



# Children, Young People & Skills Committee

Title:	<b>Children, Young People &amp; Skills Committee</b>
Date:	<b>4 March 2019</b>
Time:	<b>4.00pm</b>
Venue	<b>Council Chamber, Hove Town Hall, Norton Road, Hove, BN3 3BQ</b>
Members:	<b>Councillors:</b> Hamilton (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Allen, Knight, Marsh, O'Quinn, Taylor and Wealls
	<b>Voting Co-opted Members:</b> Bernadette Connor, Trevor Cristin, Karen James and Amanda Mortensen
	<b>Non-Voting Co-opted Members:</b> Youth Council
Contact:	<b>Greg Weaver</b> Democratic Services Officer 01273 291214 greg.weaver@brighton-hove.gov.uk

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## AGENDA

### 56 PROCEDURAL BUSINESS

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

**(b) Declarations of Interest:**

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

In each case, you need to declare

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

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

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

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

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

### 57 MINUTES

9 - 16

To consider the minutes of the meeting held on the 14<sup>th</sup> January, 2019 (copy attached).

Contact Officer: Greg Weaver  
Ward Affected: All Wards

Tel: 01273 291214

### 58 CHAIR'S COMMUNICATIONS

**59 CALL OVER**

- (a) Items (63 – 66) 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.

*Contact Officer:* Richard Barker *Tel:* 01273 290732  
*Ward Affected:* All Wards

**60 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 26<sup>th</sup> February 2019;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 26<sup>th</sup> February, 2019.

**61 MEMBER INVOLVEMENT**

**17 - 20**

To consider the following matters raised by Councillors:

- (a) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee:
  - (i) Mental Health in Schools. Extract from the proceedings of the full Council meeting held on the 31<sup>st</sup> January, 2019 (copy attached).

*Contact Officer:* Mark Wall *Tel:* 01273 291006  
*Ward Affected:* All Wards

**62 YOUNG CARERS PRESENTATION**

Presentation from the Executive Director for Families, Children & Schools.

**63 A REVIEW OF 'POVERTY PROOFING THE SCHOOL DAY' PROGRAMME**

**21 - 40**

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

*Contact Officer:* Hilary Ferries *Tel:* 01273 293738  
*Ward Affected:* All Wards

**64 SCHOOL OFSTED PRESENTATION**

**41 - 46**

Presentation from the Head Teacher for the Virtual School (copy attached).

Contact Officer: Mark Storey  
Ward Affected: All Wards

Tel: 1273 294271

**65 STANDARDS REPORT FOR 2017/18**

**47 - 66**

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

Contact Officer: Mark Storey  
Ward Affected: All Wards

Tel: 1273 294271

**66 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2019/20**

**67 - 86**

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

Contact Officer: Richard Barker  
Ward Affected: All Wards

Tel: 01273 290732

**67 ITEMS REFERRED FOR COUNCIL**

To consider items to be submitted to the 28 March 2019 Council meeting for information.

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

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## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

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For further details and general enquiries about this meeting contact Greg Weaver, (01273 291214, email [greg.weaver@brighton-hove.gov.uk](mailto:greg.weaver@brighton-hove.gov.uk)) or email [democratic.services@brighton-hove.gov.uk](mailto:democratic.services@brighton-hove.gov.uk).

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Date of Publication - Friday, 22 February 2019



**BRIGHTON & HOVE CITY COUNCIL**

**CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE**

**4.00pm 14 JANUARY 2019**

**COUNCIL CHAMBER, HOVE TOWN HALL**

**MINUTES**

**Present:** Councillor Chapman (Chair) , Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Allen, Hamilton, Knight, O'Quinn, Taylor, Wealls and Marsh.

**Also in attendance:** Bernadette O'Connor, Trevor Cristin, Adam Muirhead, Robert Scoble, Josh Cliff, Amanda Mortensen and Karen James.

**PART ONE**

**44 PROCEDURAL BUSINESS**

**(a) Declarations of Substitutes**

44.1 There were none.

**(b) Declarations of Interest**

44.2 There were none.

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

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

44.4 **RESOLVED** – That the press and public be not excluded.

**45 MINUTES**

45.1 The minutes of the last meeting held on the 12<sup>th</sup> November, 2018 were approved and signed by the Chair as a correct record of the proceedings.

## 46 CHAIR'S COMMUNICATIONS

### 46.1 The Chair gave the following communication:

#### **“Webcasting**

I'd like to inform those present that this meeting will be webcast live and will be capable of repeated viewing.

#### **Youth Organisation representative**

I'm sorry to say that Ben Glazebrook from the Young People's Centre, who has been a Youth organisation representative on this committee for a number of years has moved to a new role. I would like to thank him for his contribution to the committee over the years. For the meeting today Adam Muirhead will be representing the sector.

#### **Former Portslade Sixth Form site**

Work commenced on the construction of new buildings for Kings School and West Blatchington Primary and Nursery School a year ago in January 2018. Work has progressed well and there have been no unexpected delays. Work remains on target to be completed as planned. This means that West Blatchington Primary and Nursery School will move into their new building at the end of the school Easter holiday 2019. At that time the contractor will take possession of the existing school buildings, remove any asbestos prior to demolishing them and finishing the external works for the schools.

As the Kings School building is much bigger the school will have taken longer to complete. The Kings School therefore will be moving into their buildings for the start of the 2019/2020 school year in September.

Consideration is now being given to the future use of the Kings Schools current temporary site in Portslade. The first action will be for the Department for Education to remove the temporary classrooms from the site.

We will need to secure the consent of the Secretary of State for Education to change the use of the site once it is vacated. To achieve this we will undertake consultation with stakeholders to see if there is any further education need for the site. The information collected during this consultation will form part of our submission to the Secretary of State.

#### **Retirement of Head Teacher of Dorothy Stringer Secondary School**

Finally I would like to publicly thank Richard Bradford for the contribution he has made to supporting children and young people across the city. Apart from a short period in Hong Kong, Richard has worked in schools across the city since 1990, most recently as Head Teacher of Dorothy Stringer. In addition to his time at Dorothy Stringer School, Richard also stepped in to lead Longhill Secondary School when it was without a Head Teacher and has also been Chair of the Secondary School Partnership.”

**47 CALL OVER****(a) Call over**

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

- Item 51 - Able & Willing Future delivery Model
- Item 52 - Childcare Sufficiency Assessment
- Item 53 - Families, Children and Learning Fees and Charges

**(b) Receipt and/or Approval of Reports**

47.2 The Democratic Services Officer confirmed that Items 51, 52, and 53 had been reserved for discussion.

47.3 The Democratic Services Officer confirmed that the following report on the agenda with the recommendations therein had been approved and adopted:

- Item 54 - School Admissions Arrangements 2020/21

**48 PUBLIC INVOLVEMENT****(a) Petitions**

48.1 The Chair noted there were no petitions to be submitted.

**(b) Written Questions**

48.2 The Chair noted that no written questions had been submitted by members of the public.

**(c) Deputations**

48.3 The Chair noted that no deputations had been submitted by members of the public.

**49 MEMBER INVOLVEMENT****(a) Petitions**

49.1 The Chair noted there were no petitions to be submitted.

**(b) Written Questions**

49.2 The Chair noted that no written questions had been submitted by Members.

**(c) Deputations**

49.3 The Chair noted that no deputations had been submitted by Members.

**(d) Notices of Motion**

49.4 The Chair noted that no notices of motion had been submitted for consideration.

**50 SCHOOL OFSTED PRESENTATION**

- 50.1 The Head of Education Standards & Achievement and the Head of Service – Early Years Youth & Family Support provided an update on schools which had recently been inspected by Ofsted. It was stated despite the downgrade of Bright Start Nursery, there was little change from the previous meeting in terms of results. It was clarified that national information was published twice a year.
- 50.2 Councillor Brown expressed concern with Bright Start's downgrade to inadequate and enquired if Brighton Hove City Council (BHCC) were aware of the issues that lead to this and further requested an update on how nurseries were doing now and clarification of what was done by way of training.
- 50.3 The Head of Early Years Youth & Family Support gave a brief overview of issues leading to Bright-Start's negative and noted that among the main problems was the ongoing issue of recruitment and retention. It was stated that a comprehensive action plan had been in effect since Christmas focusing on areas identified.
- 50.4 Councillor Phillips noted the positivity of this not being a result of negative safeguarding. An overview of the management and leadership at Bright-Start Nursery, she furthered enquired if there were any systems in place for staff to visit and spend time to focus on procedural and managements styles at a successful nursery. Clarification was sought in regards to how many parent had left since the Ofsted inspection.
- 50.5 The Head of Early Years Youth & Family Support stated that in terms of management and leadership Bright-Start Nursery had a new manager with good work experience with other nurseries. It was noted that at the time of the inspection, Bright-Start Nursery were waiting for staff to begin. It was further noted that efforts to explore alternative methods of conducting this were being conducted and that of the 76 children attending Bright-Start 2 children had left due to the results of the inspection and 2 had moved to different areas.
- 50.6 Councillor Taylor enquired if last minute updates to Ofsted inspection reports could be sent via email in future. It was stated that middle street pupil premium funding was not properly displayed.
- 50.7 The Assistant Director Education & Skills stated that disadvantaged pupils were a city wide concern.
- 50.8 **RESOLVED:** That the update be noted.

**51 ABLE & WILLING FUTURE DELIVERY MODEL**

- 51.1 The Committee considered a report of the Executive Director for Families, Children & Learning which provided information to inform the decision on the future of Able & Willing. The report was introduced by the Head of Skills and Programme Manager.

- 51.2 Councillor Phillips moved a joint amendment and proposed that the vote be taken in parts.
- 51.3 Councillor Brown seconded the amendment and noted that it was not appropriate to carry on under the same name as the project had been considerably altered over time.
- 51.4 The Chair did not support the amendment and stated that the name should be subject to decision by those who had employed people through Able & Willing.
- 51.5 Councillor Hamilton noted that specific reference was made in the report to any name changes and that this decision lay with current stakeholders.
- 51.6 The Chair suggested that the amendment should be withdrawn.
- 51.7 Councillors Phillips and Brown agreed to the withdrawal of the amendment.
- 51.8 The Chair then moved to remove recommendation 2.2.
- 51.9 Committee Members agreed to the withdrawal of recommendation 2.2.
- 51.10 The Chair then put the remaining recommendation to the vote.
- 51.11 **RESOLVED:** That the future delivery model of Able & Willing changing to a rolling work placement programme matching suitable placements within council services for candidates be agreed.

## **52 CHILDCARE SUFFICIENCY ASSESSMENT**

- 52.1 The Committee considered a report of the Executive Director for Families, Children & Learning which provided members with an update regarding childcare sufficiency in Brighton & Hove, parent's views of childcare in the city and the national and local policy context. The report was introduced by the Childcare Strategy Manager – Free Entitlement.
- 52.2 Councillor Phillips noted the difficulties in provision of ad hoc childcare due to the high cost. Emphasis on the positivity of the recommendations was conveyed and noted that it was indicative of the impact of repeated cuts in both PAC and Maze.
- 52.3 The Childcare Strategy Manager – Free Entitlement stated that BHCC were involved with the development of extended day provision around new hubs in Brighton & Hove in regards to SEN. It was further stated that there was extra provision for older SEN children however it was noted that flexibility was costly.
- 52.4 Adam Muirhead stated that PAC concerns with lay largely with the extended day and noted that children could end up using the hub as an after school club. It was further enquired if officers from BHCC and PAC would work together to make sure parent carers were included in consultations.

- 52.5 The Childcare Strategy Manager – Free Entitlement stated that PAC had been consulted on the issue of funding. It was noted that many issues expressed were largely linked to budgets. It was clarified that BHCC did not directly provide out of school care provision however did offer sustainability and inclusion funding.
- 52.6 Councillor Marsh sought clarification of support through universal credit increases and further enquired how many people in care actually received the necessary help in regards to East Sussex.
- 52.7 The Childcare Strategy Manager – Free Entitlement stated that funding was for free entitlement of free sessions for 2-4 year olds. There had been adjustments to area cost adjustments to East Sussex. It was noted that in regards to distribution a certain amount of money was provided for children in the most deprived areas of the City. It was emphasised that the implementation of Universal Credit was still in its primary stage.
- 52.8 The Chair noted that letters had been written regarding the proper area cost adjustment to MPs and necessary parties.
- 52.9 Councillor O’Quinn referred to agenda item 5.7 and noted that the completion of the survey by 450 people appeared to signify that a lot of people may not have engaged with this due to a general approval. It was further noted that this was still a significant drop.
- 52.10 The Chair noted the comments and put the recommendations to the vote.

**52.11 RESOLVED:**

- (1) That the Childcare Sufficiency Assessment (CSA) (Appendix 1) to the report be noted;
- (2) That the CSA be published to parents and childcare providers and that childcare providers be supported to offer tax free childcare; and
- (3) That additional support and inclusion funding for children with SEND for 2019/20 onwards be reviewed as well as information for parents with a specific focus on SEND and children in more disadvantaged families.

**53 FAMILIES, CHILDREN AND LEARNING FEES AND CHARGES 2019/20**

- 53.1 The Committee considered a report of the Executive Director Families, Children & Learning which provided an update on the review of the Families, Children & Learning Services fees and charges in accordance with the corporate policy. It was noted that there would be no increase in charge for training courses. The report was introduced by the Head of Service Early Years Youth & Family Support.
- 53.2 Councillor Phillips noted the increase in nursery fees by 12 and stated that there had been no consultation with parents on the matter and requested clarification.
- 53.3 The Head of Service Early Years Youth & Family Support noted the lack of consultation with parents.

- 53.4 Councillor Marsh referred to page 101 and enquired who was in receipt of the contract and what the price of the meal charge would be.
- 53.5 The Assistant Director Education & Skills stated to primary schools bought in to the contract and had various different arrangements at different costs. It was noted that there was no increase in cost at this point in time.
- 53.6 Councillor Hamilton enquired if BHCC were receiving the East and West Sussex rate when taking pupils from external councils.
- 53.7 The Assistant Director Education & Skills stated that any Brighton and Hove Nursery was funded at the Brighton & Hove rate.
- 53.8 The Chair then put the recommendations to the vote.
- 53.9 **RESOLVED:**

- (1) The position on fees charged for nurseries as detailed in section 3.3 of the report be agreed;
- (2) That the position on fees and charges for Childcare Workforce Development as detailed in section 3.4 of the report be agreed; and
- (3) That the position on the charges for school meals as detailed in section 3.5 of the report be noted.

#### **54 SCHOOL ADMISSION ARRANGEMENTS 2020/21**

**54.1 RESOLVED:**

- (1) That the admission priorities for Community Schools as set out in the consultation documents (appended to the report) be adopted for all age groups so as to include children who have been in state care outside of England and have ceased to be in state care as a result of being adopted within the definition of children in care and previous children in care;
- (2) That the proposed school admission numbers set out in the consultation documents for the admissions year 2020/21 including the reduction in the Published Admission Number (PAN) of Westdene Primary School from 90 pupils to 60 pupil be adopted;
- (3) That the co-ordinated schemes of admission be approved; and
- (4) That the city boundary for the relevant area for consultation for school admissions be retained.

**55 ITEMS REFERRED FOR COUNCIL**

- 55.1 The Chair noted that no items had been referred to the full Council meeting for information.

The meeting concluded at 5.40pm

Signed

Chair

Dated this

day of

2019

**Subject:** Mental Health in Schools:  
Extract from the proceedings of the Council Meeting  
held on the 31 January 2019

**Date of Meeting:** 4 March 2019

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

**Contact Officer:** Name: Mark Wall Tel: 01273 291006  
E-mail: [mark.wall@brighton-hove.gov.uk](mailto:mark.wall@brighton-hove.gov.uk)

**Wards Affected:** All

**FOR GENERAL RELEASE**

***Action Required of the Children, Young People & Skills Committee***

To receive the notice of motion referred from the Council for consideration.

**Recommendations:** To request officers to bring a report to the Committee detailing how the council can work with our family of schools to:

- support and promote the development of greater preventative activities designed to assist with anxiety and depression, such as lunchtime yoga, meditation, healthy eating and greater physical activity;
- develop and share best practice on restricting access to mobile phones in the classroom, in conjunction with the existing work done in our schools to support young people managing social media and cyber bullying;
- ensure teachers and staff can access adequate training and support, in conjunction with existing work done in P.S.H.E and through the Schools Wellbeing Service, to feel able to respond appropriately to students who are directly affected by poor mental health and low self-esteem.

**BRIGHTON & HOVE CITY COUNCIL**

**COUNCIL**

**4.30pm 31 JANUARY 2019**

**COUNCIL CHAMBER - HOVE TOWN HALL**

**MINUTES**

**Present:** Councillors Simson (Chair), Phillips (Deputy Chair), Allen, Atkinson, Barford, Bell, Bennett, Bewick, Brown, Cattell, Chapman, Cobb, Daniel, Deane, Druitt, Gibson, Greenbaum, Hamilton, Hill, Horan, Hyde, Janio, Knight, Lewry, Littman, Mac Cafferty, Marsh, Meadows, Mears, Miller, Mitchell, Moonan, Morris, Nemeth, A Norman, K Norman, O'Quinn, Page, Peltzer Dunn, Platts, Robins, Sykes, Taylor, C Theobald, G Theobald, Wares, Wealls, West and Yates.

**PART ONE**

**68 THE FOLLOWING NOTICES OF MOTION HAVE BEEN SUBMITTED BY MEMBERS FOR CONSIDERATION:**

**(6) Mental Health in Schools**

68.33 The Mayor put the following Notice of Motion to the vote;

“This Council resolves to:

1. Ask the Chief Executive to write to the Secretary of State for Education, to request that the Government:
  - brings forward ten-year plans to expand school and college based mental health services for children and young people, so that 100% of children and young people requiring specialist care are empowered to access it prior to 2030;
  - puts in place adequate funding support for schools and teachers to implement this mental health work in schools.
2. Continue to support the improvement of mental health for our city's children and young people, and to request officers to bring a report to the Children, Young People & Skills Committee detailing how the council can work with our family of schools to:
  - support and promote the development of greater preventative activities designed to assist with anxiety and depression, such as lunchtime yoga, meditation, healthy eating and greater physical activity;
  - develop and share best practice on restricting access to mobile phones in the classroom, in conjunction with the existing work done in our schools to support young people managing social media and cyber bullying;

- ensure teachers and staff can access adequate training and support, in conjunction with existing work done in P.S.H.E and through the Schools Wellbeing Service, to feel able to respond appropriately to students who are directly affected by poor mental health and low self-esteem.

