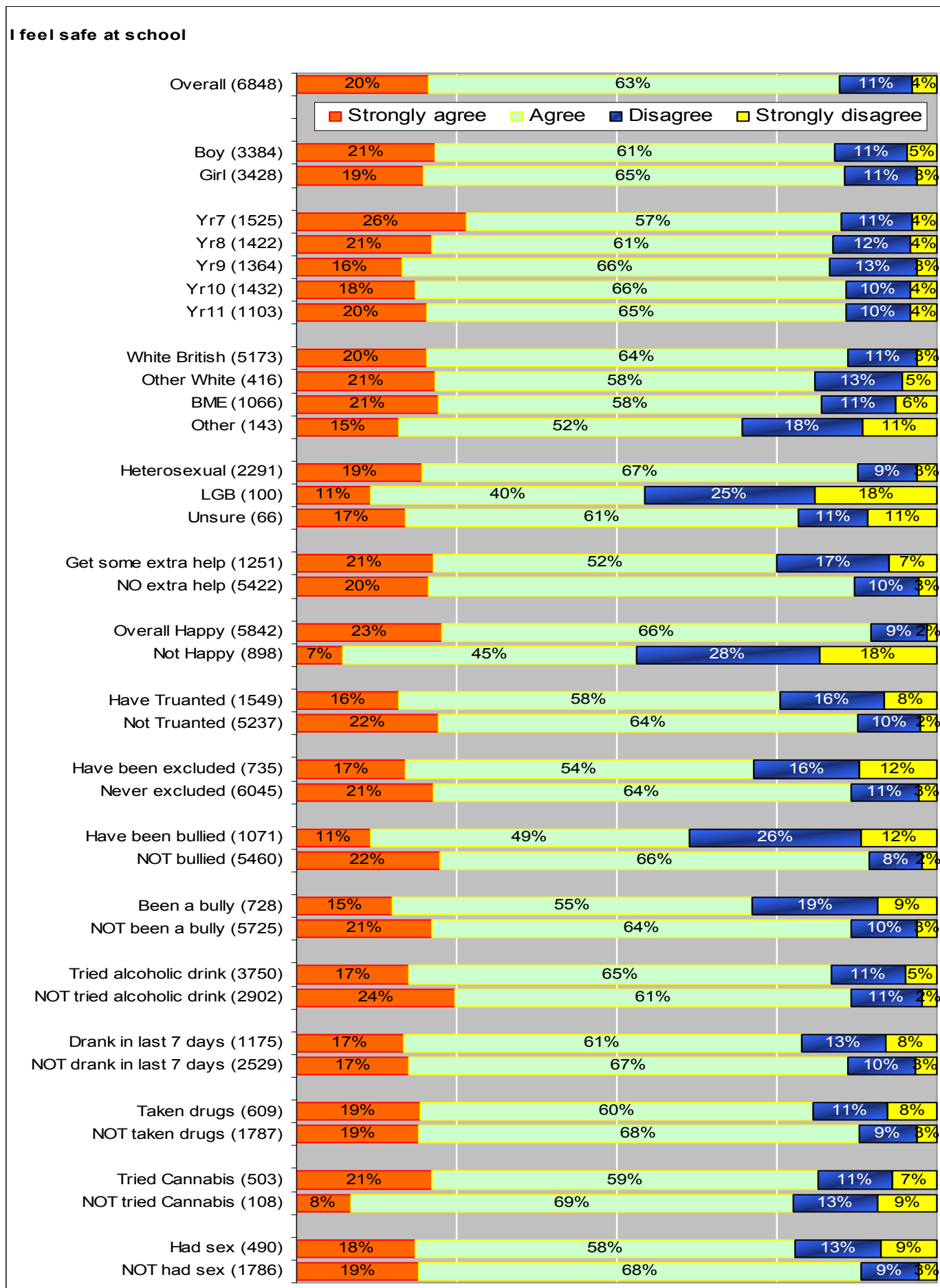
In the last year demographic data has been available and this has been invaluable in supporting secondary schools to identify vulnerable groups. Primary schools get some demographic data returned to them on request.

- 3.6 Example demographic data 2011

Primary



## Secondary





### 3.7.1 Reporting to the local authority 2012 onwards

There were three compelling reasons for revisiting the local authority requirement for schools to return their racist and religiously motivated incident data. Firstly, there is no longer a statutory requirement for schools to make returns of bullying and prejudiced based incident data to the local authority and secondly some schools appear to not want to comply with the local request to make returns and many make nil returns. Thirdly, to be in line with the Equality Act and effective monitoring and safeguarding the scope of data collection needs to be extended to all protected characteristics. A decision was therefore made by Councillors Sue Shanks and Phelim MaCafferty following consultation as outlined below to ask schools to return their bullying data by type. This will ensure that schools do record bullying by type (as required by Ofsted) and that monitoring across the protected groups can take place at a City Wide level. This data set will also be compared with the Safe and Well School Survey.

A guidance document *Brighton & Hove Schools' Bullying and Prejudice Based Incident Guidance* has been written and disseminated to schools along with training to ensure effective recording across all schools.

### 3.8 Support for schools in meeting the requirements of the Public Sector Duty of the Equality Act

Schools have been provided with a range of support materials including an Exemplar Equality Policy and workshops to help them to understand the statutory requirements. To date 31% of schools have published equality information and objectives on their school websites. Further schools may have chosen to publish information in other ways.

## 4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 The following groups were consulted and involved in the change of local authority policy related to the reporting of racist and religiously motivated incidents: Racial Harassment Forum, LGBT Community Safety Forum, Disability Hate Incident Forum, Equality and Anti-Bullying Strategy Group, Primary Head teachers and Secondary Deputy Heads through the Behaviour and Attendance Partnership. In addition practitioners from a range of schools were involved in the development of the reporting and recording guidance and the exemplar materials to support schools in fulfilling their duties under the Public Sector Duty of the Equality Act.

4.2 The Racial Harassment Forum expressed concern that schools were no longer being asked to return information on hate / prejudice based incidents. The other two equality forums did not express this concern. Local authority best practice recommends that schools do record bullying and prejudiced based incident data by type and will continue to support schools to do this internally.

## 5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The Safe and Well School Survey currently costs to £10,000 per annum to deliver and analyse and in addition time from the Partnership Adviser: Health and Wellbeing and School Partnerships Co-ordinator to administer the survey. The 2012 survey is being part-funded by the Commissioner for Teenage Pregnancy and Substance Misuse and part-funded by Public Health.

*Finance Officer Consulted: Paul Brinkhurst*

*Date: 09/10/2012*

Legal Implications:

- 5.2 Although there is no statutory requirement for schools to record and report incidents of racist bullying it is still widely regarded to be good practice. Its importance and value has been reinforced by the provisions of the Equality Act 2010 and the new Ofsted framework introduced in 2012 which makes it clear the schools are expected to keep detailed records of not only racist incidents but also of prejudice-related incidents. This expectation is underpinned by section 149 of the Equality Act, the public sector Equality Duty. This section requires public authorities to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

*Lawyer Consulted:*

*Serena Kynaston*

*Date: 17/10/2012*

Equalities Implications:

- 5.3 Equality Impact Assessment questions were asked during the process and in fact the extension of the return and the advice to include all protected groups means that this change is far more in keeping with the 2010 Equality Act. Consultation with equality groups has also been far-reaching. However, it has been argued by members of the Racial Harassment Forum that this reduction in data required related to racist and religiously motivated incidents may mean that the area of racist and religiously motivated incidents would be taken less seriously.

Sustainability Implications:

- 5.4 There are no specific sustainability implications.

Crime & Disorder Implications:

- 5.5 The guidance document should support improvements in the recording and therefore monitoring of bullying and prejudice based incidents and potentially lead to earlier and more effective interventions to challenge perpetrators. In addition the guidance launches a Risk Assessment process which provides a direct link to schools using Neighbourhood Schools Officers to support victims of prejudiced based incidents.

Risk and Opportunity Management Implications:

- 5.6 Under strategic risk two, cuts to public funding could mean less support for schools to develop anti-bullying and equality practice.

### Public Health Implications:

- 5.7 The Safe and Well School Survey includes data on a range of health and wellbeing issues (as well as bullying) and therefore supports schools, commissioners, Public Health, the Learning and Partnership Team and other partners to understand the health and wellbeing of children and young people and to plan interventions to support vulnerable children and young people. At a school level, the data from the survey is used to 'Plan for Change' under the city wide Healthy Settings Programme.

### Corporate / Citywide Implications:

- 5.8 The effective monitoring of bullying and prejudice based incident data supports schools to provide a safe, healthy environment for learning as set out in the corporate plan.

## **6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 The option of asking schools to return all bullying and prejudiced based incident data by type via SIMS was explored. SIMS is the local authority recommended method for schools to record this data. However, the experience of using SIMS to return racist and religiously motivated incidents has resulted; as described before, in inaccurate and inconsistent data. Instead, the preferred model is for schools to choose a method of recording which best suits their setting and their needs and to return bullying by type as an extract from their recording was therefore identified as the best way forward.
- 6.2 Extending the Safe and Well School Survey to include colleges and 6<sup>th</sup> Forms is currently being explored.

## **7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 This report is for information only.



## **SUPPORTING DOCUMENTATION**

### **Appendices:**

1. None
- 2.

### **Documents in Members' Rooms**

1. None
- 2.

### **Background Documents**

1. None



<b>Subject:</b>	The New SEN Partnership Strategy 2012-2017		
<b>Date of Meeting:</b>	12 November 2012		
<b>Report of:</b>	Jo Lyons - Lead Commissioner, Learning and Partnership		
<b>Contact Officer:</b>	<b>Name:</b> Regan Delf, Head of SEN	<b>Tel:</b> 293504	
	<b>E-mail:</b> regan.delf@brighton-hove.gov.uk		
<b>Key Decision:</b>	Yes		
<b>Ward(s) Affected:</b>	All		

**FOR GENERAL RELEASE**

**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 Brighton and Hove's new Special Educational Needs (SEN) Partnership Strategy (draft) is presented here as part of this report.
- 1.2 Following the completion of the consultation and the launch, detailed action plans will be written in order to implement the strategy and monitor progress.
- 1.3 The key focus is on improving outcomes for our children and young people with SEN, rather than on processes.
- 1.4 To promote partnership between all stakeholders in the area of SEN, the Local Authority has set up an SEN Partnership Board with Jo Lyons, Lead Commissioner, Learning and Partnership as Chair. The aim of the Board is to steer the educational provision for children and young people with SEN and disabilities across the City. The Board includes head teachers, governors, voluntary sector partners, and Health and Social Care colleagues.
- 1.5 The SEN Partnership Board has lead and overseen the development of this Local Authority's new SEN Partnership Strategy 2012-2017.

**2. RECOMMENDATIONS:**

- 2.1 That Council agrees to the publication of the final draft of the new SEN Strategy 2012-17.

**3. RELEVANT BACKGROUND INFORMATION:**

- 3.1 The previous Local Authority SEN Strategy achieved many successes, notably:

- Significantly improved academic outcomes for pupils with SEN in Early Years and at all Key Stages
- A significant narrowing of the gap in attainment between pupils with and without SEN
- A significant reduction in numbers of pupils requiring special schooling and an increase in the percentage of pupils with complex needs successfully educated in mainstream
- A substantial reduction in the numbers of pupils requiring Statements of SEN
- A substantial reduction in the number of pupils requiring independent and non maintained (agency) special school placements with a corresponding significant reduction in budget costs for this type of provision
- The development of a range of quality SEN provision including successful special schools across the city for children and young people with SEN.

- 3.2 The new strategy has been developed in the context of much strengthened partnership between the LA, schools and school governors, parents and other agencies and services in health and social care.
- 3.3 The new strategy has been developed in the context of a changing national landscape with regard to SEN. The government has published draft proposals for new legislation to be introduced in the spring of 2014 which will have a significant impact on all areas of work.
- 3.4 In addition, new funding arrangements for SEN via the High Needs Block to be introduced from April 2013 will have an impact on current practice.
- 3.5 As a consequence of 1.6 and 1.7 above, some detail of plans and actions over the next five years will have to be developed over time and an element of flexibility in terms of priorities and actions will need to be retained.

#### **4. CONSULTATION**

- 4.1 The vision and key priorities for actions in the new strategy were subject to wide consultation over the summer of 2012. Feedback on the draft circulated was positive overall and where appropriate changes and additions have been made as a result of comments from all stakeholders, including parents and young people.

#### **5. FINANCIAL & OTHER IMPLICATIONS:**

Financial Implications:

- 5.1.1 As outlined in paragraph 3.4, the Department for Education (DfE) is implementing new national funding arrangements for SEN from April 2013. The Government's approach to reform of high needs funding includes not only high needs pupils in the schools sector, but also high needs students in the further education sector.

The new funding arrangements mean that a notional block for High Needs will be identified within the Dedicated Schools Grant allocated to the Local Authority. Alongside this, a new place-plus approach to high needs funding will ensure that all providers are funded on an equivalent basis. The new SEN strategy will need to link closely to these changes, and the Local Authority will engage with stakeholders to ensure available funding facilitates and supports the objectives of the SEN strategy.

*Finance Officer Consulted: Steve Williams*

*17/10/12*

Legal Implications:

- 5.2 The Local Authority has a statutory duty under the Education Act 1996 to ensure that the needs of children and young people with SEN and disabilities are met and to publish the arrangements for meeting those needs. The Authority must also ensure that it complies with the provisions of the Equality Act 2010 to ensure that disabled children are not discriminated against.

Members should also be aware that the Government is proposing new legislation in the form of the Children and Families Bill, which if passed through Parliament is expected to come into force in Spring 2014. This legislation will significantly change current SEN practice and procedure, particularly in relation to the assessment process

*Lawyer Consulted: Serena Kynaston*

*Date: 10/10/12*

Equalities Implications:

- 5.3 The LA is committed to fair, equitable and transparent processes in relation to assessment, funding and decision making for pupils with SEN. A new multi-agency Scrutiny Panel established this term will have the job of scrutinising LA decision-making processes to ensure they are providing equal access for all pupils with SEN and disabilities.

Sustainability Implications:

- 5.4 There are no specific sustainability implications

Crime & Disorder Implications:

- 5.5 A key focus in the strategy is on improving outcomes for young people with Behaviour, Emotional and Social Difficulties (BESD). Many of these young people are or will become involved in crime and substance misuse without effective interventions.

Risk and Opportunity Management Implications:

- 5.6 Elements of the budget for SEN and disabilities are demand-led and come under sustained pressure. It is vital that our strategy promotes good outcomes and high quality provision alongside best value.