68.34 The Mayor confirmed that the motion had been agreed unanimously.

**NOTE:** A closure motion had been passed prior to the item being reached and therefore the motion was put straight to the vote by the Mayor without debate.



<b>Subject:</b>	<b>A Review of 'Poverty Proofing the School Day' Programme</b>
<b>Date of Meeting:</b>	<b>4 March 2019</b>
<b>Report of:</b>	<b>Executive Director for Families, Children &amp; Learning</b>
<b>Contact Officer:</b>	<b>Name: Hilary Ferries</b>
	<b>Email: <a href="mailto:Hilary.ferries@brighton-hove.gov.uk">Hilary.ferries@brighton-hove.gov.uk</a></b>
<b>Ward(s) affected:</b>	<b>(All Wards)</b>

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report outlines the implementation of 'Poverty Proofing the School Day' across schools in the City.
- 1.2 The report outlines the project the 'legacy' and follow up actions.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee note the work of schools in this area and the positive response from many school leaders to 'Poverty Proofing the School Day'.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1. In March 2017 the Children, Young People and Skills Committee agreed to offer the 'Poverty Proofing the School Day' audit to all schools in the city over two years. The definition of poverty used is

'Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities, and have the living conditions and amenities which are customary, or at least widely encouraged and approved, in the societies to which they belong. Their resources are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary patterns, customs and activities.'

- 3.2. 'Poverty Proofing the School Day' was developed by Children North East. It aims to reduce stigma and remove barriers to learning and to assist school leaders to explore the most effective ways to spend pupil premium allocation. Researchers carry out an audit in school about different areas of school life. They listen to pupils, staff, parents / carers and governors. The result is a

report for the school that outlines good practice, raises areas to explore and suggests actions that they may wish to take to address the areas to explore. The strength of the audit is looking at the school through the lens of children and families who highlight any potentially stigmatising policies or practices.

### 'Poverty Proofing the School Day' in the City

- 3.3. The project has been carried out in partnership with Children North East (CNE), who have trained the team of researchers. Researchers come from schools and members of the Standards and Achievement team. The CNE lead, Luke Bramhall, has come to Brighton & Hove each term to monitor the project, visit schools to get feedback and follow up on issues raised with schools. The model of using local school staff as researchers, rather than employing someone for two years, has meant that there is a team of researchers / 'experts' across the schools, to be champions for Poverty Proofing going forward.

Schools / teams that have 'Poverty Proofing the School Day' trained researchers		
Downs Infant	Woodingdean Primary	Dorothy Stringer
Stanford Infant	Moulsecoomb Primary	Hove Park
Patcham Junior	Balfour Primary	Longhill High
Hertford Infants	Bevendean Primary	Patcham High
Fairlight Primary	Carlton Hill	Blatchington Mill
Mile Oak Primary	Partnership Adviser: Health & Wellbeing	BHASVIC
School Partnership Adviser	Adult learning team (2)members)	Senior Adviser: Education Partnerships

- 3.4. All schools have engaged in the project, either through an audit, having a trained researcher, or taking part in conversations about the issues involved. Over 50 audits have been carried out and the schools are listed below, ordered by term of audit. . There have been regular updates and presentations at headteacher meetings. Secondary school 'peer researchers' from Longhill High have also presented to school leaders.

Summer term 2017	Summer 2018	Spring 2019
Woodingdean Primary	Peter Gladwin Primary	Carden Primary
Moulsecroomb Primary	St John the Baptist RC Primary	Brackenbury Primary
Patcham Junior	St Joseph's RC Primary	St Bartholomew's CE Primary
BACA	St Mary's RC Primary	St Mark's CE Primary
Autumn 2017	Autumn 2018	Autumn 2019
Our Lady of Lourdes RC Primary	St Martin's CE Primary	Elm Grove Primary
	Fairlight Primary	Rudyard Kipling Primary
St Margaret's CE Primary	Cottesmore St Mary's RC Primary	Westdene Primary
Carlton Hill Primary	Downs Junior	Brunswick Primary
West Blatchington Primary	St Luke's Primary	PACA
St Mary Magdalen RC Primary	West Hove Infant	King's School
Queens Park Primary	Balfour Primary	
Mile Oak Primary	Hove Park	
Patcham High	Cardinal Newman	
Dorothy Stringer	PRU	
Spring 2018	Spring 2019	Spring 2020
Hertford Infant	St Andrew's CE Primary	
Hertford Junior	St Bernadette's RC Primary	
St Paul's CE Primary	Stanford Infant	
Middle Street Primary	Aldrington CE Primary	
St Peter's Community Primary	Bilingual Primary School	
Benfield Primary	Stanford Junior	
Patcham Infant	Goldstone Primary	
St Nicolas CE Primary	Hove Junior	
Downs Infant	Varndean	
Longhill High		

- 3.5. The positive take up of the project is testament to the concern and commitment Brighton & Hove school leaders have for pupil and student wellbeing and particularly for those from disadvantaged backgrounds. The teams of researchers have found many examples of good practice already existing in the city which are designed to support vulnerable pupils and students to learn and achieve. Sharing examples of good practice across the wider community of schools across the city has been a key outcome from the project. More detail can be found in Appendix 1.
- 3.6. Key examples of learning that has been shared are as follows:
- Celebrations of events such as birthdays can be stressful for some children but alleviated by, for example, everyone singing happy birthday, or providing a birthday card from a collection made by the children themselves,
  - Avoiding the risk of children from poorer backgrounds typically finding themselves in lower ability groups by providing opportunities for self-directed learning such as 'chilli challenges' where pupils choose their own level of challenge,
  - Carefully planning extra-curricular trips and activities by, for example, offering free after-school activities, planning trips well in advance and

- giving parents an opportunity to pay in instalments if there is a cost, focussing on low cost activities such as trips to local museums, subsidising the costs for some families, and accepting donations,
- No school visited had a system where the school community could see which pupils are entitled to free school meals,
- Helping families to support their children to complete homework by giving access to facilities at the school or ensuring that tasks don't require access to a computer,
- Providing resources to children directly, such as a free pencil case for all children or costumes for dressing up days and curriculum days.

3.7. In addition to specific examples of good practice in city schools there have been some general areas that have been picked up through the various school audits:

- Schools have clear behaviour management policies that are applied consistently – these are often informed by pupil voice and developed with them. There is also good anti-bullying practice in the city.
- There were many examples of where school leaders and governors have taken an active role to tackle the consequences of disadvantage. This includes having in place Pupil Premium Champion governors.
- The music service in the city is a strength, going well beyond its statutory remit and not charging for many of its services. The service has now moved out of the LA, however it continues to provide a range of excellent services to schools. These include Soundmakers where all pupils in a class learn an instrument at no cost to the pupils, whole city opportunities such as the Primary Christmas Concert, which has a small charge to schools and newly opened drop-in music spaces based in Whitehawk and Hangleton for young people. The Service is very aware of keeping costs for pupils, families and schools as low as possible and is exploring fundraising opportunities.
- Transport is seen as an issue in a number of schools. Some primary schools raised concerns about limitations that the bus providers seem to put on them when they are using buses for school trips. For some secondary school pupils there are difficulties travelling home if pupils want to access after school clubs (because the school buses are timed at the end of the school day). These are being discussed with bus providers.

3.8. School uniform is a complex area, not just in Brighton and Hove, but across the country. Many of the primary schools have a simple uniform, in colours that are accessible from high street stores and a good selection of pre-loved uniform that is available. Some schools are able to target families in need and direct uniform pieces that come into school to them. The situation is more complex in secondary schools and recommendations have been made to increase the amount of pre-loved uniform available (some schools have recent uniform changes so there is not yet a collection that families can access) and to consider whether they need to purchase separate PE kit if they play in a club/team.

- 3.9. 'Good Practice Guides' (appendix one) have been published which celebrate the good practice and provide opportunities for schools to contact their colleagues that have strong policy / culture.
- 3.10. Areas of concern that have arisen in many schools have been identified and a booklet developed with ideas for action that could be taken to address them. For example, many schools are calculating the 'cost of school', by adding up the cost of all the activities across the year for each year group, to review whether everything they do is necessary and what the impact is on families. Schools are publishing these to enable parents to plan and to make it clear how to access additional financial support if this is needed. Another area that has arisen is a widespread lack of understanding and awareness about poverty. Members of the researcher team have written lesson plans on 'Understanding Poverty'. These have been developed in partnership with Children North East and will be available to all schools in the city.
- 3.11. Whole city issues that have emerged, such as transport, food and the music service are being discussed and followed up. There was also a lack of understanding of poverty and a series of lesson plans have been designed that will be shared with all schools.
- 3.12. The Pavilion and Downs Teaching School Alliance are developing a network of champions from across city schools and will continue to disseminate the findings and look at school life through a poverty proofing lens. The development of school self-evaluation tool will also enable schools to keep their practice under review.

#### **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 Schools are responsible for their own improvement and can choose which areas identified in their reports to follow up. By identifying and sharing good practice across the city it is hoped that schools will see further possibilities.
- 4.2 The model used in the city of using practitioners across the city who have developed a 'poverty proofing lens', means that there is knowledge, expertise and commitment to good and best practice which remains in the city.
- 4.3 Strong partnership working has enabled the project to continue – for example the Pavilion and Downs Teaching School offering to host and run the network for Poverty Proofing Champions.

#### **5 COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 'Poverty Proofing the School Day' is built around engagement with the community. During the audits the researchers talk with every pupil and student. In secondary schools the students get the opportunity to be peer researchers and canvass their peers.

- 5.2 The research team has been available in and out in the playground before and after the school day and there have been opportunities for parents / carers to feed back, both through paper based and internet surveys.

## **6. CONCLUSION**

- 6.1 There has been very positive engagement from schools in the project. However, poverty remains a real issue for many families in the city and the recommendations are made to maintain the poverty proofing lens, both by schools taking action from their audits and by systemic developments considerations to continue this focus.

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

### Financial Implications:

- 7.1 The project had funding of £150,000 over the two years, This was spent on the licence with Children North East, the training of researchers, the supply cover / daily rate of the researchers and the development of materials.

*Finance Officer consulted: David Ellis*

*Date: 24 January 2019*

### Legal Implications:

- 7.2 There are no legal implications arising from this report

*Lawyer consulted: Serena Kynaston*

*Date: 10 January 2019*

### Equalities Implications:

- 7.1 As per the report

### Sustainability Implications:

- 7.2 None identified

### Any Other Significant Implications:

- 7.3 None identified

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

1. Poverty Proofing the School Day' in Brighton & Hove Good Practice and Whole City Update: Volume One June 2018

**Documents in Members' Rooms**

1. None

**Background Documents**

1. None



## **‘Poverty Proofing the School Day’ in Brighton & Hove**

### **Good Practice and Whole City Update: Volume One**

#### **June 2018**

#### **1. Introduction**

‘Poverty Proofing the School Day’ was a recommendation made by the Fairness Commission in 2014. Councillors committed to offering the ‘Poverty Proofing the School Day’ process to every school in Brighton & Hove. Support is being provided by Children North East, the creators of ‘Poverty Proofing the School Day’ and includes a license agreement, training, direct support and quality assurance of processes. The project provides an audit which aims to poverty proof the school day, to reduce stigma and remove barriers to learning and to assist schools in exploring the most effective way to spend pupil premium allocation. More details can be found on their website, <http://www.povertyproofing.co.uk/>. The project runs for two financial years, from April 2017 to March 2019

#### **2. Poverty Proofing in Brighton & Hove**

The power of ‘Poverty Proofing the School Day’ audit is that the voices of all the children and young people in the school are heard and opportunities provided for all other stakeholders to participate. The report on the audit gives schools feedback on their systems and enables the leadership team to reflect on the findings, celebrate successes and consider whether there are any changes they can make to remove barriers for families that may be struggling with money.

A group of researchers, staff from schools across the city and the LA team, have been trained to lead and carry out the audits. A team of researchers go into schools and speak to every child and young person in groups. As well as speaking to all stakeholders on site during the audits, there is also a parent / carer questionnaire, a governor questionnaire and a staff questionnaire. At the end of the audit, the responses to questions are analysed and a report is written. The lead researcher goes back to the school to discuss the report and next steps. The report belongs to the school and is confidential to the school. To take part, schools indicate the term that they would like to have the audit the exact week is allocated. The number of researcher days is determined by the size of school.

#### **3. Examples of good practice in Brighton & Hove schools**

The positive take up of the project is testament to the concern and commitment Brighton & Hove school leaders have for pupil and student wellbeing and particularly for those from disadvantaged backgrounds. The teams of researchers have found

many examples of good practice already existing in the city and designed to support vulnerable pupils and students to learn and achieve. It has been agreed that some examples would be share with the wider audience. These are some of the examples and are organised in the themes of questions that the Poverty Proofing audit explores. This report uses examples from the first 25 schools to take part in 'Poverty Proofing the School Day, from June 2017 to April 2018. Every school has examples of great practice, so this can only be a snapshot. School leaders are very happy to be contacted to talk about their schools:

Moulsecoomb Primary School
Woodingdean Primary School
Patcham Junior School
Brighton Aldridge Community Academy
Downs Junior School
Carlton Hill Primary School
Hertford Infants School
Hertford Juniors School
Our Lady of Lourdes Catholic Primary School
St Joseph's Catholic Primary School
Middle Street Primary School
Queens Park Primary School
Longhill High School
St Mary Magdalen Catholic Primary School
Patcham Infant School
Mile Oak Primary School
Patcham High School
Benfield Primary School
Downs Infant school
St Pauls CE Primary School
Dorothy Stringer
St Peters Primary School
West Blatchington Primary School
Longhill High School

### **Behaviour, rewards and attendance**

Pupils spoke most positively in schools where there are clear and consistent rewards. The vast majority of the schools taking part so far had clear rewards for good behaviour and attendance. Down's Junior, Carlton Hill, St Nicolas, St Joseph's, Middle Street and Woodingdean had particularly clear systems that were known and articulated by all the pupils. Queens' Park has a range of positive ways of addressing things that go wrong – e.g. the 'Do it right club', 'calm room' and 'solver 101'. Longhill students were very positive about the Focus Centre.

It was good to see pupils involved in school development. Mile Oak students were very keen to talk about their behaviour policy and knew it well. St Mary Magdalen had listened to pupil voice when reviewing their behaviour policy; BACA has a 'junior leadership team' to help make decisions in school. Patcham Infants has a 'rights and responsibilities rainbow' that school council links to actions.

### **Anti-bullying / bullying**

Particularly strong practice was seen in this area. In Woodingdean pupils identified the strong support they received from playground buddies and St Margaret's felt their 'bully busters' were very positive. In Moulsecoomb and Patcham parents, carers and pupils felt that there were always people they could talk to. Pupils at Benfield, Patcham Infants, St Mary Magdalen and Queens Park had a particularly clear understanding about what bullying meant and reported that their school was good at dealing with it.

### **Celebrations**

The audit explores the types of discussions and practices that take place around birthdays, holidays and special days. This is sometimes an area where children in poverty can feel left out.

At St Mary Magdalen all Y6 pupils are given a DVD of memories and a year book when they leave the school at no cost to children. In Woodingdean all Y6 pupils are given a leavers' fleece. These both allow for equality for all pupils.

For their birthdays, Downs Infant have the 'hedgehog chair of wonder' when it is their birthday, everyone sings to them and they get a sticker from the teacher. Several schools sing to pupils when it is their birthday, including St Paul's, St Joseph's and St Nicolas. St Peter's invites pupils to take a present from a special box. At Downs Junior, in September, the pupils make birthday cards from the class that are stored in the classroom, when it is a pupil's birthday they select a birthday card from the box. There was a strong celebratory culture in Longhill, Patcham High and Dorothy Stringer.

### **Class groups - are pupils from poorer backgrounds concentrated in 'lower' sets?**

Pupils in BACA, Hertford Juniors and Woodingdean were very positive about the opportunities for self-directed learning. In Moulsecoomb, St Nicolas, Downs Junior, and Patcham Junior, pupils enjoyed choosing tasks that were 'mild, hot or spicy' or with a 'chilli number'. These meant pupils were in control of their learning and there were no groupings that made children feel that they were 'second best'. Middle Street pupils value their learning buddies who help them. Pupils at St Paul's and St Peter's talked about the 'right way to learn well' being very important and West

Blatchington pupils valued their 'step groups'. Queens park have mixed groups and pupils said, 'everyone treats everyone well'.

### **Extra-curricular**

The majority of the schools organise trips for pupils to support and enhance the curriculum. There are a range of different strategies that parents and carers said work well to support those who may find paying for the trips challenging. Many schools such as Woodingdean give good notice and the opportunity to pay in instalments. Moulsecoomb subsidises the trips extensively to ensure all families can attend and Carlton Hill PTA contributes a sum to the school budget for trips. St Joseph's tries to make maximum use of the resources in the local community such as the local museums in Brighton and Hove to keep the cost down. St Mary Magdalen ensures that there is only one 'costly' trip each term and Hertford Juniors looks for good value options – eg they are having a sleepout at school. Some families talked about the support from school staff, such as the Business Manager at St Joseph's, who supports families in difficulty with payment plans. Downs Junior has calculated the cost of school visits for each year group for this year so they and parents / carers know the expected costs.

The majority of schools run out of school clubs. At Woodingdean and West Blatchington there is a large number of free clubs. The Woodingdean 'Health and Well-being Club in the mornings is very popular. Dorothy Stringer pupils report a huge variety of clubs that pupils enjoy.

### **Food**

At Patcham Junior pupils can eat with their friends and menus are all on line so families can plan food together in advance. Pupils at Mile Oak said how good the food is at their school.

No school visited had a system which made explicit to the school community which pupils were entitled to free school meals and those not. Dorothy Stringer –has a 'Meal Deal' so all students can have a full meal and drink, and this is within the FSM allowance.

The infant free school meal entitlement has caused some issues. Hertford Infants School asked for it to be delivered as a picnic, so the pupils can all enjoy the food together.

### **Homework - can everyone access it?**

Moulsecoomb and Queens Park offer support for families with homework to make sure that everyone can access the tasks, with computers available at school to use. Downs Infant makes sure that there is no pressure for resources. At Woodingdean the pupils and parents liked that in the summer term the homework was to 'spend time together as a family' rather than specific tasks.

## **Resources**

At Woodingdean the whole class share resources that are brought in for projects. At Moulsecoomb there is an art club where children can make things for parents or teachers which give children opportunities to give gifts if they wish.

At Carlton Hill everything children need for school is provided and they also allow families to play in the school grounds after school with supervision as not all parent have places to play. They provide some costumes for dress up days.

Pencil cases are not a problem at St Margaret's where pupils love the 'pen packs' that the school give them to make sure they have everything they need and several schools said they liked it better when they didn't have to bring in pencil cases from home, as pupils sometimes compared and also there were fallouts about borrowing items.

## **Leadership and work of the governing body**

In Our Lady of Lourdes and Woodingdean there was a clear focus on needs of the disadvantaged. Both schools had up to date policies and regular reviews by governors. Governors attend pupil progress meetings to make sure that they know pupil performance in detail.

Some school leadership teams were particularly conversant with the data. Governors at Patcham Junior, Middle Street, St Nicolas, Benfield, Longhill and Dorothy Stringer were particularly aware of the performance of the disadvantaged and St Paul's has a governor an allocated Pupil Premium Champion Governor and the monitoring of the impact of provision is an agenda item for each governors meeting. Downs Junior has set up a Pupil Premium Grant Task Force consisting of a Pupil Premium Champion for each year group. They have appointed an attachment teacher who works with the pupils who are in receipt of the pupil premium plus grant. In addition, these pupils have been assigned a key adult who meets with them one a week to support them to develop their social and relationship skills.

Students and families spoke positively about their involvement in this area. Benfield has pupil premium champions, Patcham High have advocates for pupil premium. Middle Street include pupil in discussion about their progress and St Peter's allocate a proportion of the funding to families and ask them how they would like to use it.

## **Support for parents & families**

Many of the schools had very positive and trusting relationships with families which meant that parents were happy to come and talk to them if there was an issue. St Nicolas has a very strong sense of community, "We are all kind to each other and great friends". St Mary Magdalen Catholic Primary School offers courses to parents in a range of languages to ensure all can access information. Our Lady of Lourdes have found that employing a family support worker has been very positive. Carlton Hill has a notice board that signposts parents to a range of services they could find helpful. In Downs Junior, the pupils in the younger classes explained that they have a worry doll in their classrooms, "All you have to do is put your name on the worry

doll and your teacher will talk to you quietly about your worry". The pupils in the older classes have feelings boxes where pupils can put their worries/explain how they are feeling into the box.

## **Uniform**

Positive comments about uniform from primary schools included:

- Uniform is easily available in common colours
- No pressure for logos
- Discreet second hand uniform available / pre loved uniform
- The junior school has the same uniform as the infant school
- For non-uniform days the cost is £1 per family, not per child which helps make it more affordable
- 'special' uniform – eg leavers hoodies, special polo shirts, funded by PTA
- Secondary schools had reviewed their uniform and had thought about: how to get best value and be smart yet practical

## **'Other'**

Many schools have good opportunities for pupils to take on responsibility – in West Blatchington this includes Young Interpreters, who support pupils with the same language.

Pupils from Benfield and Downs Infants were keen to talk about their futures and the choices they felt they had. Hertford Junior has linked with the University of Brighton. The pupils have mentors from the University and 'Professor Gull' comes to visit.

## **‘Poverty Proofing the School Day’ in Brighton & Hove**

### **Good Practice: Volume Two**

### **December 2018**

#### **4. Introduction**

‘Poverty Proofing the School Day’ was a recommendation made by the Fairness Commission in 2014. Councillors committed to offering the ‘Poverty Proofing the School Day’ process to every school in Brighton & Hove. Support is provided by Children North East, the creators of ‘Poverty Proofing the School Day’ and includes a license agreement, training, direct support and quality assurance. The project provides an audit which aims to ‘poverty proof the school day’, to reduce stigma and remove barriers to learning and to assist schools in exploring the most effective way to spend pupil premium allocation. More details can be found on their website, <http://www.povertyproofing.co.uk/>. The project runs for two financial years, from April 2017 to March 2019

#### **5. Brighton & Hove**

The power of ‘Poverty Proofing the School Day’ audit is that the voices of all the children and young people in the school are heard and opportunities provided for all other stakeholders to participate. The report on the audit gives schools feedback on their systems and enables the leadership team to reflect on the findings, celebrate successes and consider whether there are any changes they can make to remove barriers for families that may be struggling with money.

A group of researchers, staff from schools across the city and the LA team, have been trained to lead and carry out the audits. A team of researchers go into schools and speak to every child and young person in small groups. As well as speaking to all stakeholders on site during the audits, there is also a parent / carer questionnaire, a governor questionnaire and a staff questionnaire. At the end of the audit, the responses to questions are analysed and a report is written. The lead researcher goes back to the school to discuss the report and next steps. The report belongs to the school and is confidential to the school.

#### **6. Examples of good practice in Brighton & Hove schools**

The positive take up of the project is testament to the concern and commitment Brighton & Hove school leaders have for pupil and student wellbeing and particularly for disadvantaged pupils. The teams of researchers have found many examples of good practice already existing in the city and designed to support vulnerable pupils and students to learn and achieve. It has been agreed that some examples would be share with the wider audience. These are some of the examples and are organised in the themes of questions that the Poverty Proofing audit explores. This is the second booklet, which includes examples from the following 21 schools, from May to December 2018. Every school has examples of great practice, so this can only be a snapshot. School leaders are very happy to be contacted to talk about their schools:

West Hove Infant School
St John the Baptist Catholic Primary School
Peter Gladwin Primary School
St Mary's Catholic Primary School
St Luke's Primary School
St Martin's CE Primary School
Balfour Primary School
Fairlight Primary School
Hove Park School
Cottesmore Catholic Primary School

Cardinal Newman Catholic School
St Bernadette's Catholic Primary School
Stanford Infant School
Stanford Junior School
Aldrington CE Primary School
Bilingual Primary School
St Andrew's CE Primary School
Goldstone Primary School
Hove Junior School
Varndean School
Pupil Referral Unit

### **Behaviour, rewards and attendance**

Pupils spoke most positively in schools where there are clear and consistent rewards. The vast majority of the schools had clear rewards for good behaviour and attendance. In West Hove Infant all the children knew the Golden Rules, and St Mary's pupils all knew their seven key learning skills. At Fairlight pupils have a learning ladder and at St Martin's and Cottesmore pupils are in the beehive, or are 'buzzed for learning'. St Luke's have a learning community system where pupils work together to reach community targets.

There is a wide range of rewards offered by schools. Pupils at St Bernadette's, Peter Gladwin, Varndean and Aldrington enjoy having tea with their headteachers. Stanford Infants have a special mention on the swan (which is the symbol of the school) and Aldrington celebrates their Christian values with a cup that is awarded. Students at the PRU have end of term reward trips for good behaviour.

Hove Junior pupils enjoy working together to achieve high attendance and pupils at Cardinal Newman talked about support they had received to help them with the attendance.

### **Anti-bullying / bullying**

Particularly strong practice was seen in this area across the city. The vast majority of pupils had a good understanding of what bullying is – especially in West Hove Infant and Hove Juniors and Fairlight. Several schools have playground buddies who support anti bullying, including Cottesmore, St Bernadette's and St Luke's and Stanford Infants and Juniors. At Cardinal Newman they have Pastoral Leaders for each year group and students are proud of the Anti-Bullying Ambassador (ABA) student body.

At Balfour pupils said that staff were on the lookout to make sure they were always safe and at Goldstone pupils felt that the headteacher always followed up any (rare) incidents with a reminder about how to get help and support.

## **Celebrations**

The audit explores the types of discussions and practices that take place around birthdays, holidays and special days. This is sometimes an area where children in poverty can feel left out. In many of the schools pupils sing happy birthday to each other and at St John's they also have a 'unicorn clap'. At Hove Juniors each class makes cards and at the beginning of the year and these are given to class members for their birthdays during the year.

At Christmas Santa Claus / Father Christmas gives all pupils a book (Peter Gladwin) or crackers with their Christmas meal (Stanford Juniors).

In the Bilingual school their safeguarding policy states that staff should not buy pupils presents. PTAs in many school support through funding leaver t shirts or hoodies and contributing to school activities which reduces the costs for families.

## **Class groups - are pupils from poorer backgrounds concentrated in 'lower' sets?**

Several schools, including Goldstone, Cottesmore Peter Gladwin the Bilingual Primary School and Aldrington talked about enjoying the 'chilli challenges' where they can choose their own level of challenge. Pupils at Balfour, Fairlight and St Bernadette's are also encouraged to choose the level of work they do. Stanford Infant changes the learning partners weekly and children say they like working with others, and St Andrew enjoy learning with their learning partners. At St Luke's they have peer tutoring from KS2 to KS1 and they have an embedded philosophy programme.

## **Extra-curricular**

All schools organise trips for pupils to support and enhance the curriculum. There are a range of different strategies that parents and carers said work well to support those who may find paying for the trips challenging. Several schools have business managers or support staff who work with parent to devise payment plans. West Hove Infant only have one paid trip a year and give lots of notice, all other trips are free. Varndean has a 'trip committee' comprising of senior leaders who must agree every trip that is offered at the school, that it is cost effective and that it links to one of the school's improvement objectives. St Luke's stresses the value of pupils coming on trips and has discussed this through a range of conversations with parents, including coffee mornings for groups of parents.

All schools have a range of extra curricular activities. Some school offer free clubs – for example St John's football club is free to attend and uniform is free to borrow. Cardinal Newman ensures that students who may struggle to source transport to sporting events are supported by providing transport. Some schools offer free places to families who might otherwise not be able to afford to attend. St Martin's supports families with payment plans and support, but their philosophy is that everyone contributes something.

Peter Gladwin has just consulted with parents about how many non uniform days they should have and the reasons behind why they have the days. St Luke have 'rainbow day', where pupils come wearing the colour for their year and some make a donation of food items, from which the PTA make hampers. This happens over a week and pupils can choose a day in the week that works for them. This also makes children not taking part less conspicuous.

When doing charity collections, St John the Baptist school, the Bilingual School, Varndean and Cottesmore have boxes / buckets where pupils bring in their donation and nobody knows what has been given. Aldrington makes it clear that it is an invitation to donate to the charity and there is no pressure.

West Hove Infant runs a 'pre loved book fair and St Bernadette's has a book swap where pupils bring 10p to take part.

St Martin's has 'breakfast café' every morning before school. This is based on the village in the playground' and the whole family can have breakfast, there is a bucket for donations and parents are asked to contribute the amount they feel happy with. There is also an outside library on offer at this time. So far, donations exceed the cost and parents are very positive about the offer of breakfast.

## **Food**

Several schools use 'parent pay' or other similar system, so no money comes into schools. At St Mary's the school business manager support families with payment plans to pay off debt. Fairlight won Kellogg's breakfast club of the year award in 2017.

Students at the PRU said toast is available on both sites for free if they have not had breakfast or if they are hungry at breaktime.

At Cardinal Newman, Students entitle to free school meals have the option of buying food at break time and lunch time. All Students receive a pass if they have forgotten their dinner money and this enables them to pay for their meal the following day. At Varndean the school canteen clearly labels the cost of all food items and displays possible meal deals that are available with the cost of a free school meal allowance. Therefore, students can budget and manage their money as there are a number of food combinations FSM and students living in poverty could afford. Students with the FSM entitlement are allowed to spend their allowance at breaktime. The cashless system means that students are not able to identify which students are entitled to FSM. There is a helpdesk every day in the canteen where students can go to if they have no money or have forgotten their card. All students will be offered a main meal even if they do not have enough credit.

## **Homework - can everyone access it?**

Several schools have home learning grids where pupils can choose which homework to do and all resources are provided, at Peter Gladwin, staff print out the table of activities for any pupils than need it. Several schools, including St Luke's, give pupils

all they need to do the homework tasks. Cottesmore run a free revision club in the Easter holidays. Goldstone made sure that most tasks don't need a computer, but provide computer access at school when they do.

### **Resources**

Several schools, including Hove Juniors West Hove Infants and St Mary's provide all materials pupils need and do not allow pencil cases in school as they have found this can cause issues.

St Martin's also provides cup and water so no water bottles are needed. The PTA at St Bernadette's funds all materials needed for cooking.

At Stanford Infants they try to make sure everyone can take part in dress up days by stressing the fact that no special outfit is needed. They also consider why they are doing things for example for a Women in History topic, the staff dressed up as women from history and went round to the classes to talk about their lives.

### **Leadership and work of the governing body**

St Mary's won an award for the highest achieving school for pupils with disadvantage

West Hove Infants have reduced the cost of the school by cutting back on some of the costs. They have Disadvantage Champions and regular pupil conferencing to find out what pupils feel they need to help their learning. At St Luke's they are striving to be as easy to reach as possible for parents and have special meetings with families of pupils in disadvantage to aim to make sure they have everything they need. Hove junior target families

Most of the schools know their families very well- like Goldstone St John the Baptist, Peter Gladwin Stanford infants. St Andrew's have staff members to support vulnerable families such as the attachment coordinator and the pastoral care coordinator. In Aldrington the DHT is a PP leader and she makes sure pupils and families have what they need. Staff at St Martin's have a good understanding of the situations their families face and support and signpost grants and services.

School leaders told us that Varndean has invested: in CPD through working with the teaching school alliance it is part of on a number of research projects such as higher prior attaining students entitled to Pupil Premium (PP), unconscious bias and effective pedagogy for PP learners. The school is also working as a triad with 2 other local schools where a day is spent in each school, undertaking learning walks, talking to students entitled to PP and sharing best practice.

Schools with poverty proofing researchers such as Balfour, Dorothy Stringer Fairlight and Stanford Infants make use of the skills of the researchers to review aspects of school life and ask questions.

### **Support to parents & families**

Many of the schools had very positive and trusting relationships with families which meant that parents were happy to come and talk to them if there was an issue. All

school had positive comments from parent in this area. Parents were positive about the open door policy. At St Martin's the church works with the school to provide support to families

## **Transport**

Many of the schools engage with the Big Pedal and 'Bike it Ben' and give opportunities for pupils to have bike training free of charge and arrange it so all pupils have access to a bike.

St Martin's sometimes brings pupils to school when they know there are difficulties.

## **Uniform**

Positive comments about uniform from primary schools included:

- Uniform is easily available in common colours
- No pressure for logos
- Relaxed about shoes / trainers, acknowledging that some children and young people have one pair of shoes.
- Discreet second hand uniform available / pre loved uniform
- For non uniform days there is a central place for pupils to make a voluntary donation
- 'special' uniform – eg leavers hoodys, special polo shirts, funded by PTA
- Frequent preloved or 'new to you' school uniform sales
- Donating all the unnamed lost property for parents to collect
- Secondary schools had reviewed their uniform and had thought about: how to get best value and be smart yet practical

## **Wellbeing and social and emotional support**

Pupils in many schools have access to emotional support. West Hove Infants has daily mindfulness sessions. St Bernadette's and St John the Baptist have regular mindfulness sessions and St Mary's and Cottesmore have mediation as part of the school day. Several schools have worry boxes that pupils can use, including Hove Junior, St Bernadette's. Stanford infants and the Bilingual school have bubble time where pupils can have time to talk about what worries them with an adult.

## **Other**

Many schools have good opportunities for pupils to take on responsibility – St John the Baptist has a wide range of roles pupils can take on. Peter Gladwin has 'voice groups' where pupils choose mission to improve the school these have included 'The Elderly and Me' and 'Hectic Historians'.

Many schools have talked with their pupils about options for their futures. Fairlight has good links with university where pupils can visit and see what they could access. Vandean and Cardinal Newman have partnerships with local universities. Students have access to University run courses including study skills workshops, art and science visits.

# Ofsted update 4 February 2019

Item 64

Schools inspected since last committee 2018

School	Date of Inspection	OE Grade	Previous grade
<b>Full inspections</b>			
Hertford Junior	5/12/18	2	2
West Blatchington Primary School	22/01/19	Not yet known	2

# Snapshot from 4 February 2019

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
<b>Primary</b>	92.3	86.9	90.5	13.5	18.1
<b>Secondary</b>	100	75.2	100	0	22.2
<b>Special</b>	66.7	91.6	83.7	66.7	38.1
<b>Colleges</b>	100	-	-	-	-
<b>PRUs</b>	100	82.3	100	0	17.4
<b>All Schools (not colleges)</b>	<b>92.8</b>	<b>85.4</b>	<b>94.1</b>	<b>15.3</b>	<b>21.9</b>

*National figures as at 31 December 2018*

# Overview of Early Years Ofsted inspections

- 97% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding on 31 August 2018. This is above the figure of 95% in both England and the SE.
- A high percentage of settings are judged as outstanding in Brighton & Hove, well above national and local outcomes:
  - 30% outstanding (B&H), 22% (South East) and 18% (England).
- Since August 2018:
  - Two settings have improved from good to outstanding
  - One setting has improved from requires improvement to good
  - Two settings have remained as outstanding
  - Ten settings have remained as good
  - Four new settings have been judged as good
  - Two settings have moved from outstanding to requires improvement
  - One setting has moved from good to inadequate.

# EY Ofsted inspections since January 2019

Setting	Inspection date	Latest grade	Previous grade
Whiteway Pre-school	November 2018	Good	Good

# Inspections of all Ofsted registered early years settings (31 August 2018)

	<b>Outstanding %</b>	<b>Good %</b>	<b>Requires improvement %</b>	<b>Inadequate %</b>
<b>England</b>	18	77	4	1
<b>SE</b>	22	73	4	1
<b>Brighton &amp; Hove</b>	30	66	2	1 (Out of school provider - now closed)



<b>Subject:</b>	<b>Annual Standards Report</b>		
<b>Date of Meeting:</b>	<b>4 March 2019</b>		
<b>Report of:</b>	<b>Executive Director, Children, Families &amp; Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Mark Storey</b>	<b>Tel: 01273 294271</b>
	<b>Email:</b>	<b>mark.storey@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2017 - 2018 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.