Public Health Implications:

- 5.7 It is important that this opportunity is taken to ensure that every child gets the best start in life. Provision of effective support for SEN and disabilities will

Corporate / Citywide Implications:

- 5.8 The success of the strategy depends on the quality of the LA partnership arrangements. Support for young people with SEN and disabilities extends much beyond education and it is vital that any policy incorporates health, social care and voluntary services needs plus support\_for the transition into adult services.

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

1. Draft SEN Partnership Strategy 2012-2017

# Brighton and Hove SEN Partnership Strategy

2012- 2017

Our aim for all our young people with  
SEN and disabilities:

‘ Better outcomes, better lives’

## Introduction

This is the Local Authority strategy for improving outcomes and life chances for children and young people with SEN and disabilities across all schools and educational settings. The LA has the lead for the strategy but recognises that its success will lie in the effectiveness of the partnership between all stakeholders. Hence when the strategy sets out what ‘we’ will achieve, the ‘we’ refers to the partnership between the LA, schools and settings in the maintained and non maintained sectors, parents, children and young people, other agencies and services in health and social care, including adult services and the voluntary sector.

The new Strategy will be steered by the SEN Partnership Board which is chaired by the Lead Commissioner, Learning and Partnership. Membership is listed in Appendix 2.

The strategy will span a time of major legislative change. The SEN and disabilities Green Paper ‘Support and Aspiration’ (March 2011) and ‘Next Steps’ document (May 2012) have been followed by draft proposals published in September 2012. Subject to further consultation, the government intends to include the following proposals within the forthcoming Children and Families Bill:

- New education, health and care plans which will ensure more streamlined and integrated support for children, young people and families than the current statement and learning difficulty assessment.
- A new duty for joint commissioning which will require local authorities and health bodies to take joint responsibility for providing services.
- A requirement on local authorities to publish a local offer of services for disabled children and young people and those with special educational needs.
- New protections for young people aged 16 to 25 in further education and a stronger focus on preparing them for adulthood.
- Parents and young people, for the first time, to be entitled to have a personal budget, extending their choice and control over their support.

- Further education colleges for the first time and all academies, including free schools, to have the same duties as maintained schools to safeguard the education of children and young people with special educational needs (SEN).

Brighton and Hove is amongst the 20 Pathfinder Projects established by the Department for Education after the publication of the SEN Green Paper to test some of the key proposals for reform of the system. Brighton works within the SE7 Pathfinder Project, which is a group of seven local authorities in the south east led by East Sussex.

### **Links to the Corporate Plan**

The vision and aims in the strategy link to the City's Corporate Plan 2011-2015 and the key priority within the Plan to reduce inequality and ensure that children and young people have the best start in life through access to personalised high quality education:

'We want to make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe.

This means making sure that all children and young people in the city have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. We will focus on raising overall attainment and narrowing the gap between the lowest and highest performing pupils.'

*Brighton and Hove Corporate Plan 2011-2015*

### **Vision**

Our vision for our children and young people with SEN and disabilities is that they will achieve the very best that they can from their education and lead happy, healthy, independent and fulfilling lives from the early years through to adulthood. In all our mainstream and special schools, in our early years providers, and all LA services and partner agencies there will be a culture of high expectations and a 'can do' attitude alongside a proactive drive to narrow the gaps in outcomes, attainment and progress between children with and without SEN.

Throughout the implementation of this strategy, we will:

- Demonstrate our commitment to equality of opportunity, early intervention, preventative action, educational and social inclusion and high achievement for all learners;
- Enable access for all our pupils to the curriculum and to the wider activities and social life of our schools and early years providers;
- Place the child or young person at the heart of our plans and service delivery;



- Work in partnership with education providers, parents, carers and communities to ensure that children are able to be educated in their local area and continue to live within their family;
- Ensure quality evidence-based provision is in place where children and young people have high aspirations and are empowered to achieve them.

In addition we will work with other LAs, Academies and independent, non-maintained and free schools on a shared understanding and partnership in relation to the vision that drives this strategy forward.

## **Our vision of inclusion**

‘You can build a ramp to get anyone into a building, but it is the attitude that facilitates real inclusion. If the people inside the building don't see the value of the individual and don't want them there, then true inclusion does not happen.’

Our vision of inclusion within the SEN strategy is broad and child-centred, encompassing both educational and social inclusion and recognising that a continuum of provision is required to meet the continuum of children's needs. The strategy continues to support the right of pupils with SEN and disabilities to be educated in a mainstream school with specialist support as required. However it is recognised that some children will not thrive in this environment and following careful holistic assessment, may need access to specialist provision either on a long or short term basis in their school lives.

## **How are we doing?**

Over the life of the previous SEN strategy:

- ✓ Outcomes for children and young people with SEN have improved
- ✓ Numbers in special schools have fallen
- ✓ Numbers of Statements of SEN maintained by Brighton and Hove have fallen
- ✓ A higher percentage of pupils with Statements are now educated in mainstream schools than in special schools
- ✓ Far fewer pupils are needing to be educated in independent and non- maintained provision and cost savings have been ploughed back into Brighton and Hove schools to support our pupils with SEN
- ✓ The LA continues its excellent 100% track record in completing assessments within the statutory timeframe of 26 weeks

(supporting data in Appendix 1)

However there is much still to do. We are not complacent and wish to promote better outcomes and better lives as a matter of urgency for our children and young people with SEN. We know there is still considerable underachievement and that expectations need to rise further. We are aware of the stress and strain often felt by families of young people with SEN and the need for improved holistic and joined-up assessment and intervention across agencies and services. We are also aware of long term disadvantages faced by young people leading to reduced numbers in employment, education and training (NEETs) at the age of 17.

In the summer of 2012, the LA conducted a wide-ranging consultation on the vision and priority areas for the new strategy. The following five areas were agreed.

### **Priorities for this new strategy**

The strategy sets out objectives, performance indicators and action plans under 5 priority areas:

- 1. We will improve outcomes and disadvantage for children and young people with SEN and disabilities**
- 2. We will improve the assessment and identification of SEN and disabilities**
- 3. We will create and ensure high quality provision for all children and young people with SEN and disabilities**
- 4. We will work proactively and collaboratively with parents, children and families**
- 5. We will improve transition arrangements post 16 and services for young people up to the age of 25**

### **Themes crossing all priorities**

- We will put **families and young people first** and ensure that they are consulted fully on all aspects of assessment, identification, intervention and provision in relation to young people's needs
- We will work **in partnership** under the steerage of the SEN Partnership Board, ensuring that all stakeholders are involved in developing excellence and innovation across all practice in relation to SEN

- We will embrace the **new legislation** planned for the Spring of 2014 and ensure effective, fair and transparent allocation of delegated **funding** under the new High Needs Block formula
- We will focus on **early intervention** and supporting mainstream educational environments to increase their skills and confidence in meeting the needs of young people with SEN
- In the context of improving provision for children and young people across the full spectrum of special educational need and disability, we will have a **focus on key vulnerable groups** where data and outcomes tell us that there are particular difficulties for young people and specifically:
  1. autistic spectrum condition (ASC);
  2. behaviour, emotional and social difficulties (BESD).