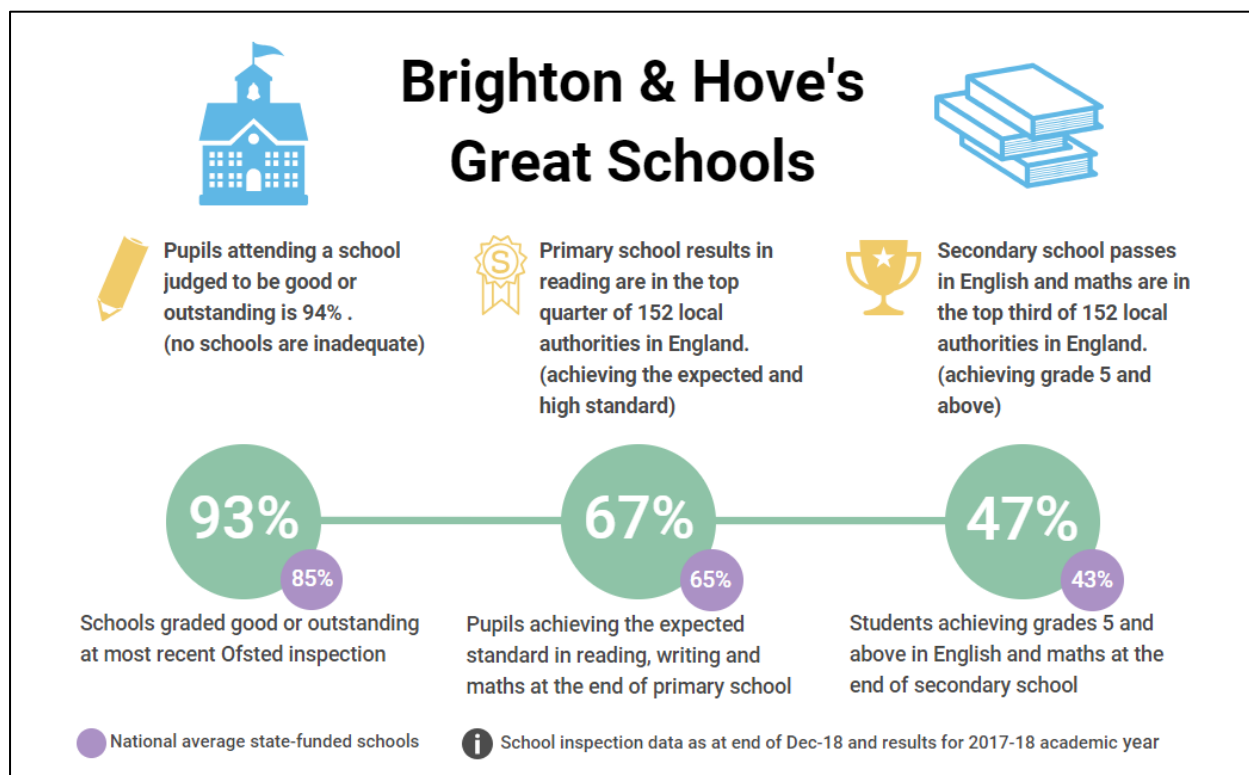
**2. RECOMMENDATIONS**

- 2.1 To note the report and support the focus across the City on improving outcomes for all children and young people, including those from disadvantaged backgrounds.
- 2.2 To note that there have been changes in the curriculum, assessment and benchmark measures for Key Stages 2 and 4 and for determining the performance of disadvantaged groups. This means that there can be some difficulty in establishing trends when not comparing like with like.

**3. CONTEXT/ BACKGROUND INFORMATION****3.1 School Effectiveness**

- 3.2 At the end of December 2018 92.8% of schools in Brighton & Hove were judged by Ofsted to be Good or Outstanding. This was above the national average of 85.4%. 100% of secondary schools are now Good and Outstanding. 15.9% of schools are judged as outstanding compared to 20.4% nationally.
- 3.3 The percentage of pupils currently attending a school judged to be Good or Outstanding is 94.1% against a national average of 84.6%.
- 3.4 The Local Authority continues to focus on the schools which it believes may be vulnerable to losing their judgement of 'Good' as well as supporting and challenging schools which are currently judged as 'Requires Improvement' to get to 'Good' at their next inspection.

### 3.5 Overall Headlines for this report include:



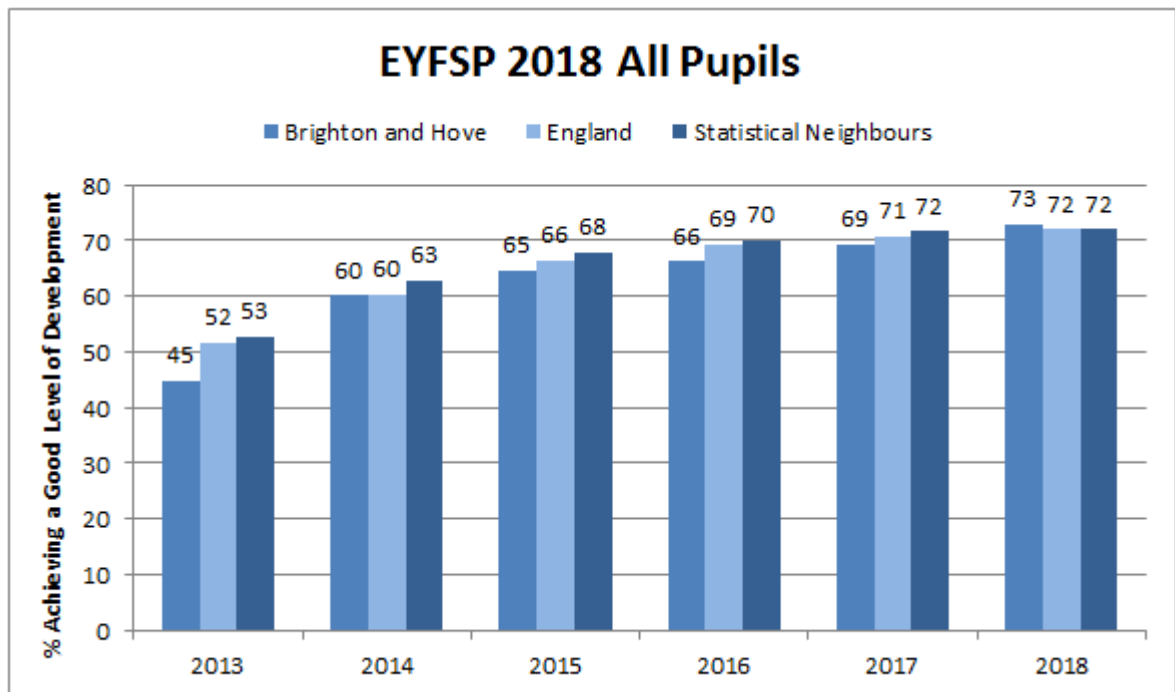
- 3.6 The Brighton & Hove percentage of pupils achieving a good level of development in Early Years is above the national average, for the first time since the new framework was introduced in 2013.
- 3.7 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was above the national average for the first time since the check was introduced.
- 3.8 At KS1 Maths assessments for the proportion of pupils at age related expectation were in line with the national average. Reading and Writing assessments were below the national averages.
- 3.9 At KS2 the percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Mathematics combined was above national average.
- 3.10 At KS2 the progress made by pupils in Reading was above national average whereas Writing and Maths progress were both below national average.
- 3.11 At KS4 attainment measures such as Attainment 8 and Grade 4 + in both English and Maths are above national averages.
- 3.12 Progress at KS4 has improved so is now the same as national averages.
- 3.13 Progress and attainment of Disadvantaged pupils at KS4 has improved to be in line with SE averages but remain below national averages.

#### 4. SUMMARY OF OUTCOMES

##### 4.1 Early Years Foundation Stage Profile – (4 to 5 year olds)

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

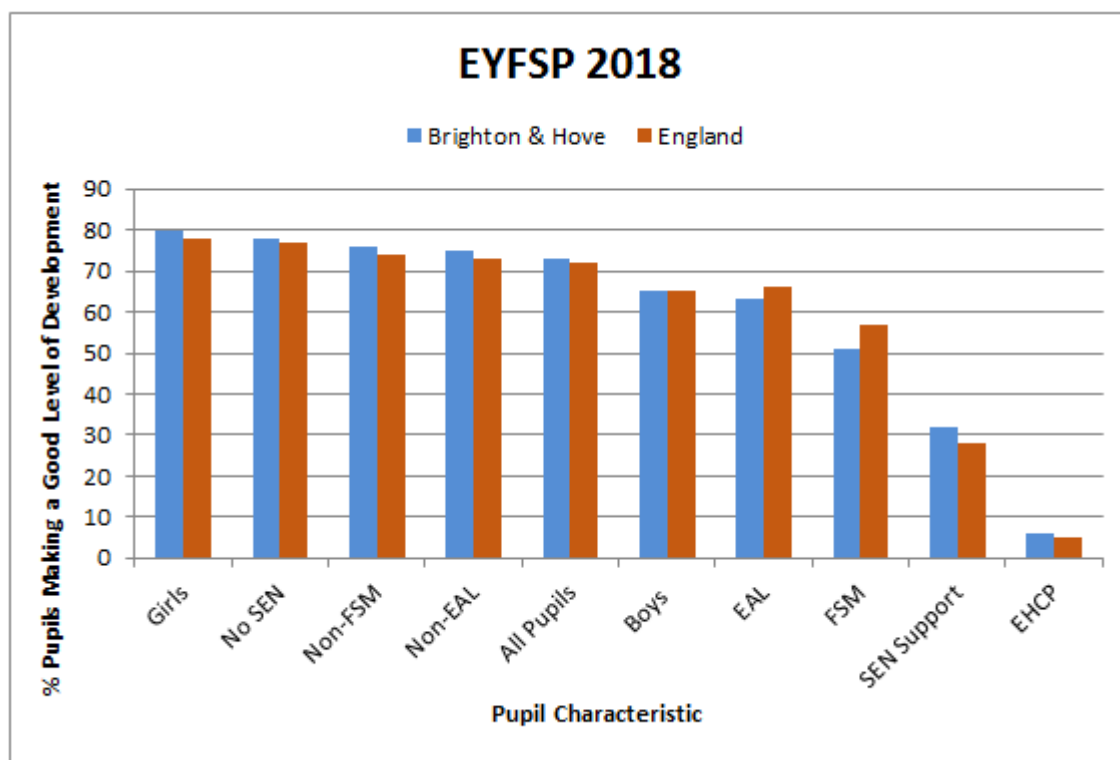
##### 4.3 Table 1: EYFSP 2018 All Pupils



4.4 The Brighton & Hove percentage of all pupils achieving a good level of development is now above the national and statistical neighbour average.

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

#### 4.6 Table 2: EYFSP 2018 Comparison



- 4.7 In 2018, there were 379 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,667 (14.2%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 51% which is 6 percentage points lower than below the national figure of 57%.
- 4.8 In Brighton & Hove the percentage of pupils with an SEN Support and with Education, Health and Care Plans, achieving a good level of development, were both above the national figure.
- 4.9 The percentage of pupils with English as an additional language achieving a good level of development was below the national figure.
- 4.10 **Actions as a result of data:**
- 4.11 Funding has again been allocated to support further school improvement support for Early Years. This is led by the Head in an outstanding nursery and is a continuation of work we know has had impact. The focus of this work now will be on supporting schools who have the lowest outcomes for those on FSM.
- 4.12 The LA's school improvement model means that all schools with the lowest results will either be targeted for intervention through a school improvement board; using Early Years support or schools own planned interventions.

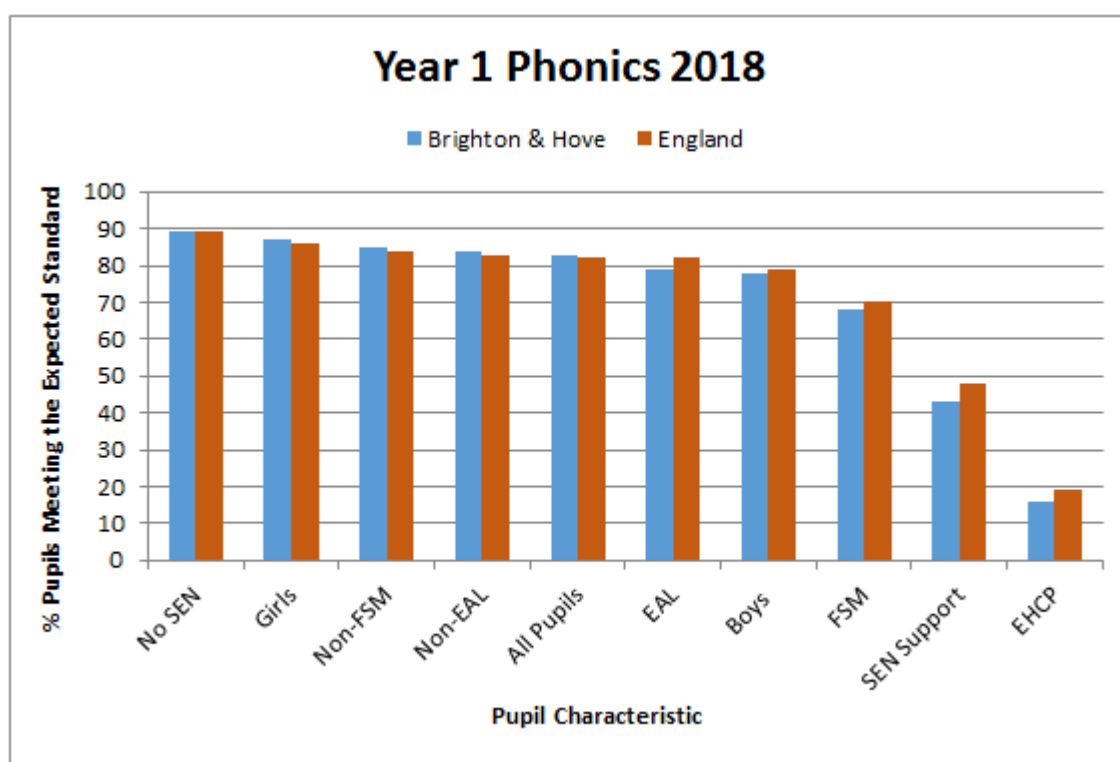
4.13 The Ethnic Minority Achievement Service (EMAS) has targeted bilingual support for the language groups most at risk of not achieving a Good Level of Development particularly Arabic speaking Free School Meals (FSM) pupils. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant. EMAS is jointly running EAL or SEN training with the Inclusion Support Service; Supporting Children with Multiple Languages and Supporting Refugee Children in the EYFS.

#### 4.14 Year 1 Phonics Check (age 6)

4.15 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was above national and statistical neighbours for the first time since it was introduced in 2012.

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

4.17 Table 3: Year 1 Phonics 2018.



4.18 The percentages of Year 1 pupils with SEN Support or an Education, Health and Care Plan, EAL and on FSM meeting the required standard for Phonics were both below the national figures.

4.19 The percentage of Year 1 pupils with English as an additional language (EAL) meeting the required standard for Phonics decoding, was below the national figure.

- 4.20 Pupils who did not meet the level of the Phonics decoding in Year 1 or who were not tested in Year 1 take the test in Year 2. When combined with the Year 1 outcomes the percentage of Brighton and Hove pupils who met the standard remained lower than national at 90%, compared to 92% nationally.
- 4.21 **Actions as a result of data:**
- 4.22 Staff from 11 identified schools attended Phonics training in January 2018 to develop subject knowledge and teaching of Phonics and early Reading and Writing.
- 4.23 Support is available for all schools for phonics in the form of Phonics audit, CPD and resources some of which are provided by English Hub working in partnership with the Local Authority.
- 4.24 **Key Stage 1 Outcomes (7 year olds)**
- 4.25 The percentage of Brighton & Hove pupils achieving the expected standard is 1% point below national and the percentage of pupils working at greater depth in Reading is below national.
- 4.26 The percentage of Brighton & Hove pupils achieving the expected standard in Writing is 1% point below national.
- 4.27 The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics was in line with national average.
- 4.28 In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in Reading was below national.
- 4.29 The percentage of pupils eligible for Free School Meals achieving the expected standard in Writing was in line with national.
- 4.30 The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics was below national.
- 4.31 In Brighton & Hove the percentage of pupils with an Education, Health and Care Plan achieving the expected standard was above national, in all three subjects (Reading, Writing and Mathematics).
- 4.32 In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard, remained below the national in all three subjects (Reading, Writing and Mathematics).
- 4.33 **Actions as a result of data:**
- 4.34 The Know Your School visit and data passed on to school is designed to focus challenge and support schools in KS1 development but focus particularly on outcomes for Disadvantaged pupils are the key focus. Termly School Improvement Visits; Conferences; networks and training all compliment this.

- 4.35 A strategy group is linked to the successful Strategic School Improvement bid that has supported 16 schools within the authority this year. Further commissioning of places is being carefully considered to support more schools being involved.
- 4.36 EMAS continues to provide training for KS1 Writing for EAL and targeted teaching support in schools (that purchase EMAS) for pupils at risk of underachieving.
- 4.37 Ten schools have been selected for Pupil Premium reviews and will continue to be targeted with follow up action plan reviews. These reviews have provided support and challenge to schools, to achieve the best outcomes for Disadvantaged pupils. These are led by Brighton and Hove National Leaders in Education.
- 4.38 School intervention team support to include focus on pupil groups vulnerable to low progress and outcomes.
- 4.39 The ECaR program is an evidence based intervention used by a number of schools that has reduced by 4 schools this year. KS1 outcomes sustained at national or above in ECaR schools. The LA is now designing a promotion program to try to increase numbers completing this in school
- 4.40 **Key Stage 2 Outcomes (11 year olds)**
- 4.41 The Brighton & Hove percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Mathematics combined is above national average.
- 4.42 The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in Reading continues to be above national average. The progress score in Reading continues to be above national.
- 4.43 The percentage of pupils achieving the expected standard in Writing based on teacher assessment continues to be above national average. The percentage of pupils writing at a greater depth within the expected standard is now below national. The progress score in Writing is below national.
- 4.44 The percentage of pupils achieving the expected standard in Mathematics is above national average but with achieving the higher standard below national. The progress score in Mathematics continues to be significantly below national.
- 4.45 **Disadvantaged Pupils**
- 4.46 In Brighton & Hove the percentage of Disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics is below the national average for this group.

4.47 The percentage of Disadvantaged pupils achieving the expected standard in Reading is above and the progress score is equal to the national average for this group.

4.48 The percentage of Disadvantaged pupils achieving the expected standard and the progress score in Writing and Maths is below the national average for this group.

#### 4.50 Pupils with Special Educational Needs

4.51 In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in Reading, Writing and Mathematics is below the national average for this group.

#### 4.52 Other Groups

4.53 Pupils with ethnicities classified as White and Chinese are above national, Mixed are in-line, and Black and Asian are below their national group for the percentage achieving the expected standard in Reading, Writing and Mathematics combined. Compared to the national average for all pupils Chinese, White and Mixed results are above, Asian are in-line and Black pupils are below.

4.54 Table 5 - Reading, Writing and Maths

Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2016	2017	2018
<b>B&amp;H All</b>	58	64	67
<b>England All</b>	54	61	65
<b>B&amp;H Disadvantaged</b>	38	45	47
<b>B&amp;H Other (non-disadvantaged)</b>	67	71	75
<b>England Disadvantaged</b>	39	48	51
<b>England Other (non-disadvantaged)</b>	60	67	71
<b>Statistical Neighbour Disadvantaged</b>	37	46	48
<b>South East Coastal Strip Disadvantaged</b>	37	44	47

KS2 2018 Revised Data	Disadvantaged	Brighton & Hove			Trend	National			Trend
		2016	2017	2018		2016	2017	2018	
Reading Test	Yes	58	61	65		56	60	64	
	No	81	83	85		72	77	80	
Writing TA	Yes	62	62	65		64	66	67	
	No	82	84	86		79	81	83	
Maths Test	Yes	51	59	59		58	63	64	
	No	78	81	84		76	80	81	
RWM	Yes	38	45	47		39	48	51	
	No	67	71	75		60	67	70	

4.55 Table 6 – Reading, Writing & Maths Progress 2018

Progress in 2018	Reading	Writing	Maths
<b>B&amp;H All</b>	0.5	-0.7	-0.5
<b>England All</b>	0	0	0
<b>B&amp;H Disadvantaged</b>	-0.6	-1.4	-1.6
<b>B&amp;H Other (non-disadvantaged)</b>	0.9	-0.4	-0.1
<b>England Disadvantaged</b>	-0.6	-0.4	-0.6
<b>England Other (non-disadvantaged)</b>	0.3	0.2	0.3
<b>Statistical Neighbour Disadvantaged</b>	-1.0	-0.8	-1.0
<b>South East Coastal Strip Disadvantaged</b>	-1.4	-1.2	-1.5

#### 4.56 Actions as a result of data

- 4.57 Brighton and Hove Partnership have set up a Strategic Group to support improvement of outcomes for disadvantaged. To compliment this, Pupil Premium Leads have been appointed. Primary and Secondary Senior Leaders are now seconded a day per week each to the LA. Their main role is to support schools in raising the outcomes of Disadvantaged pupils. This involves both consultants working closely on specific projects within their phase including a toolkit to be used in all schools. The Strategic Group and Leads are developing improved training for Governors and Schools.
- 4.58 The Know Your School visit and data passed on to school is designed to focus, challenge and support schools on outcomes for Disadvantaged pupils. Termly School Improvement Visits; Conferences; networks and training also prioritised the outcomes for Disadvantaged strategy.
- 4.59 The successful Strategic School Improvement bid means that for Maths 16 schools have been supported within the authority this year. Further commissioning of places is being planned to enable more schools to be involved.
- 4.60 Ten schools were selected for Pupil Premium reviews and will continue to be targeted with follow up action plan reviews. These reviews have provided support and challenge to schools, to achieve the best outcomes for Disadvantaged pupils. These are led by Brighton and Hove National Leaders in Education.
- 4.61 ECaR service will continue to support Reading outcomes for all pupils including Disadvantaged.
- 4.62 To address writing outcomes, the LA has led a project that 28 schools have taken part in. The project covers expectations for, and ways to achieve Greater Depth Writing across the Primary Phase.
- 4.63 The school improvement and categorisation system has now been revised so that the process prioritises challenge where Disadvantaged do not make sufficient progress. The new process now aligns with partnership groups so that

partnership chairs help identify and target support at the schools with greatest need.

- 4.64 EMAS are working alongside schools and Governors with Schools of Sanctuary programme to raise awareness in schools around the importance of identity and the impact that discrimination and racism can have on achievement. Schools continue to have Diversity and Equalities walks, delivered by EMAS with ways forward to support inclusion.

4.65 **Key Stage 4 – GCSE Results (16 year olds)**

4.66 **All Pupils**

- 4.67 In Brighton & Hove Attainment 8 and the percentage achieving expected standards in English and maths continues to be above the national average. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.

- 4.68 Progress 8 has improved and is the same as national average. Progress in English, Maths, EBacc and open elements of this measure is in line with the national average. One school is coasting and one is below floor targets for Progress 8 which impacts this City measure.

4.69 **Disadvantaged Pupils**

- 4.70 Attainment 8 and the percentage of Disadvantaged pupils achieving expected standards in English and maths has improved to be in line with SE averages but is below the national average for this group. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is below the national average.

- 4.71 Progress 8 has improved to be in line with SE average but is still below the national average for this group.

4.72 **Pupils with Special Educational Needs**

- 4.73 In Brighton & Hove Attainment 8 and the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standards in English and maths is below the national average. The percentage of these pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is below the national average.

- 4.74 Progress 8 for pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is significantly below the national average.

- 4.75 In Brighton & Hove Attainment 8 and the percentage of pupils with SEN support achieving expected standards in English and maths is above the national average. The percentage of these pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.

- 4.76 Progress 8 for pupils with SEN support is above the national average.

#### 4.77 Other Groups

4.78 Attainment 8 for pupils with ethnicities classified as White, Mixed, Asian and Chinese are above the national average with as Black pupils below. Progress 8 for pupils with ethnicities classified as Asian, Mixed, Black, Chinese is above the national average for same group with White pupils below.

4.79 Attainment 8 for pupils with English as an additional language (EAL) is in line with the England average with Progress 8 above, although not significantly.

4.80 Table 7: Attainment 8 2017/18

Attainment 8	2017	2018
B&H All	46.8	48.0
England All	46.3	46.5
B&H Disadvantaged	33.1	34.9
B&H Other (non-disadvantaged)	51.4	52.3
England Disadvantaged	37.0	36.8
England Other (non-disadvantaged)	49.8	50.3
Statistical Neighbour Disadvantaged	36.0	34.6
South East Coastal Strip Disadvantaged	33.9	33.5

4.81 Table 8: Progress 8

Progress 8	2017	2018
B&H All	-0.15	-0.02
England All	-0.03	-0.02
B&H Disadvantaged	-0.79	-0.57
B&H Other (non-disadvantaged)	0.07	0.17
England Disadvantaged	-0.40	-0.44
England Other (non-disadvantaged)	0.11	0.13
Statistical Neighbour Disadvantaged	-0.44	-0.55
South East Coastal Strip Disadvantaged	-0.59	-0.63

4.82 Attainment at KS4 is strong. Disadvantage remains a significant challenge. Addressing disadvantage is a priority for commissioned School Improvement Advisers and the Teaching Schools have recently been commissioned to set up secondary Pupil Premium triad reviews. Further actions will be planned following full analysis of data.

#### 4.83 Actions as a result of data

4.84 Brighton and Hove Partnership have set up a strategic group to help address disadvantaged outcomes. To compliment this a secondary senior Leader has been appointed as Pupil Premium Lead. Their main role is to support schools in raising the outcomes of Disadvantaged pupils. This involves both consultants working closely together on specific projects, for example, supporting improvement of the secondary triad review framework and a toolkit to be used in

all schools. The Group and Leads are developing improved training for Governors and Schools

- 4.85 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for Disadvantaged. Termly School Improvement Visits; Conferences; networks and training also prioritise the outcomes for Disadvantaged strategy.
- 4.86 The three schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.
- 4.87 Pavilion and Downs Teaching School have worked in partnership with the Local Authority on a successful bid to the Strategic School Improvement fund to support attendance and exclusion. Four schools are currently being worked with on a project that supports attendance of Disadvantaged.
- 4.88 The entire school improvement system from Headteacher and Governor training to School Improvement visits has a focus on supporting Disadvantaged pupils, e.g. the LAs research conference has support from the education endowment fund.

## **5. CONCLUSION AND NEXT STEPS**

- 5.1 There is much positive data both in terms of attainment and progress and this is a positive reflection on the School Improvement Strategy and partnership working across the city. There are, however, key priorities that remain with regard to outcomes for Disadvantaged pupils and Maths and writing performance at KS2. Despite intervention and some improvement these are ongoing areas for development. A feature for 2018 -2019 is to aim for consistency and to raise performance in a sustainable way rather than releasing strategies or projects which lead to short term unsustainable gains.
- 5.2 Each school is allocated a prioritisation level which has a specified action plan outlining the support for those schools thought to be at risk. The use of Strategy Board Meetings and individual meetings with Heads and Chairs of Governors allows the LA to challenge outcomes appropriately;
- 5.3 A new system of school improvement and intervention which fully incorporates the partnership and schools supporting schools systems within the LA has been implemented. National Leaders of Education (NLE), Local Leaders of Education (LLE), National Leaders of Governance (NLG) and Local Leaders of Governance (LLG), School Partnership Advisers are deployed in our schools to ensure that the most successful and current practitioners are sharing their expertise and informing the LA challenge function;
- 5.4 Significant work has been put in to support Disadvantaged outcomes. Significant work has already been undertaken with Head teachers and governing bodies to identify and disseminate good practice and to highlight and challenge schools

where outcomes are not good enough. As part of this approach, Pupil Premium reviews take place in primary and secondary schools. In addition to this, the whole School Improvement system is designed to support and challenge on this issue. This is now being further developed and embedded by a Disadvantaged Strategy Group.

- 5.5 There has been significant investment in work on 'poverty proofing' the school day generally. Reviews have now taken place in over 80% of schools.
- 5.6 A programme of governor events will continue to be held and reviews will be conducted to strengthen the knowledge base and capacity of our governors to challenge and support their own schools to improve outcomes. This work has a particular focus on improving outcomes for Disadvantaged groups.

## **6. COMMUNITY ENGAGEMENT & CONSULTATION**

- 6.1 Community engagement options will be considered as an integral part of the ongoing work to further raise standards.

## **FINANCIAL & OTHER IMPLICATIONS**

### **Financial Implications**

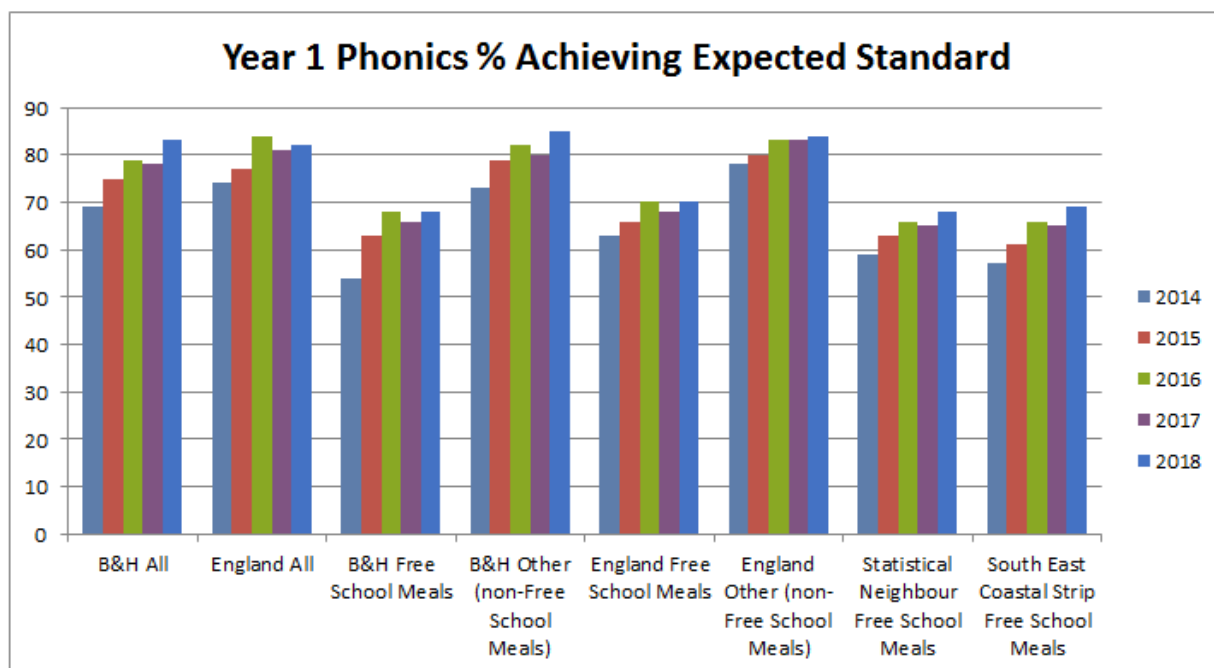
- 6.2 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their Disadvantaged pupils to narrow the attainment gap.
- 6.3 There are no financial implications for the LA as a result of the recommendations in this report. (Andy Moore: 01273 293460)  
Date; 29/01/19

### **Legal Implications**

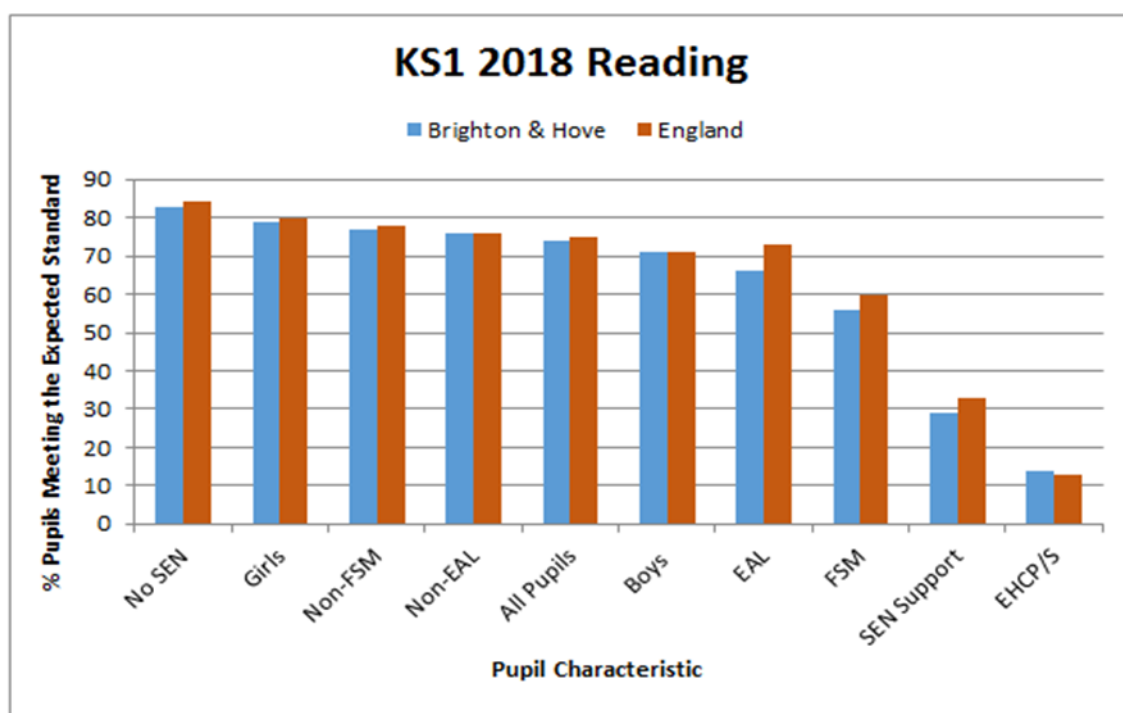
- 6.4 Local Authorities have a statutory duty under section 13A of the Education Act 1996, to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty. (Serena Kynaston: 01273 291537).– Date 29/01/2019