## **Priority 1: We will improve outcomes and combat disadvantage for children and young people with SEN and disabilities**

'The SEN department in our large secondary school analysed the outcomes for our pupils and despite the considerable resource and expertise that we were putting into supporting them, the gap in achievement between our young people with and without SEN was widening. We reviewed our practice and read the evidence from the Sutton Trust about the most effective interventions to improve outcomes for pupils. We noted that the highest impact (and often lowest cost) interventions related to really high quality teaching and learning strategies so we focused on refining and improving these, particularly:

- improved feedback to our pupils with SEN that they can understand and use to make better progress;
- helping pupils to understand better for themselves when and how to use particular strategies for learning or for problem solving ('meta-cognition');
- and
- pairing more and less able pupils to support each other in acquiring or consolidating skills (peer tutoring)

The impact in the first year was significant and the gap between attainment of our pupils with SEN and without has reduced and outcomes have improved. Another bonus is that our staff are more confident in their skills with SEN and our young people are more confident in their ability to learn successfully.'

### **What we will do:**

1. Raise achievement further for pupils with SEN year on year and to narrow the gaps in attainment between them and other young people
2. Provide and analyse comparative data on pupils falling below national expectations so that their progress can be tracked and improved
3. Reduce permanent and fixed term exclusions for pupils with SEN
4. Improve attendance rates for pupils with SEN in mainstream and specialist provision
5. Source 'champions' from across the council for our most vulnerable pupils with behaviour, emotional and social difficulties to advocate for them at a strategic level, ensuring no delays or gaps in provision and that assessment, processes, support and resources are streamlined and effective in meeting their needs

### **What success will look like**

1. Year on year, pupil achievement at all stages of the Code of Practice and in all areas of SEN will improve and gaps will narrow
2. Year on year the percentage of pupils with SEN receiving permanent and FT exclusions will reduce and there will be a corresponding reduction in persistent absentees
3. Children and young people with BESD will be making academic progress in line with all children

## **Priority 2: We will improve the assessment and identification of SEN and disabilities**

'I became involved in the Pathfinder because I saw it as an excellent way to influence change for my family and others. I appreciate being listened to and knowing that my view is making a difference, not only for my daughter but also for other families in Brighton and Hove. It will be great if we can streamline how education, social services and health work together so that I don't have to attend loads of meetings and go over the same things. My daughter doesn't divide her life up into different parts like that and she ought to have her needs addressed holistically, especially as she is now nearly 16 and will be moving on.'

'My Tom is in year 4 at the local junior school. He is happy when in class but struggles in the playground and doesn't seem to have many friends outside school. Tom has Downs Syndrome, and it makes me sad that he never gets an invite to attend birthday parties or sleepovers like other kids of his age. I would like him to be more socially included. I would like to raise more awareness of Tom's difficulties amongst other children and their parents. Luckily the SENCo, as part of the SEND Pathfinder project, is taking a wider view of my son's needs and now she knows how important this is to me, she is including in his single plan strategies to help him make friends. This is what is going to make the biggest difference to him, as if he is happy, I'll be happy.'

### **What we will do:**

- 1 Build on existing effective Early Years practice to ensure early assessment, intervention and preventative approaches benefit children with SEN before they reach school and over the transition into Reception
- 2 Introduce the new streamlined single plan (Education, Health and Care Plan) arrangements with improved multi-agency assessment and input and active engagement with families to provide a holistic view of a child's needs
- 3 Ensure there are clear links between single plans and Children's Assessment Frameworks (CAFs)
- 4 Revise and publish a scheme for fair and equitable allocation of SEN resources, both in terms of delegated funding to schools and additional funding from LA
- 5 Publish new guidance on statutory assessment processes in line with new legislation and the revised Code of Practice and ensure a smooth transition to the new system

- 6 Further develop the new SEN Panel system to ensure representation from parents, health and social care
- 7 Provide improved advice and support to parents undergoing statutory assessment in a user friendly way
- 8 Pilot in selected schools ways to reduce the need for statutory assessments where targeted preventative identification and resourcing can help children catch up and thrive

### **What success will look like**

1. The numbers of early years pupils with SEN successfully transferring into mainstream Key Stage 1 provision will have increased
2. Single Plans (also known as Education, Health and Care Plans) will be effectively embedded and links to the CAF system are clearly defined
3. New guidance setting our fair, equitable and transparent policies and guidance in relation to statutory processes, decision making and funding arrangements, is published in plain accessible English (with translations available where necessary)
4. Person-centred planning and pupil participation is standard practice for all
5. Parents report increased confidence with statutory arrangements within the new framework

### **Priority 3: We will create and ensure high quality provision for all children and young people with SEN and disabilities**

'Katie was diagnosed with ASC at the age of 3 years. She is a lovely girl but as a family, we have struggled to help her deal with the world and reduce her anxiety. She is very quick and we felt educationally she would be best in a mainstream school but could she cope with all the demands there?

On her first day at school, Katie hid under the climbing-frame in the playground and refused to come out for half the morning. She's fearful of any kind of change. But she had a brilliant teaching assistant (TA), an enthusiastic class teacher and a supportive head, and with each passing day, she settled further into the life of the school. Staff were sent off on extra training days and, as parents, we were allowed to participate in her planning meetings. Within a year, she was being hailed by all as the very model of successful inclusion.

But it has not been all sunshine; this September, Katie has a new class teacher who is at square one in terms of understanding her needs. As a result, Katie's TA bears a heavy weight of responsibility – we really wish training was an expectation for all staff and that everyone could feel as confident and skilled in meeting the needs of children with ASC as Katie's teacher last year.'

#### **What we will do:**

1. Further improve our commissioning of the highest quality provision for all pupils with SEN
2. Improve our matrix of provision for children and young people with ASC and ensure there is a tiered training offer for all staff working with them
3. Develop our newly configured BESD provision such that it provides excellence across all settings
4. Implement effective joint commissioning arrangements between education, social care and health services in line with new legislation
5. Commission targeted school to school support in the pursuit of excellence across mainstream and specialist settings
6. Ensure quality in commissioned provision and services by means of rigorous service level agreements which are subject to regular review and evaluation
7. Provide a programme of information, training and support to SENCOs with key modules open also to attendance from parents so parents and professionals can learn and work together – we will also investigate local accreditation of this training



8. Support schools to use interventions judiciously by disseminating information and research findings relating to quality first teaching, excellence in provision and most effective additional and specialist interventions
9. Enhance access for all pupils with SEN and disabilities to music and the creative arts within and beyond schools via the work of the Brighton and Hove Music and Arts Service and its dedicated Special Education Needs/Disability Hub Working Group.

### **What success will look like**

1. There will be reduced demand for independent and non- maintained schools
2. Inspection outcomes for all special provision will be at least good and most will be outstanding
3. Inspection outcomes for all other special provision will be outstanding
4. Surveys of staff and parents will report increased confidence in provision and skills to meet the needs of a wide range of pupils with SEN
5. There will be wide take-up of commissioned training and accreditation for SENCOs, teachers and TAs
6. There will be extensive participation from children with SEN and disabilities in a wide range of music and creative arts events

## **Priority 4: We will work proactively and in partnership with parents, children and families**

'Our primary school has introduced discussions with pupils aimed at helping them drive their own learning forward and to maximise progress. An example of the feedback from pupils comes from Shane in Year 5:

'I can read but I hate the Oxford Tree reading scheme. I am fed up with Biff and Kip and I am not interested in their stories. When I find books about bugs and dinosaurs I find I can read better. Can we have different books to choose from for our reading practice please?'