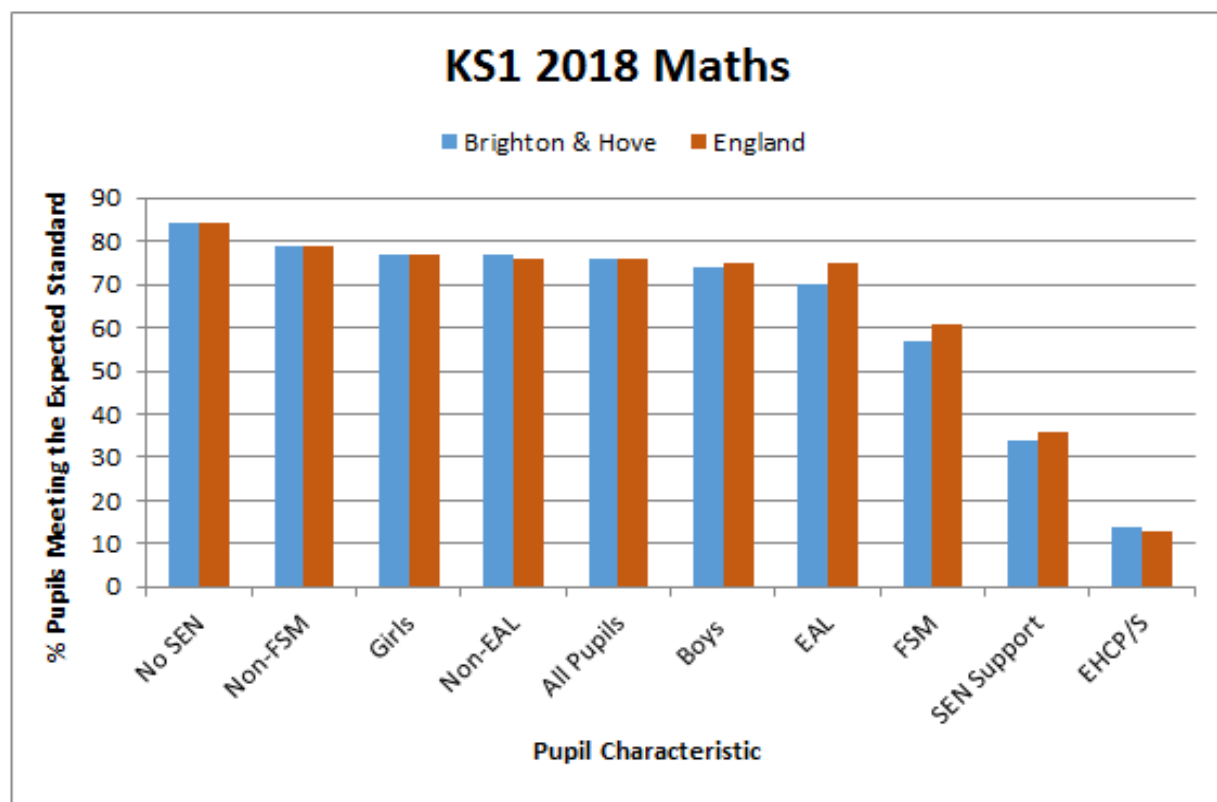
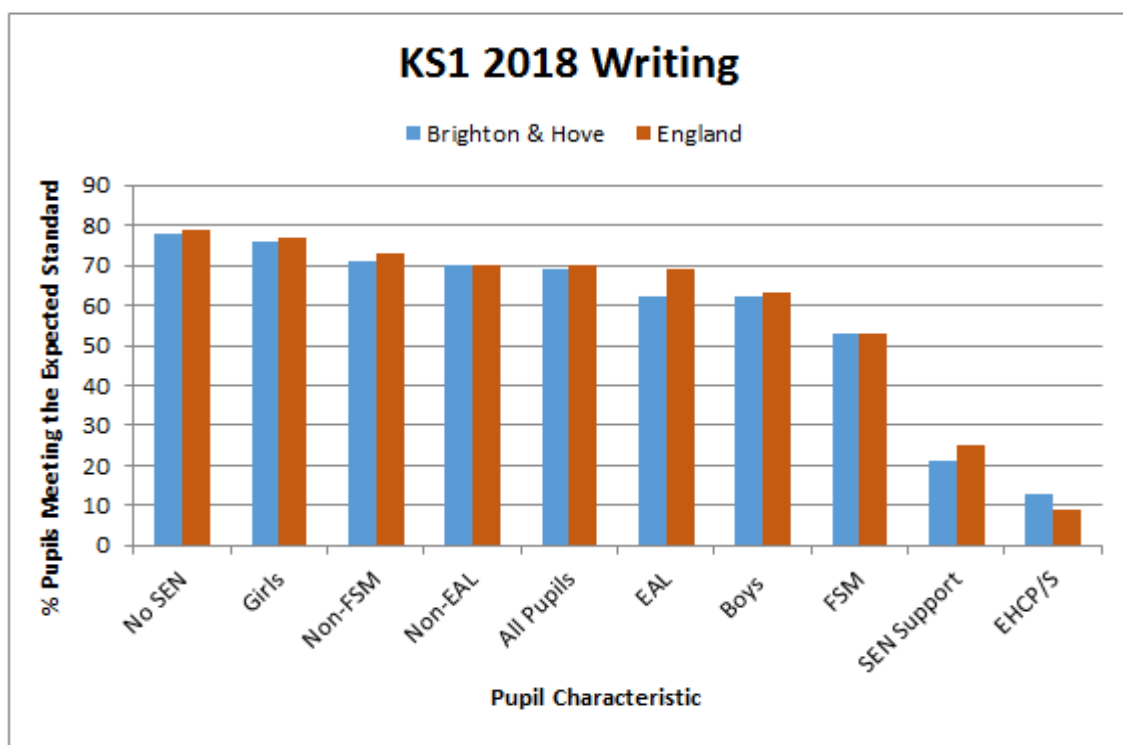
## SUPPORTING DOCUMENTATION

### Appendices:

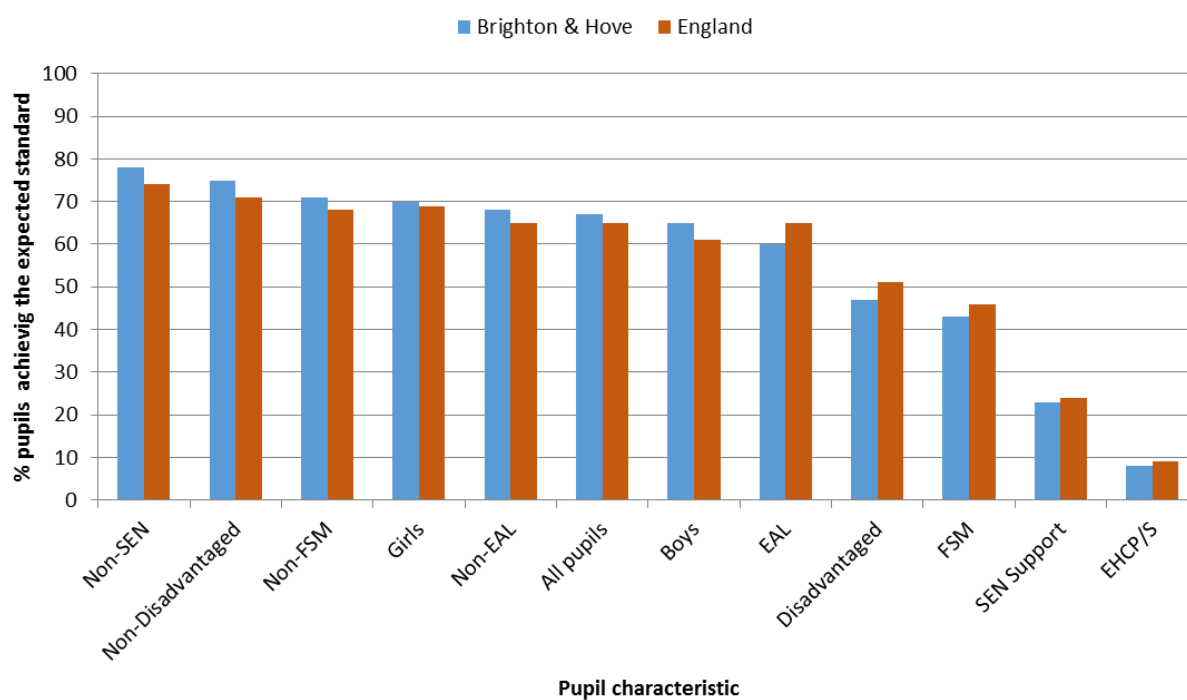


*‘Statistical Neighbour’ refers the average of results for Leeds, Sheffield, York, Bath and NE Somerset, Bristol, Bournemouth, Reading, Portsmouth, Southend on Sea, and Bromley. ‘South East coastal strip’ refers to the average of results for Medway, Kent, East Sussex, West Sussex, Portsmouth, Southampton, Hampshire, and Isle of Wight.*

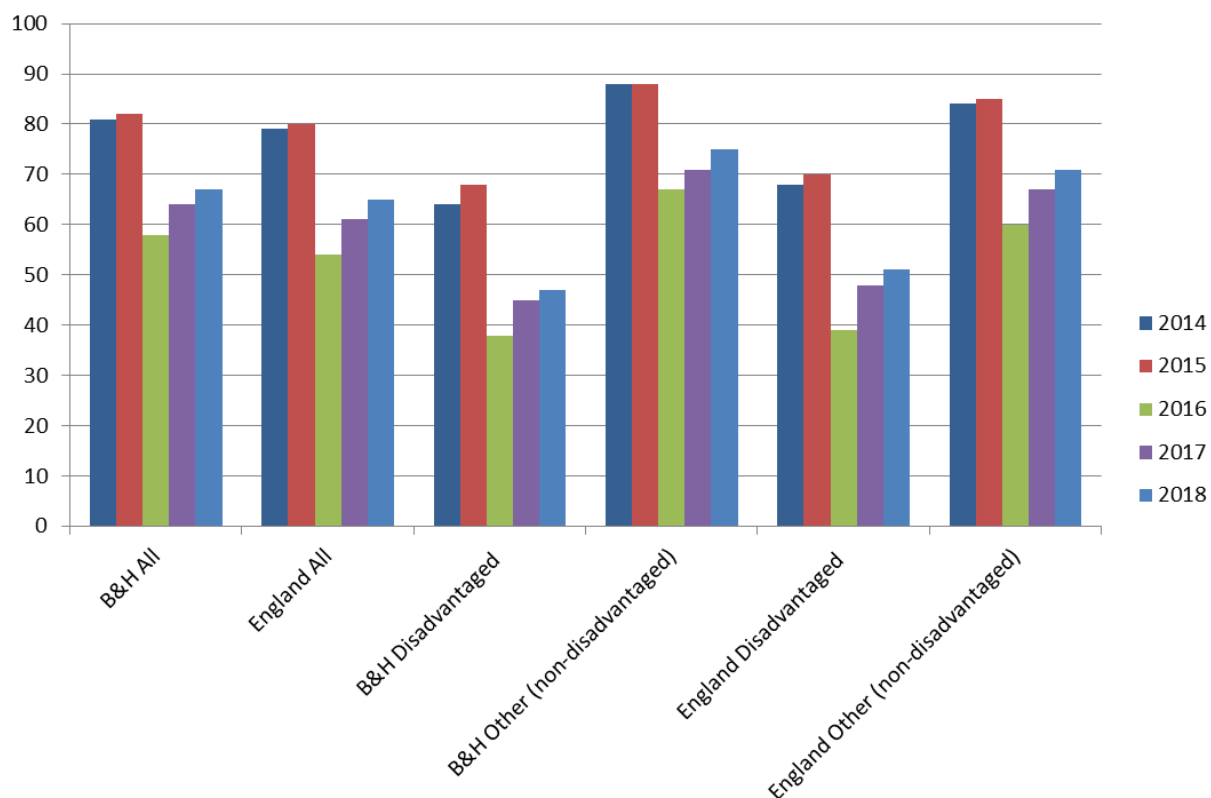




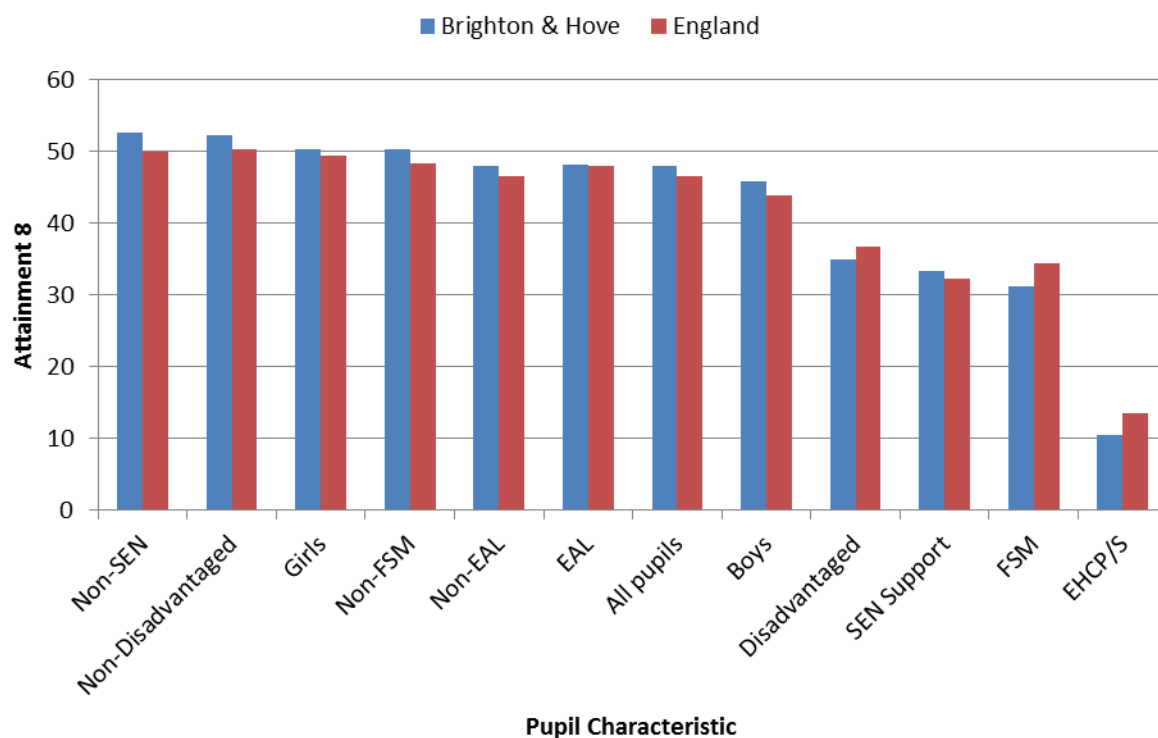
## KS2 2018 % Expected in Reading, Writing & Maths



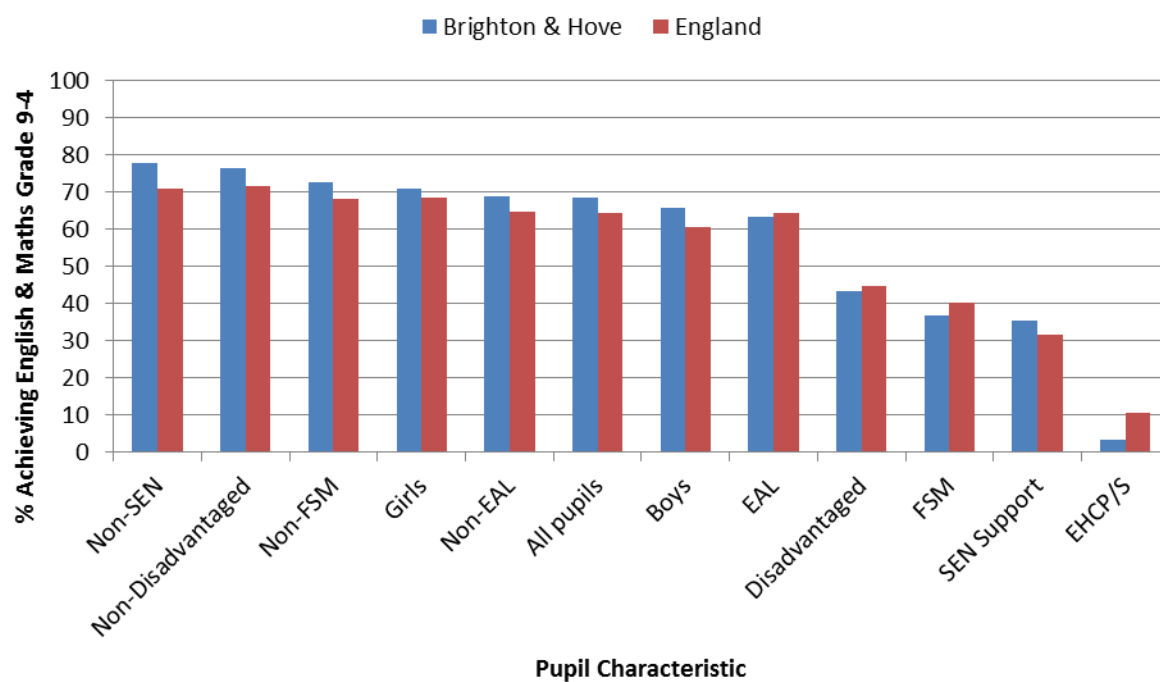
## Key Stage 2 % Achieving Expected Standard in reading, writing and mathematics



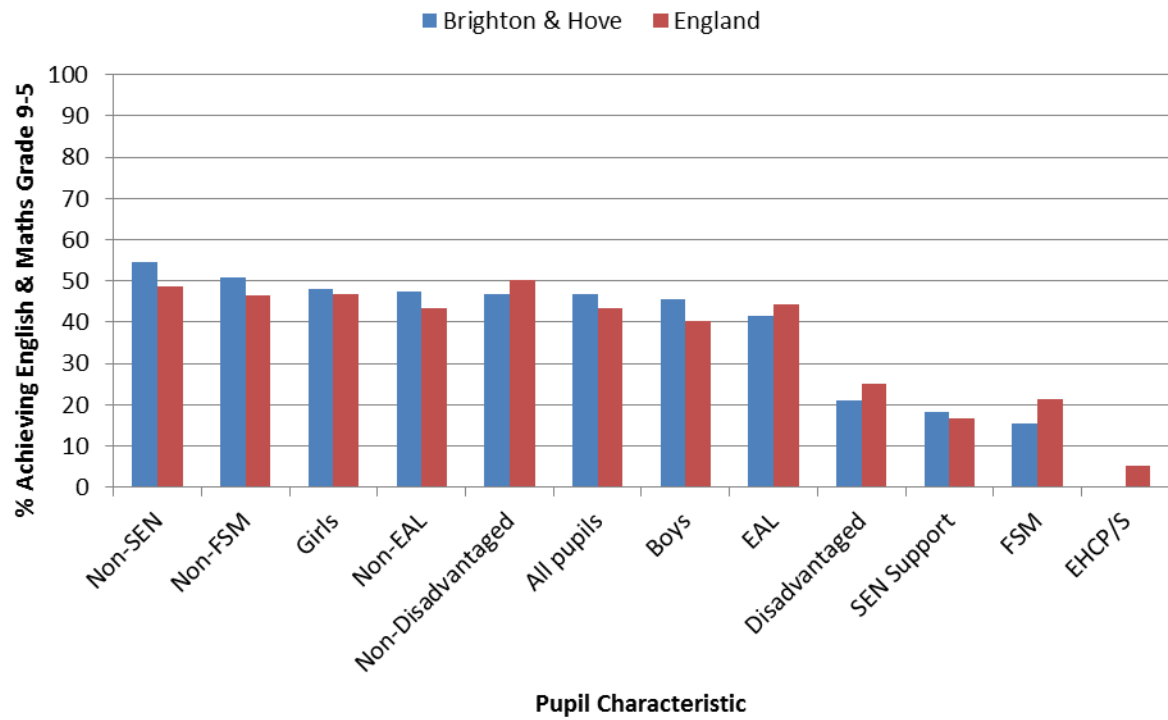
## KS4 2018 Attainment 8



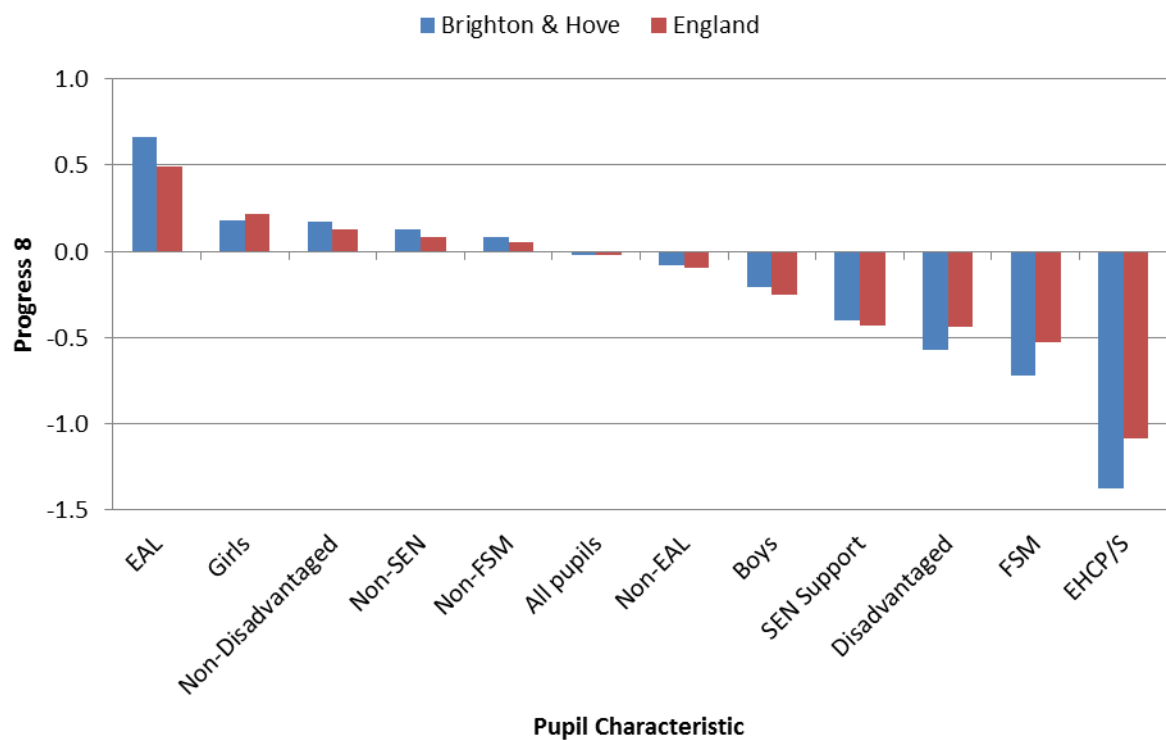
## KS4 2018 % Achieving English & Maths Grades 9-4

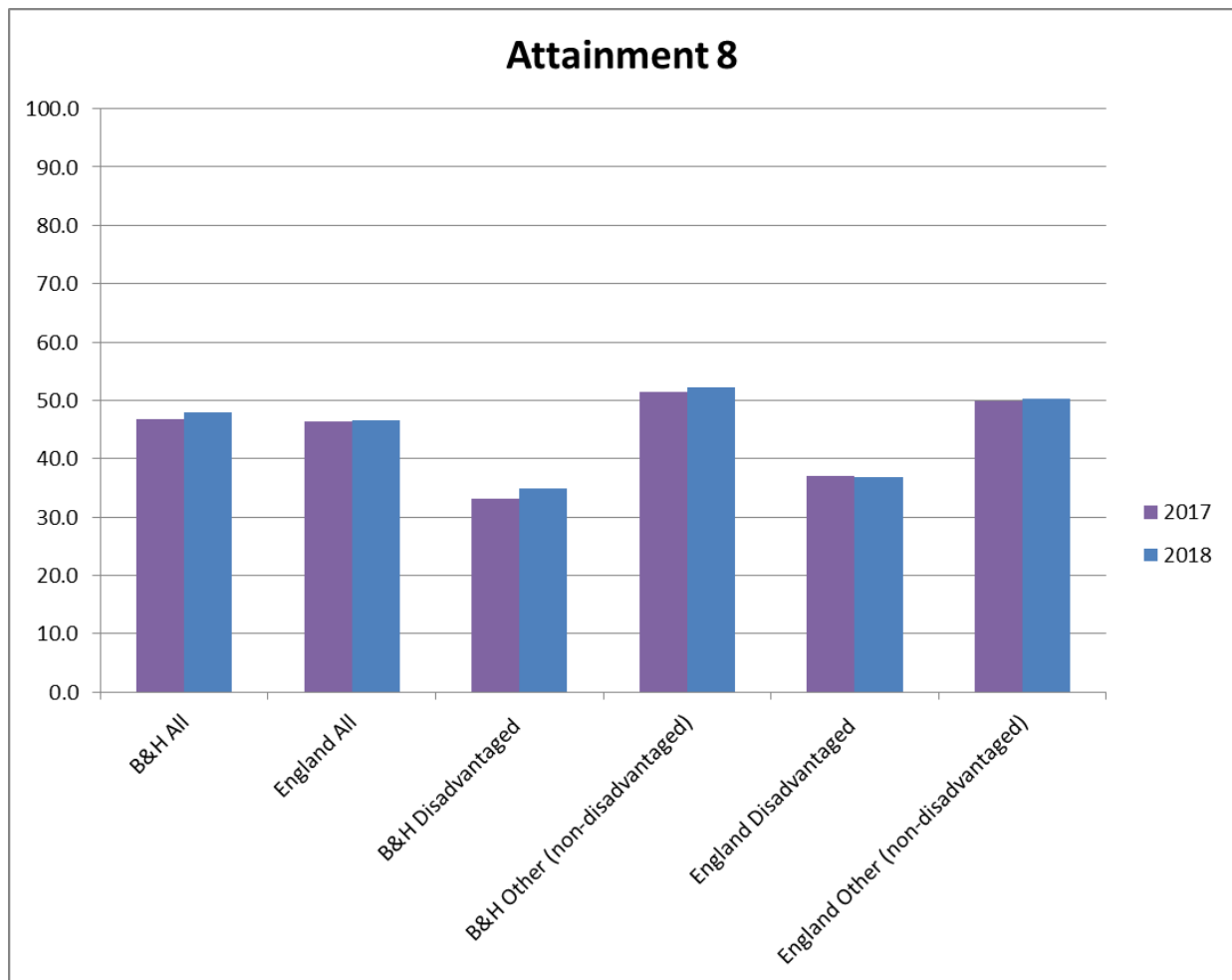


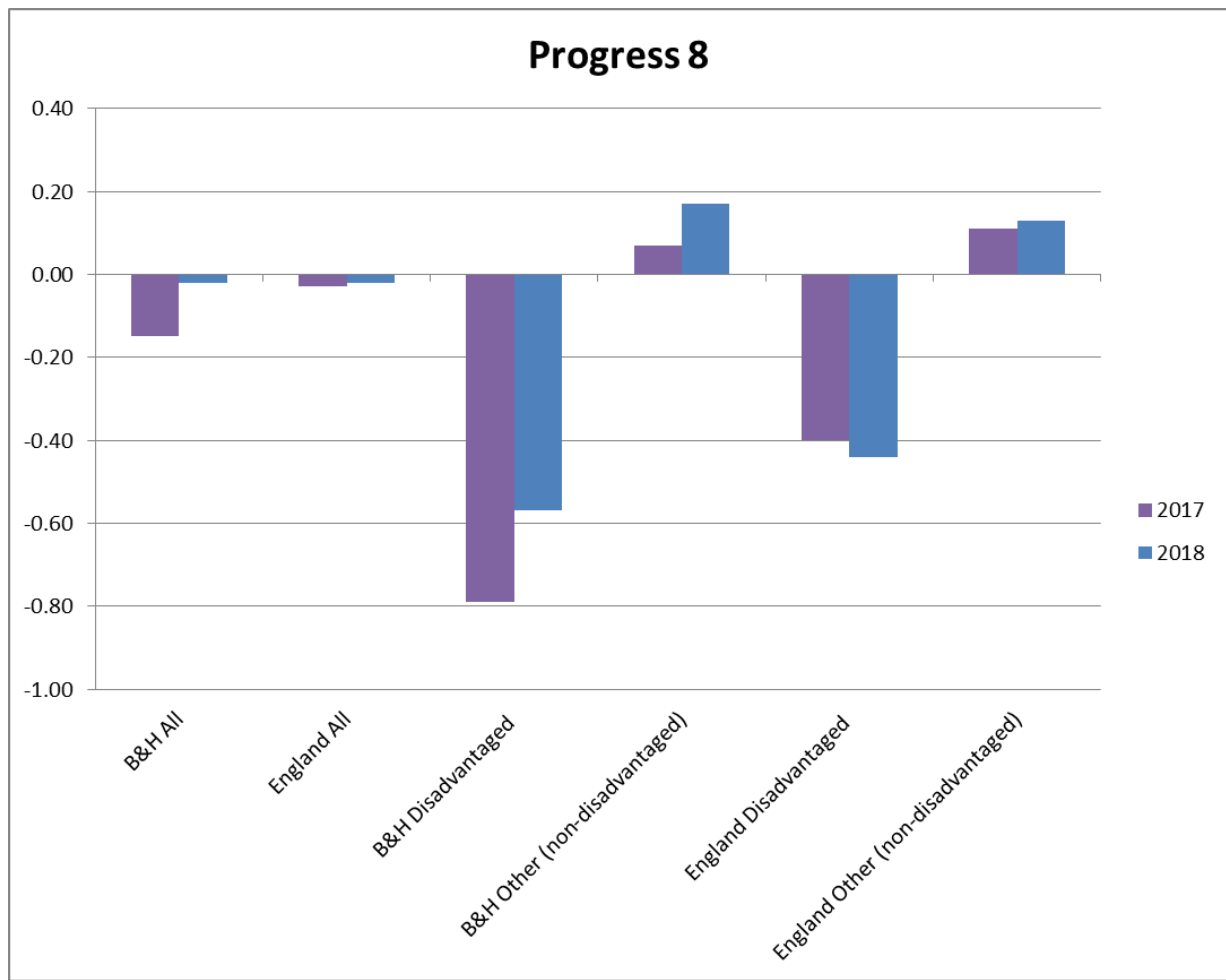
## KS4 2018 % Achieving English & Maths Grades 9-5



## KS4 2018 Progress 8







<b>Subject:</b>	<b>Education Capital Resources and Capital Investment Programme 2019/2020</b>		
<b>Date of Meeting:</b>	<b>CYPS 4 March 2019 PR&amp;G 21 March 2019</b>		
<b>Report of:</b>	<b>Executive Director of Children’s Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Richard Barker</b>	<b>Tel: 290732</b>
	<b>Email:</b>	<b>richard.barker@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 In order to determine an overall Capital Programme for Brighton & Hove City Council, each service is asked to consider its capital investment requirements, within the level of allocated resources for 2019/20.
- 1.2 The purpose of the report is to inform the Committee of the level of available capital resources allocated to this service for 2019/20 and to recommend a Capital Investment Programme for 2019/20.
- 1.3 To allocate funding available in the Capital Programme under Pupil Places and Condition investment for 2019/20.
- 1.4 To inform the Committee of the level of resources to be devolved directly to schools and dioceses
- 1.5 To inform members of the level of available resources from Section106 contributions and expenditure for the 2018/2019 year.

**2. RECOMMENDATIONS:**

- 2.1 That the level of available capital resources totalling £6.671million for investment relating to education buildings financed from capital grant be noted.
- 2.2 That Committee agree the allocation of funding as shown in Appendices 3 and 4 and recommend this to Policy Resources and Growth Committee on 21 March 2019 for inclusion within the Council's Capital Investment Programme 2019/20.
- 2.3 That Committee agree to recommend to Policy & Resources and Growth Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

### 3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Education Capital Programme forms part of the Council's full Capital Investment Programme which was presented to Budget Policy Resources and Growth Committee on 14 February 2019 and Budget Council on 28 February 2019.

#### **Capital Finance Settlement**

- 3.2 The capital finance settlement from central government includes Basic Need, Capital Maintenance, Devolved Formula Capital (for community schools and Voluntary Aided (VA) schools) and Locally Coordinated Voluntary Aided Programme (LCVAP) for capital maintenance in VA schools. Capital finance for academies and free schools does not form part of the funding allocated to Local Authorities as they have access to the separate Condition Improvement Fund administered by the Education and Skills Funding Agency.
- 3.3 The table below shows the allocations of capital grant funding announced for 2019/20 only and not 2018/19 grant forecast to be re-profiled into 2019/20 including those approvals in the Targeted Budget Management 2018/19 Month 9 report to Policy Resources and Growth Committee on 4 February 2019.

	<b>2019/20 Settlement £m</b>
Capital Maintenance Grant (To be confirmed)	5.000
Locally Coordinated Voluntary Aided Programme (LCVAP) (To be confirmed)	0.982
Basic Need Funding	0
LA Devolved Formula Capital Grant (To be confirmed)	0.529
VA Devolved Formula Capital Grant (To be confirmed)	0.160
Sub Totals	6.671

- 3.4 In December 2018 the Government announced that they would be using the same allocations methodology for the financial year 2019–20 with some minor updates. The reason is to provide stability for schools while they reviewed their approach for 2020/21 and beyond. This means that the settlement amount for condition works for Brighton & Hove in the 2019/20 financial year will be approximately £5,000,000.
- 3.5 The approach will be the same for LCVAP which is building condition funding for the VA schools in the city. The provisional allocation for 2019/20 will be £981,962.
- 3.6 **Appendix 2** shows how the LCVAP funding was allocated last year. This includes some commitments for the 2019/2020 year to cover retentions on contract sums.

- 3.7 The approach will be the same for Devolved Formula Capital (DFC) grant. The provisional allocation for LA schools is £529,244 and for VA schools is £160,089. The final sums will be notified once the pupil numbers are confirmed.
- 3.8 In the Budget 2018, the government announced an extra £400 million capital funding for schools in England. The funding will be provided to individual schools but may be distributed in the same way as DFC via the Local Authority. The funding can be spent by the schools on capital projects to meet the schools own priorities. This may include improvements to buildings, equipment and other facilities, such as ICT. The allocation for LA schools in Brighton & Hove is £1,061,000 and for VA schools in Brighton & Hove is £160,000.
- 3.9 The government expectation is that schools will spend the money in financial year 2018/19. However, the normal terms of devolved formula capital will apply which provide some flexibility for schools to spend the funding over the following 2 financial years if necessary.
- 3.10 LCVAP and DFC grants are passed directly to schools / Diocese and therefore are not available for the Local Authority to spend.
- 3.11 In November 2018 the Government updated their allocation figures for the education Basic Need capital. This included an allocation for the 2019/20 financial year. The result of this settlement is that Brighton & Hove will receive no additional funding for Basic Need in the 2019/20 financial year.
- 3.12 In addition to the funding from central Government there is now a Services to Schools buy back option for the strategic property function. This was available for the first time in 2017/18 and generated an income of approximately £600,000. It is anticipated that this will also generate £623,000 for the 2019/20 financial year.

	Million
Capital Finance settlement	£5.000
Services to Schools Income	£0.623
Total	£5.623

- 3.13 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.
- 3.12 The level of projected resources must finance all capital payments in 2019/20 including existing approved schemes, new schemes and future year commitments.
- 3.13 Capital slippage arising from the 2018/2019 Capital Programme will be incorporated into the 2019 /2020 programme when the capital accounts are closed in April 2019.

## Capital Commitments

- 3.14 An overall summary of expenditure for 2019/20 is attached at **Appendix 3** and a more detailed explanation of each item is shown below.

## Condition related works

- 3.15 The capital maintenance funding (£5.623million) will be used to address the most urgent and important items highlighted by the condition surveys of school buildings as well as a number of programmes to address specific safety and improvement priorities as set out in paragraphs 3.17 – 3.26 below.
- 3.16 A major priority of the Asset Management Plan is to reduce the amount of condition related works required in schools. A rolling programme of works has been prepared which currently shows a backlog of £29.3million.
- 3.17 It is recommended that £4.173million from capital maintenance plus £0.623million from Services to Schools (a total of £4.796million) from the total funding available is allocated to carry out structural maintenance works in the 2019/20 financial year.
- 3.18 A copy of the proposed structural maintenance programme is attached at **Appendix 4** to this report. This shows the estimated total cost of each programme of work (such as roof replacements, mechanical and electrical works etc.) but not the estimates for each individual element. This is because at the present time the amounts are pre-tender estimates and it would not make commercial sense to reveal these prior to going out to tender.
- 3.19 The extent of the work at each school will be determined by the condition survey and detailed investigation and scoping of the problem to be addressed. There will also be discussion with each school on the timing and scope of the works.
- 3.20 The proposed programme is prioritised using the Department for Education (DfE) condition criteria. The highest level of priority is attached to the renewal or replacement of building elements which fall within Grade D (as being in bad condition, being life-expired and/or in serious risk of imminent failure) and within the 'Priority 1' or 'priority 2' definition:
- |            |  |
|------------|--|
| Priority 1 | Urgent work, which will prevent immediate closure of premises and/or address an immediate high risk to the health & safety of occupants and/or remedy a serious breach of legislation  |
| Priority 2 | Essential work, required within two years, which will prevent serious deterioration of the fabric or services and/or address a medium risk to the health & safety of occupants and/or remedy a less serious breach of legislation. |
- 3.21 By allocating £4.173million from the Capital Maintenance Grant and £0.623million from the services to schools we will be able to address all the D1 and a significant number of D2 priority works.