This has led to a review of books on offer to older pupils with literacy difficulties and a much refreshed offer tailored to the age and interests of the young people. We have evidence that small changes in practice like this are starting to make a big difference. '

### **What we will do**

- 1** Increase the opportunity for parents to participate in decision making and the review of policy and service planning and delivery
- 2** Improve the engagement of young people in their education, so that their voice is clearly heard
- 3** Publish a local offer that provides high quality information about settings, services and provision for SEN in the LA with a route map indicating how to access appropriate support
- 4** Implement new legislation regarding the introduction of personal budgets and direct payments

### **What success will look like**

- 1.** Parents will be represented on all relevant city-wide planning, decision making or review groups
- 2.** The views of all children and young people will be included in all statutory assessments and reviews of their provision with appropriate differentiation to enable all to contribute
- 3.** The Local Offer will be available by 2013 and positively evaluated by parents
- 4.** Personal budgets will be available to enable parents to exercise more choice and control, with support as necessary

**Priority 5: We will improve transition arrangements with a focus on transition post 16 and services up to 25**

'Rob came to us in Year 10 with a background of literacy difficulties and a diagnosis of ADHD which had led to disruptive behaviour. His self-esteem was low and he spoke of his future as 'the scrap-heap of course'.

With individual support and a personalised curriculum, he has grown as a young man over the past 18 months. He has been attending more regularly; he has opened up channels of communication with staff, and has become very proud of his achievements. He has been successful with his City College construction course, and with attending his construction work experience. He has accepted the need to improve his literacy and numeracy in connection with his vocational courses and his motivation has led to real measurable improvement.

For next year, Rob has been offered a place at City College to study construction and he is excited and enthusiastic about this. He has also accessed a new initiative where young adults learn to develop their entrepreneurial skills within the business industry. He has engaged well and is talking of having his own building business one day. His vision of his future is completely transformed.

Our challenge is to ensure his confidence and sense of purpose carry over into his programme of study next year via careful liaison and support over the transition to his FE programme.'

**What we will do**

1. Streamline and coordinate assessment and identification of need up to the age of 25 by joining together statutory assessments and section 139a assessments post 16 into the single plan
2. Publish a local offer post 16 which includes education, health and social care options for young people becoming young adults – this local offer to include services and support that can be purchased via direct payments by young people and families
3. Improve the confidence of parents and young people in transition arrangements and long term prospects for young people in relation to education, leisure and social life, independent living and future employment
4. Ensure all reviews of young people with SEN consider approaches to supporting the development of increased independence, in order to promote greater employability and personal fulfilment
5. Improve the percentage of young people with SEN able to travel independently to and from school or college

6. Reduce further the number of young people with SEN who are not in employment, education or training (NEET) at the age of 17
7. Help overcome inequality of employment opportunity for disabled pupils by offering within the City Council a 'supported internship' to each young person with disabilities in Key Stage 4 or 5

### **What success will look like**

1. A single plan covers all assessment and resourcing of need up to 25 years
2. The post 16 local offer is complete and positively evaluated by parents
3. A survey of parents and young people indicates improved confidence in transition arrangements
4. More young people with SEN and disabilities are able to travel independently
5. A programme of supported internship has wide take-up and is positively evaluated by young people
6. An increased percentage of young people with SEN and disabilities are in employment, education or training at age 17

## Appendix 1

Data relating to progress over the previous strategy from the initial data in 2007 to the most recent data in 2012:

1. Outcomes for pupils (to be inserted when 2012 national validated data for pupils with SEN is available)

2. Maintained special school provision

	2007	2012
Cedar Centre	137	78
Downs Park	108	76
Patcham House	56	46
Hillside	61	60
Downs View	124	109
ACE	58	47
total	<b>544</b>	<b>416</b>

3.Placement of pupils with statements of SEN (SEN2 January Census)

*(Based on statements maintained by B&H)*

School Type	2007	2012
Mainstream	471	507
Maintained Special	508	398
Out of City Placements	125 (£4085000)*	70 (£2423000)*
Alternative Arrangements	14	2
<b>Total</b>	<b>1118</b>	<b>977</b>

\* = Final year end out-turn on Agency budget (40% reduction)

#### 4. Percentage of Pupils with Statements of SEN placed in Special Schools as Opposed to Mainstream Schools

	2007	2012
Percentage of Statemented pupils placed in special schools	57%	48%

#### 5. Pupils With Statements Of Special Educational Needs (SEN), Based On Where The Pupil Attends School

	2007			2012		
	Total pupils	Pupils with statements	%	Total pupils	Pupils with statements	%
<b>ENGLAND (4)</b>	<b>8,149,180</b>	<b>229,110</b>	<b>2.8</b>	<b>8,178,200</b>	<b>226,125</b>	<b>2.8</b>
Sheffield	77,438	2,088	<b>2.7</b>	77,209	1,983	<b>2.6</b>
York	26,156	453	<b>1.7</b>	26,049	485	<b>1.9</b>
Brighton and Hove	34,910	1,169	<b>3.3</b>	35,736	1,179	<b>3.3</b>
Portsmouth	27,379	788	<b>2.9</b>	26,891	822	<b>3.1</b>
Reading	19,581	495	<b>2.5</b>	21,668	575	<b>2.7</b>
Southampton	29,386	573	<b>1.9</b>	29,287	670	<b>2.3</b>
Bath and NE Somerset	29,111	797	<b>2.7</b>	29,204	709	<b>2.4</b>
Bournemouth	21,765	445	<b>2.0</b>	22,158	564	<b>2.5</b>
Bristol, City of	55,333	1,644	<b>3.0</b>	58,810	1,759	<b>3.0</b>
Plymouth	39,307	1,263	<b>3.2</b>	38,756	1,351	<b>3.5</b>

NB Brighton and Hove is a net 'importer' of pupils with Statements of SEN with 17% of pupils with Statements living outside the City but attending Brighton and Hove special and mainstream schools. Brighton and Hove maintained statement numbers have reduced significantly and currently run at 2.7% of population.

## Appendix 2

### SEN Partnership Board Members List:

Dr Jo Lyons	Chair and Lead Commissioner, Learning and Partnership
Maggie Baker	Attendance Strategy Manager
Kim Bolton	Head of CDP Federation
Jenny Brickell	Service Manager, Integrated Child Development & Disability Service
Cathy Browning	SENCo, Peter Gladwin Primary
Dr Jennifer Chapman	Designated Medical Officer
Jacqueline Coe	SEND Pathfinder Lead
Debbie Collins	Parent Participation Worker
Regan Delf	Head of SEN
Janet Felkin	Headteacher, Blatchington Mill School
Rebecca Fielden	SENCo, Patcham High School
Nicola Gibson	Parent representative (PaCC)
Ann Gilham	School Governor
Richard Hakin	Service Manager (Children in Need)
David Higgins	Young Carers Manager, The Carers Centre
Ellen Jones	Head of Service – Schools & Communities
Martin Jones	Parent representative
Wendy King	Headteacher, Bevendean Primary School
Lorraine Myles	Virtual School Headteacher
Alison Nuttall	Strategic Commissioner, Children, Youth and Families
Rachel Travers	Chief Executive, Amaze
Bob Wall	Headteacher, Hillside School
Hass Yilmaz	Principal Educational Psychologist





<b>Subject:</b>	<b>Sure Start and Children's Centres Budget Strategy</b>		
<b>Date of Meeting:</b>	<b>12 November 2012</b>		
<b>Report of:</b>	<b>Interim Director for Children's Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Caroline Parker</b>	<b>Tel: 293587</b>
	<b>Email:</b>	<b>caroline.parker@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 The Budget Council meeting in March 2012 proposed budget reductions of £640,000 in Sure Start for 2013/14. Initially the proposal was to reduce funding for Children's Centres by £500,000 and to consult on significant changes to the Children's Centres in the city. This paper outlines an alternative strategy to reduce the impact on Children's Centres.

#### 2. RECOMMENDATIONS:

- 2.1 That the Committee notes the revised budget savings proposals for Sure Start going to full Council to maintain the city's network of Children's Centres.
- 2.2 That the Committee agrees to local consultations to change the status of Westdene and Preston Park Children's Centres from designated to link sites and to no longer employ receptionists in linked sites (Saltdean, Coldean, Goldstone).

#### 3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Children's experience in their early years has a strong influence on how well they do at school, their health and achievements in later life. Early help and intervention is crucial to support families out of the cycle of poor outcomes (Marmot, Field, Allen, Tickell and Munro). The Council has a statutory duty to improve outcomes for young children and reduce inequalities in achievements.
- 3.2 Overall outcomes for young children are good with results for the Early Years Foundation Stage Profile, breastfeeding and obesity better than the average for England. However Brighton and Hove still has a high number of children entering the child protection system. Children's Centres and other Sure Start services focus on early prevention to improve outcomes for these children.

#### Children's Centres (proposed net saving of £239,000 - 11%)

- 3.3 Children's Centres are managed as part of a citywide, integrated structure which brings together council and health services for children. There are 15 designated Children's Centres and 5 linked sites. Designated Children's Centres are inspected by Ofsted. Ten Children's Centres have been inspected so far with 5

judged outstanding and 5 good.

- 3.4 Children's Centres provide both universal and targeted services. Health visitors deliver the Healthy Child Programme, and midwives see all pregnant women. Council funded services are increasingly focused on the most disadvantaged children. Both health visitors and early years visitors have taken part in a transformational training programme to ensure they can deliver evidence based interventions.
- 3.5 Children's Centres were established in three phases starting with the most disadvantaged areas. The resources for Children's Centres are based on the local level of need. The two phase 3 Children's Centres in Westdene and Preston Park offer a limited range of services. In reality they act as additional venues for Hollingbury & Patcham and Hollingdean Children's Centres so the proposal is to consult on changing their status from designated to linked site. This means they would be inspected by Ofsted together with their linked Children's Centre. It will not change the level of existing services.
- 3.6 There are five existing linked sites to main designated Children's Centres which improve access for parents: Coldean and Bevenden (linked to Moulsecomb), Saltdean (linked to the Deans), Goldstone (linked to Hangleton) and Fairlight (linked to City View). The linked sites established in Phase 2 included part-time receptionist posts. This was not the case for Phase 3: Fairlight, Westdene and Preston Park. The proposal is to consult on no longer funding receptionist posts in Coldean, Saltdean and Goldstone.
- 3.7 The main change to the budget proposal is to reduce the Children's Centre saving from £500,000 to £323,000. This is 11% of the total cost of £2,881,000. Part of the saving will be achieved by the Value for Money programme contributing £50,000 towards Early Parenting Assessment Programme. There are also plans to charge services for their use of Children's Centres. The actual reduction in Children's Centre funding is therefore £239,000. The Children's Centre budget underspent last year. This was due to a combination of factors including alternative funding for childcare places for two year olds, more accurate information on premises costs and running cost savings. Based on analysis of the budgets this year £160,000 can be found without any reduction in services. The proposal to reduce reception posts will save another £34,000. The proposal is to find the remaining saving of £45,000 by not filling vacant posts.

#### Nurseries (Proposed saving of £75,000 – 12%)

- 3.8 The budget proposals include reducing the subsidy by £75,000 by increasing occupancy as a result of the increased funding for two year olds, reviewing staffing structures and reviewing fees to include higher charges for children under 3 to reflect higher staff ratios. More details will be included in the annual Fees and Charges paper.

#### Childcare Sufficiency and Quality (£134,000 – moving £59,000 to the Dedicated Schools Grant and saving £75,000). Graduate Leader Fund (£50,000 into the DSG)

- 3.9 The Council has a statutory duty to provide information, advice and training to private, voluntary and independent early years and childcare settings for both early years and school age childcare. The Early Years Foundation Stage which sets the standards which all the early years providers must meet, states that the

daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

3.9 Brighton and Hove has a very successful strategy for improving the quality of childcare provision. In Brighton and Hove 86% of early years providers (childminders and group settings) are rated good or outstanding compared with 73% in England. The Early Years strategy includes:

- Advice for all providers (including childminders) on the EYFS including safeguarding and the new requirement to complete a two year old developmental check. Targeted support for providers based on annual quality reviews, focussing on providers with disadvantaged children and/ or satisfactory Ofsted inspections.
- A quality assurance programme (Quality Improvement in Learning and Teaching). A new Healthy Early Years Years (HEY) programme is also offered covering healthy eating, exercise and personal and emotional development.
- Specialist support for children with special needs and children with English as an Additional Language.
- Training and bursaries for the childcare workforce including the Graduate Leader Fund (see appendix 1), support with sustainability and business advice.

3.11 The Early Years strategy is funded by a combination of the Dedicated School Grant and the Early Intervention Grant. In order to protect Children’s Centre services savings have been increased in this area including moving education related funding (£59,000) into the DSG for the management and administration of the two year scheme and for the Graduate Leader Fund (£50,000). Savings of £75,000 will include reducing sustainability grants because of the increased occupancy and funding for disadvantaged two year olds and providing more information for childcare providers on-line.

Family Information Service (proposed saving of £16,000 – 7%)

3.12 The Council has a statutory duty to provide information to parents. The Family Information Service has re-focused to give the most support to families with the highest level of need. Significant progress has been made with channel shifting families who are able to self serve with increased web hits and a reduction in phone calls. The savings will come from a reduction in printed marketing costs.

Activity	July – Sept 2011	July - Sept 2012	% change
Calls to helpline	1764	1296	26.5% decrease
Web hits	16876	34393	104% increase

3.13 A member of the FIS team works as part of the Social Work Advice, Contact and Assessment Service (ACAS) offering information, advice and guidance to families and practitioners and to Social Workers. The FIS team are also piloting casework with Children’s Centre targeted families in Turner, Moulsecomb and Whitehawk to support with debt, accessing benefits, food and fuel poverty, housing issues and generally accessing the help they need.

### Out of School Childcare (Extended Schools Start Up) £20,000 saving proposed (11%)

3.14 The Government moved funding for supporting extended schools, including childcare funding, into individual schools' budgets in 2011/12. The Council no longer provides funding for childcare run by schools. Schools have not used their budgets to fund private and voluntary childcare providers who care for their children. The Council has therefore continued to support private and voluntary sector providers with sustainability funding (including subsidised places and grants), inclusion and support for quality. The proposed reduction is £20,000 (11% of the budget). This will lead to 20% fewer subsidised places with an impact on low income families and may affect the sustainability of providers.

## **4. COMMUNITY ENGAGEMENT AND CONSULTATION**

4.1 This paper informs the Committee of budget proposals for 2013/14 which will be consulted on as part of the budget consultation. Local consultations will be organised on the changes to Children's Centres.

## **5. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

5.1 The financial implications are contained in the body of the report. The following table includes a summary of the proposals.

	Total saving	Other sources of funding	Net reduction
Childcare Sufficiency/Quality	134,000	59,000	75,000
Graduate Leader Fund	50,000	50,000	0
Family Information Service	16,000		16,000
Out of school childcare	20,000		20,000
CC Citywide Costs	22,000		22,000
Nurseries	75,000		75,000
Children's Centres	323,000	84,000	239,000
<b>Total</b>	<b>640,000</b>	<b>193,000</b>	<b>447,000</b>

Finance Officer Consulted: David Ellis Date: 9 October 2012

### Legal Implications:

5.2 Local Authorities have a statutory duty to make arrangements for the sufficient provision of children's centres to meet local need (a sufficiency duty); ensure that each children's centre (or group of children's centres) has an advisory board and consult where they are considering opening, closing or making a significant change to the services offered by a centre. The guidance includes a presumption against any closures.

Lawyer Consulted: Natasha Watson Date: 29 October 2012

### Equalities Implications:

5.3 Budget EIAs have been completed and full EIAs will be completed early in 2013.

Sustainability Implications:

- 5.4 Children's Centres and Sure Start aim to support sustainable communities by improving outcomes for children and reducing poverty for families.

Crime & Disorder Implications:

- 5.5 None.

Risk and Opportunity Management Implications:

- 5.6 The key risk is that budget savings will reduce outcomes for children. This has been mitigated by reducing the savings for Children's Centres and focussing services on disadvantaged children.

Public Health Implications:

- 5.7 The Marmott Review of health inequalities made improving experiences in the early years the priority objective for reducing health and other inequalities.

Corporate / Citywide Implications

- 5.8 Children's Centres and Sure Start support the corporate priority of reducing inequality and ensuring children and young people have the best start in life.

**6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 The option of saving £500,000 from the Children's Centre budget was considered but rejected because of the impact on Children's Centre services.

**7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 The Budget Council meeting in March 2012 agreed savings in the Sure Start budget for 2013/14. This report informs the Committee about the proposals for how these savings will be made.

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Childcare Workforce Strategy

**Documents in Members' Rooms - None**

**Background Documents - None**

## **Childcare Workforce Development Strategy**

The City Council has a statutory duty to provide information, advice and training to private, voluntary and independent early years and childcare settings - Day Nurseries, Childminders, Pre-Schools/Playgroups and Out-of-school provision. The EYFS (which sets the standards that all early years providers must meet) states that the daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

### **Qualifications**

The EYFS requires that in group settings, the manager must hold at least a full and relevant level 3 qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification. The Council supports early years providers by providing financial support in the form of bursaries and offering guidance about full and relevant qualifications and local approved training organisations.

### **Recruitment, leadership and CPD**

The EYFS also requires early years providers to “ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff”. This is supported through online information about recruitment and management and the delivery of the “Quilt staffing quality assurance module”. The Council subsidises a programme of non accredited Continual Professional Development to support the early years workforce. Providers are required to contribute to the cost to attend, with the exception of safeguarding training.

The Council also delivers the initial local authority training required by childminders to register with Ofsted and also operates a list of approved providers of paediatric first aid in the city.

### **Graduate Leadership**

The Council financially supports early years providers to employ and retain Early Years Professionals through the provision of the Graduate Leader Fund. Research has shown that the development of young children is directly linked to the qualifications held by the early years workers around them with graduate or teacher-led early education showing the best results. Early Years Professional Status (EYPS) is a professional status for practitioners that work with children aged 0-5. They are graduate level practitioners who recognise their role in improving the experiences and life-chances of children. The aim of the Graduate Leader Fund is to assist early years providers with the financial burden of employing a graduate leader.

### **Future plans**

The government’s response to “Foundations in Quality,” an independent review of early education and childcare qualifications, is due in November 2012. The report makes a series of recommendations, including that all practitioners will be required to have level 3 by 2022 and the development of a new early years route to QTS. Greater demand on the bursary fund is expected due to the withdrawal of Skills Funding Agency money for level 3 qualifications for students aged 24 and above.

<b>Subject:</b>	<b>Two Year Old Free Early Learning Entitlement</b>		
<b>Date of Meeting:</b>	<b>12<sup>th</sup> November 2012</b>		
<b>Report of:</b>	<b>Interim Director of Children's Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Vicky Jenkins</b>	<b>Tel:</b> 296110
	<b>Email:</b>	<b>vicky.jenkins@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 Disadvantaged two year olds have received free early learning since September 2009; this currently applies to around seven per cent of two year olds in Brighton & Hove. The government is extending this entitlement as a statutory duty to 20 per cent of two year olds from September 2013 (600 children in Brighton & Hove) and 40 per cent from September 2014 (1,300 children). This paper updates proposals regarding this provision which were set out in a paper to the Children & Young People's Cabinet Member Meeting on 5<sup>th</sup> March 2012. It draws the committee's attention to significant risks associated with the statutory duty, both financial and in relation to the provision of places. It also draws the committee's attention to the Childcare Sufficiency Assessment, completed in May 2012, which sets out current childcare supply in Brighton & Hove.

#### 2. RECOMMENDATIONS:

- 2.1 That the committee notes the revenue funding required to meet the duty to provide free childcare places for up to 1,300 two year olds, and that revenue will come from the Dedicated Schools Grant, the amount of which is not yet known. However, this move to the DSG is likely to mean a significant reduction in the Early Intervention Grant for 2013 – 14.
- 2.2 That the committee notes the Childcare Sufficiency Assessment. Data from this indicates that across the city there are enough places for two year olds in September 2013, but there are insufficient places in the areas where they are needed. The city does not have enough places for the expanded offer in September 2014. There is not sufficient capital funding available for the local authority to expand places, and it is unlikely that private, voluntary and independent providers will respond by increasing places where needed.

#### 3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

##### Introduction and Eligibility

- 3.1 The government aims to support young children's development by encouraging high quality early years provision and maximising participation, particularly for disadvantaged and disabled children. Since September 2009 the government has funded the most disadvantaged two year olds in a free early learning place. In Brighton & Hove this funding now supports up to 218 children to receive 15 hours of early learning 38 weeks per year (a total of 570 hours per year).

- 3.2 Eligible children are those with parents in receipt of prescribed means-tested benefits *and* identified by their health visitor as in need of a place.
- 3.3 Eligible childcare providers must meet quality criteria, and there are currently 46 settings (including childminders) contracted to provide places.
- 3.4 From September 2013 provision of free early learning for eligible two year olds will become a statutory duty. From this date eligible families will be those in receipt of out of work benefits, and the entitlement will cover an estimated 600 children in Brighton & Hove. From September 2014 eligibility will be extended to include low income working families and will cover 1,300 children in the city. The government is currently consulting on also including more disabled children and those who leave care through adoption.

### **Provision of Childcare Places**

- 3.5 The council has a statutory duty to complete a Childcare Sufficiency Assessment and the main findings of the latest assessment are in Appendix 1 with the full CSA in members' rooms. The CSA shows the number of childcare places available in the different areas of the city, and data from this has been used, along with child poverty data, to show where place expansion will be needed.
- 3.6 In order to provide places for children in their local communities, some expansion will be needed for September 2013, and then significant extra places will be required to provide for all eligible children from September 2014. Most additional places will be needed in Moulsecoomb, Whitehawk and the city centre.
- 3.7 The government has recently announced £100m capital funding to expand childcare provision. There is no information on when this will be made available or how it will be allocated by local authority. However, should it be allocated per place Brighton & Hove could receive approximately £400,000. There is also some funding within the EIG this financial year which will be used for place expansion (see Paragraph 3.9). This funding is insufficient to provide the additional places needed. Also there is no immediately identifiable site to provide more places in Whitehawk, where the greatest increase in provision is needed.
- 3.8 The government believes that the private, voluntary and independent sector will respond to increased demand. However, the childcare sector in general is averse to financial risk and very few providers carry significant cash reserves, assets, loans or debts. The private sector is still reasonably buoyant but these settings are located in more advantaged areas and are targeted at working parents and unlikely to provide places in significant numbers. The voluntary sector may be able to respond if capital funding is provided.
- 3.9 Places are, and can continue to be, provided by childminders, and we work will continue to expand provision by them. However parents tend to prefer nurseries or playgroups, and also there are fewer childminders operating in areas of the city where the places are needed.



- 3.10 The EIG funding currently available in this financial year will be used to develop childcare places where possible, and to improve settings so that they best meet the needs of two year olds. This work will be focussed on central Brighton as well as Moulsecoomb and Whitehawk.

### **Funding**

- 3.11 From April 2013 the DfE expects local authorities to have a funding formula in place to pay childcare providers for places. The formula may be similar to that used to fund providers for three and four year olds' free early learning at present although a simpler formula is being looked at which focuses solely on quality of provision. This would ensure that there is a minimum quality standard in order for providers to participate in the scheme, with increased payments for settings with higher levels of quality and improved staff qualifications.
- 3.12 It will be up to providers to decide whether or not they wish to offer places under the scheme, and a sufficient level of place funding needs to be in place in order for their to be an appropriate incentive to ensure that provision is of good quality.

## **4. COMMUNITY ENGAGEMENT AND CONSULTATION**

- 4.1 The Early Years Funding Group is being consulted on the funding formula.
- 4.2 An outreach and publicity strategy will be put in place from next spring so that eligible parents are aware of their entitlement.
- 4.3 Childcare providers have been made aware of the government's consultation documents on funding for two year olds. There will be a conference for childcare providers in March 2013 to launch the scheme and encourage them to meet the quality requirements through participation in a quality assurance module for two year olds.

## **5. FINANCIAL & OTHER IMPLICATIONS:**

- 5.1 The current budget available for two year old early education entitlement is £0.548m, which is sufficient to support 199 children. The estimated increase in take up of places will require additional funding, rising to £1.529m in 2013/14 and potentially as high as £3.000m in future years. The indication from the DfE is that the financial responsibility will transfer to the Dedicated Schools Grant and an estimated £2.136m will be added to the DSG in 2013/14 for this purpose.

The funding in 2012/13 forms part of the Early Intervention Grant (EIG), an un-ring fenced grant which is treated as a corporate resource. As part of the planned changes to local authority funding from central government, EIG will be top-sliced for government priorities and the funding for 2 year olds education entitlement. The latest estimates from CLG show a potential reduction of £3m in EIG with only a reduction in cost of £0.548m leaving a net funding reduction of approximately £2.45m. The Council will not know the likely funding allocations until the local government settlement in mid December. Any reduction in EIG will be treated as a corporate funding pressure and dealt with as part of the final budget package presented to Council in February 2013.

- 5.2 It is a possibility that there will be insufficient new capital funding available to the local authority to provide sufficient places in disadvantaged areas, as noted in Paragraph 3.7.

*Finance Officer Consulted: David Ellis*

*Date: 11/10/12*

Legal Implications:

Section 1 of the Education Act 2011 has amended the relevant provisions of the Childcare Act 2006 to extend the early education entitlement to two year olds who meet eligibility criteria laid out in the Local Authority (Duty to Secure Early Years Provision Free of Charge) Regulations 2012. As set out in the body of the report this new extended duty comes into force in September 2013.

*Lawyer Consulted: Natasha Watson*

*Date: 26/10/12*

Equalities Implications:

- 5.6 An Equality Impact Assessment is in the process of being completed was completed for extending the two year old scheme.

Sustainability Implications:

- 5.7 The scheme supports sustainable communities by reducing poverty as it will reduce childcare costs of parents on benefits who wish to work.

Crime & Disorder Implications:

- 5.8 There are no specific crime and disorder implications.

Risk and Opportunity Management Implications:

- 5.9 The main risks are  
5.9.1 a significantly higher amount of funding will be taken out of the EIG and moved into the DSG than is currently being spent on two year olds. This is outlined in Paragraph 5.3  
5.9.2 insufficient places, as noted in Section 3, particularly in the city centre and the east of the city.

Public Health Implications:

- 5.10 The scheme will support the health and well being of young children and have a positive impact on equalities by improving outcomes for disadvantaged two year olds.

Corporate / Citywide Implications:

- 5.11 The scheme will contribute to the council's corporate priority of tackling inequality and will support the outcome to ensure that children have the best start in life. The scheme will improve the financial sustainability of childcare providers in disadvantaged areas.

**6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 Provision of free childcare for two year olds will be a statutory duty from September 2013.

**7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 The government has made provision of free childcare for two year olds a statutory duty from September 2013 and will move funding to support this from the EIG to the DSG.

**SUPPORTING DOCUMENTATION**

**Appendix:**

1. Childcare Sufficiency Assessment May 2012 Main Findings

**Documents in Members' Rooms**

1. Childcare Sufficiency Assessment May 2012





## **CHILDCARE SUFFICIENCY ASSESSMENT**

**MAY 2012**

### **MAIN FINDINGS**

#### **Childcare Quality**

- Childcare in Brighton & Hove is high quality compared with England as a whole, with 87 per cent of settings on the early years register judged good or outstanding by Ofsted, compared with 73 per cent nationally.

#### **Childcare Use**

- While there was an increase in parents' use of formal childcare in 2011, this dropped slightly in 2012.

#### **Childcare Ownership**

- There has been a small increase in the percentage of full day care settings privately owned, and a small decrease in the number of full day care settings in the voluntary sector. In terms of pre-schools and playgroups, there has been a reduction in those which are privately owned and an increase in those in the voluntary sector.

#### **Childcare Providers and Places**

- There has not been a significant change in the number of childcare providers since the last CSA.
- There continues to be growth in full day and sessional care places.
- There has been an increase in holiday play scheme places, with a very small reduction in after-school club places.
- There has been a small increase in the number of registered childminding places.
- Childcare provision is not spread evenly over the city, with some areas having more than others.
- There has been an increase in the number of providers offering free early learning.
- Almost half the city's three and four year olds receive their free early learning at a private sector setting.
- There is very little formal childcare for young people aged 12 to 14 years.
- There is very little childcare available during a-typical hours, that is outside 8 am to 6 pm Monday to Friday. Those who are able to provide this offer home-based care, namely childminders and at home childcarers.

#### **Childcare Vacancies**

- All childcare providers in the city have full-time vacancies.
- Childminders have the highest number of vacancies as a percentage of total registered places at 28.5 per cent, although this figure includes part-time vacancies.



- Vacancy levels have reduced in the past year in all setting types.
- Vacancies are not spread evenly across the city.

### **Childcare Costs**

- Full day care costs in Brighton & Hove are on average £4.52 an hour for a child under two and £4.28 for a child over two. This is an increase of approximately 7 per cent on last year's costs.
- Childminding costs in Brighton & Hove are on average £4.69 an hour, which is a 6.6 per cent increase on last year.
- After-school clubs in Brighton & Hove cost on average £8.99 per session, which is 8.3 per cent more than last year.
- Holiday play schemes in Brighton & Hove cost on average £24.42 per day, which is an increase of 14.6 per cent on last year.
- The average cost of a breakfast club session is £1.96.







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