- 3.22 Legislation on both the control of legionella and asbestos in buildings has given rise to the need to carry out works on a rolling programme to school buildings to achieve compliance with the legislation. It is recommended that £0.150million each be allocated to legionella and asbestos work.
- 3.23 It is recommended that £0.150million is allocated for works identified by the Fire Risk Assessments that are the responsibility of the Local Authority.
- 3.24 It is recommended that £0.050million is allocated to carry on with the rolling programme of surveys of school premises, £0.050million is allocated for advanced design of future projects. In 2019/20 this will include the cost of surveying the boundary treatments at schools in relation to safeguarding issues.
- 3.25 It is recommended that £0.150million is allocated for adaptations to schools to accommodate pupils with special mobility or sensory needs.
- 3.26 Issues regarding compliance in relation to ventilation in school kitchens have been raised for a number of years. Inadequate ventilation in a kitchen environment leads to very hot and humid conditions which raise the risk of accidents, hygiene problems and potential poor health of staff. It is recommended that £0.100million is allocated for this purpose.
- 3.27 The above allocations identified in paragraphs 3.17 – 3.26 total £5.573million which leaves a small (£121,105) contingency for matters that may arise later in the year. In the event that an emergency arises during the year it would be possible to use Basic Need funding to address the issue in the current year and to replace the funding in future years.
- 3.28 In addition to the Local Authority responsibility for maintenance the schools also retain responsibility and funding for some maintenance items. This funding includes Devolved Formula Capital which the council receives from central government to passport to schools according to a formula. There is also an element in schools' delegated budgets relating to building maintenance.
- 3.29 In the event that we receive more than £0.623million from the Services to Schools buy-back option we will use the additional funding to address the next most urgent priorities.
- 3.30 In 2018/19 we identified 66 individual projects to undertake throughout the year at an estimated cost of £4.562million (inc fees). To date we have undertaken 64 of these (some of this number are still ongoing) and 1 will be undertaken in 2019/20, the budget to meet the cost of this work has been re-profiled at TBM9.
- 3.31 The remaining project was put on hold as a result of the uncertainty of the buildings future. We did however undertake a simpler job to ensure the building continues to be operational and safe.
- 3.32 The final grant received from government was higher than expected and favourable tenders were received for some projects which enabled us to undertake a further 8 projects from the priority list of works.

## **Basic Need funding**

- 3.33 Basic Need funding is provided to authorities who are experiencing increasing school rolls. The funding is provided to ensure that the Local Authority can meet its statutory obligation to secure a school place for every child that wants one.
- 3.34 Despite receiving no new Basic Need allocation for 2019 /2020 the Council has a total capital resource of £10.102million. This has arisen from unspent allocations from previous years.
- 3.35 A review of provision for children and young people with special educational needs and disability has been undertaken which has resulted in the need to make changes to special school provision within the city. An allocation of £2.5 million was included in the 2016/17 financial year together with a similar allocation indicated for 2017/18. However the complexity of aspects of special school re-organisation means that delivery of these projects will take place over a period of time up to 2020.
- 3.36 It is now recommended that an allocation of £8.0million is made from the 2019/20 Basic Need allocation to meet the cost of the projects to create the east and west hubs. This represents an increase of £3million over the initial allocation which was for all work arising from the SEND Review.
- 3.37 Design work, which has been undertaken in conjunction with the schools, is now well underway and planning applications have been made for the east and west hub projects. Current costing work indicates that the cost for the west hub (Hill Park) will be in approximately £2.7million and for the east hub (Downs View) will be £5.3million.
- 3.38 It is now recommended that £4million should be allocated to meet the cost of creating the SEMH hub.
- 3.39 It is likely that the allocations in 3.36 and 3.38 will actually be spent over the next two financial years as the individual projects come forward.
- 3.40 In March 2017 the government announced the Special Provision Fund allocation to support LA's to make capital investments in provision for pupils with special educational needs and disabilities. At that point we were granted a total of £0.5million over three years from 2018/19 to 2020/21,
- 3.41 Since then there have been two further announcements increasing the funding by a total of £348,847. This additional funding is to be paid in the 2019/20 financial year but is conditional on refreshing the plan previously published on our Local Offer page to show how we would use the funding.
- 3.42 As part of the SEND review it is possible that some buildings will be declared surplus and could be sold. Subject to completion of a satisfactory business case and agreement by Policy Resources & Growth Committee the funding raised by the sale of these buildings could also be used to meet the costs of changes to the remaining special school buildings.
- 3.43 An allocation of £0.5million was included in last year's Capital Programme to allow the Local Authority to meet any costs arising from projects procured by

third parties. This money was not spent and it is recommended that this amount should be carried forward to 2019/20.

- 3.44 Following determination of admission arrangements by the Children Young People & Skills Committee in January 2018 it was agreed that there should be an extra class at both Varndean and Dorothy Stringer Schools in 2019 and 2020. Additional accommodation will be required for both schools to admit additional pupils and this will involve expenditure in the 2019/20 financial year with costs being met from the Basic Need funding.
- 3.45 At its meeting on 11 October 2018 the Policy Resources & Growth Committee agreed to the methodology and allocation of £16.3million of capital funding to the City's secondary schools. This included the allocation of £15million of Basic Need funding plus a further £1.3million of Section 106 funding. The Council continues to work in conjunction with schools to fully scope the work at each school.

### **Section 106 funding**

- 3.46 To meet planning policy objectives enabling the grant of planning permission it may be necessary for developers to contribute towards infrastructure to support new development. These contributions are commonly known as developer contributions or Section 106 (S106) contributions since they are secured through the planning process as Planning Obligations under Section 106 of the Town and Country Planning Act 1990.
- 3.47 A Planning Obligation may only constitute a reason for granting planning consent for a development where the obligation meets all the government tests in being:
- Necessary to make the development acceptable in planning terms
  - Directly related to the development
  - Fairly and reasonably related in scale and kind to the development
- 3.48 Since 2007 we have sought education contributions for developments of more than 10 new dwellings in areas where there was a pressure on school places. The calculation of a contribution has always been based on the number of pupils the development is likely to generate and the cost of providing this number of places. We do not seek contributions in areas where there are sufficient school places. This is because the request for contributions has to be in accordance with the points in 3.43 above. Seeking contributions in areas where there are sufficient school places would not meet the government tests requirements of the bullet points.
- 3.49 Since 2007 we have secured approximately £2.880million of contributions from 28 developments (**Appendix 5** shows the contributions received as at January 2019).
- 3.50 It is important that any monies accrued are used in accordance with planning legislation and policy objectives as further defined in the Developer Contributions Technical Guidance. The decision on how to use the funding is based on knowledge of the school estate in terms of its capacity and condition. This

information is gathered via the condition surveys and the yearly updating of the plans for the SCAP return.

- 3.51 £179,000 of Section 106 funding was used in 2018/2019. The sums for secondary provision have been allocated to schools based on the location of the development and included in the sums allocated for additional place provision.

#### **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 The only option available would be to not make use of this funding to improve or extend the education property portfolio. This is not recommended as it would limit our ability to maintain, modernise and improve our school buildings property portfolio and to secure sufficient school places.

#### **5. COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 There has been no specific consultation regarding the content of this report. When an individual project is developed the necessary consultation is undertaken and reported to the relevant committee.

#### **6. CONCLUSION**

- 6.1 The proposed Capital Programme will enable us to continue to ensure that we secure school places in areas of the City where they are required and to improve the condition of our education property portfolio.

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

##### Financial Implications:

- 7.1 The report sets out the allocation of capital resources included in the Capital Investment Programme 2019/20 as approved at Budget Council on 28 February 2019. The capital resources will meet ongoing capital maintenance requirements as well as addressing bulge classes, refurbishments, permanent expansions and to implement outcomes resulting directly from the SEND review. The capital resources include income estimated at £0.623m for 2019/20 that relates to Services to Schools buy back associated with the strategic property function. This income will assist with maintenance spend identified in this report. The report includes estimated Government grant contributions and are subject to confirmation from the DfE in due course.
- 7.2 Developer contributions (Section 106 contributions) received and the spend to date are detailed in Appendix 5. The contributions are required to be spent in accordance with planning legislation and policy objectives. These do not form part of the resources included in Appendix 3.

Finance Officer Consulted: Rob Allen    Date: 18.02.19

##### Legal Implications:

- 7.3 There are no direct legal implications arising from this report. Particular projects

may give rise to specific issues which will be covered by individual reports at future meetings.

Lawyer Consulted: Serena Kynaston

Date:13.02.2019

Equalities Implications:

- 7.4 There are no equalities implications arising from this programme which would impact disproportionately on any defined groups. New and refurbished buildings will conform with all relevant regulations and be fully accessible.

Sustainability Implications:

- 7.5 There are no direct environmental implications arising from this report. The environmental impacts of individual schemes are reported to Members when the detailed report is submitted to Policy, Resources and Growth Committee for final approval. The detailed planning of projects at educational establishments will take account of the implications of Brighton & Hove's policies in relation to sustainability issues generally.

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Various Implications
2. LCVAP allocations 2018-19
3. Summary of capital resources and capital investment programme
4. Condition related works 2019-20
5. Section 106 funding

**Documents in Members' Rooms**

1. None

**Background Documents**

1. None

Crime & Disorder Implications:

- 1.1 The detailed planning of projects will take account of security issues

Risk and Opportunity Management Implications:

- 1.2 There are no risk issues in terms of resources or risks to children as a result of this proposal

Public Health Implications:

- 1.3 There are no public health implications arising from this report

Corporate / Citywide Implications:

- 1.4 The Capital Maintenance Grant identified in this report is evidence of the government's continuing support for the Council's work as a Local Education Authority. The Basic Need Funding is indicative that the DfE understands the issues of primary and secondary places we face in the city.

LCVAP 2018/19 Programme		Allocation £981,962 (90%)	
		LCVAP	LCVAP
		Allocation	Allocation
<u>Establishment</u>	<u>Project Description</u>	2018/19	2019/20
Various Schools	Retention payments from 2017/18 Schemes	£ 30,843.80	
Cardinal Newman Catholic School	Fire/Structure	£ 208,494.00	£ 5,346.00
Cottesmore St Mary's Catholic Primary School	Fabric repairs & security improvements	£ 180,000.00	£ 4,615.39
St Mary Magdalen Catholic Primary School	Flat roof works	£ 43,839.47	£ 1,124.08
St John the Baptist RC School	Toilet extension	£ 52,164.68	£ 1,337.55
St Bartholomew's CofE Primary School	Extension to form new school entrance Ph 2	£ 263,250.00	£ 6,750.00
St Paul's CofE Primary School	DDA improvement works	£ 131,625.00	£ 3,375.00
St Martin's CofE Primary School	Car park resurfacing for roof works to prevent water ingress	£ 38,610.00	£ 990.00
Cardinal Newman Catholic School	DDA improvement works	£ 11,551.12	
St John the Baptist RC School	Cast stone cill repairs	£ 6,116.04	
St Mary's Catholic Primary School	Nuture space	£ 8,230.86	
		£ 974,724.98	£ 23,538.02



#### Appendix 4 Condition Related Works

School	Works	Priority	Budget Allocation
<b>General</b>			<b>£880,500</b>
Roundabout Nursery	Replace defective timber decking, play equipment, fencing, ramps and steps to playgrounds.	D1	
Stanford Junior School	Kitchen: replace lintels and make good (Whiterock), replace fire escape	D1	
Mile Oak Primary School	Phase 4 removal of asbestos ceilings and renewal of lighting/wiring - hall	D2*	
Balfour Primary School (Junior)	Infant SW elevations – wall ties replacement & pointing	D2*	
Elm Grove Primary School (Pepperpot Nursery)	Flat roof replacement	D2*	
Elm Grove Primary School (Pepperpot Nursery)	External masonry re-pointing	D2*	
Fairlight Primary School	Wall tie replacement work - north elevation (Pevensey Road)	D2*	
Hertford Junior School	PVCu cladding replacement (final phase)	D2*	
Hove Park Upper	Replace structural glazing to Hall (including small flat roof)	D2*	
Longhill School	Replace East Elevation library structural glazing	D2*	
Patcham Junior School	Wall tie replacement phase 2	D2*	
Queens Park Primary School	Replace 2no valley gutters (rear)	D2*	
Woodingdean Primary School	Repainting, cavity wall ties, brick & lintel repairs	D2*	
Bevendean Primary School	Repainting, wall ties to exterior including Hall & Kitchen	D2	
Blatchington Mill School	Replace boiler room railings (2no)	D2	
Brackenbury Primary School	Wall tie replacement, crack stitching, re-pointing to gable end, toilet block & flint faced walls of annex.	D2	
Downs Infant School	Wall ties and re-pointing, 2nd phase: to courtyard (2nr elevations)	D2	
Downs Junior School	Internal remedial re-plastering, decoration & mechanical ventilation (subject to planning) due to above defects. See item 99	D2	
Downs Junior School	West elevation re-pointing and masonry repairs, final phase	D2	
Downs Junior School	Re-pointing to boiler room elevations	D2	
Elm Grove Primary School	Overhaul of Tower	D2	
Hangleton Primary School	Reinforced concrete lintel repairs in courtyard	D2	
Hove Junior School (Holland Road)	Repainting	D2	
Queens Park Primary School	Replacement of defective bricks to the lower moulded band course - front and rear	D2	
Queens Park Primary School	Re-point south and west elevations to stairwell	D2	
West Hove Infant School (Connaught Road site)	2nd phase of damp proofing to inner faces of main elevation (Octopus and Clownfish classes). As per previous years phases.	D2	
Hove Junior School (Holland Road)	Re-pointing (east elev)	D2*	
<b>Flat Roofing</b>			<b>£835,000</b>
Balfour Primary School (Junior)	Flat roofing replacement above corridors	D2*	
Blatchington Mill School	Flat roofing works above west block toilets and changing rooms 0/032, 0/032A, 0/032B, 0/033, 0/033A, 0/033B, 0/034, 0/035, 0/036, 0/037, 0/072, 0/072A, 0/C21, 0/C23, 0/089, 0/016A, 0/016B & 0/016C	D2*	
Downs View School	Replacement flat roof area 2, tank & windows from 2018 report	D2*	
Hillpark School (upper)	Replace roof to hall, classrooms and offices	D2*	
Longhill School	Replace flat roof above CT house	D2*	
Mouselcoomb School	Renew flat roofs above 0/016 & 0/017 – toilet block	D2*	
Rudyard Kipling Primary School	Replacement flat roofs - north side of school site	D2*	

Coldean Primary School	Replace flat roofs and guttering, asbestos soffit board removal, adapt install additional drainage	D2*	
Bevendean Primary School	Renew flat roofs above rooms 0/091 - 0/102	D2	
Homewood College	Replace flat roof to tank room	D2	
<b>Pitched Roofing</b>			<b>£280,000</b>
Patcham Infant School	Replacement pitched roof covering and removal of asbestos fascias and soffits (phase 2).	D2*	
Hove Junior School (School Road site)	Replacement pitched roofs phase 4	D2*	
West Hove Infant School	Pitched roofing works – south elevation	D2*	
<b>Mechanical Works</b>			<b>£1,103,131</b>
Roundabout Nursery	Boiler replacement	D1	
Bevendean Primary School	Replace Main Boilers	D2*	
Bevendean Primary School	Replace years 1&2 boilers	D2*	
Blatchington Mill School	Replace 4 no fan coil units in old sports hall	D2*	
Hove Junior (Holland Rd)	Boiler replacement	D2	
Hove Park Upper	Replacement of boiler in 6th Form block	D2	
Hove Park Lower	Boiler replacement to plant room 1	D2*	
Longhill School	Replace B Block Boilers	D2	
Moulecoomb School	Replace htg to front of school	D2	
St Peters Primary School	Replace boilers	D2*	
Stanford Junior School	Replace main boilers	D2	
West Hove Infant (School Rd)	Boiler replacement (basement boiler room)	D2	
Woodingdean Primary School	Replace 7 fan coil units heaters to hall	D2*	
<b>Electrical Works</b>			<b>£280,500</b>
Benfield Junior School	Re-wire & relight 6No Classrooms & Corridors	D2*	
Benfield Junior School	Rewire 4no Classrooms	D2*	
Fairlight Primary School	Replacement of lighting and wiring to top floor (including over boarding of lathe and plaster ceilings	D2*	
Hove Park School	Replace external lighting (lower site)	D2*	
Middle Street Primary School	Phase 1 - Replacement electrical services (lighting in Classrooms, Activity Areas) Rooms 1/001;1/002;1/006;1/007	D2*	
Patcham Junior School	Replace old wiring & switches in staffroom areas	D2	
St Georges House	Replace & rewire lighting & small power	D2	
St Luke's Primary School	Phased electrical re-wire	D2	
<b>Toilet Refurbishment</b>			<b>£775,000</b>
Blatchington Mill School	Toilet refurbishment to boys and girls changing rooms adjacent to theatre	D2*	
Carden Primary School	Boys Toilet Refurbishment 1/021	D2*	
Carden Primary School	Girls Toilet Refurbishment 1/025	D2*	
Hangleton Primary School	Refurbishment of boys and girls infant (KS1) toilets.	D2*	
Bevendean Primary School	0/072 0/072 (KS2 Girls) toilet refurbishment	D2*	
Fairlight Primary School	Refurbish ground floor nursery toilets	D2*	
Rudyard Kipling Primary School	Refurbish KS2 toilets	D2	
Stanford Infant School	Toilet refurbishment girls lower ground floor	D2*	
West Hove Infant School	Refurbish reception (girls) toilet phase two	D2*	
<b>Resurfacing Works</b>			<b>£185,000</b>
Cherry Tree Nursery (Hollingdean Children's Centre), Brighton	Upgrade external play equipment	D1	
Jump Start Nursery (Moulecoomb Children's Centre)	Upgrade external play equipment	D1	
Carden Primary School	Resurface area 56T (grounds plan)	D2*	
Woodingdean Primary School	Resurface middle playground east	D2*	
Blatchington Mill School	Take up paving slabs and tarmac area (3L)	D2	
Blatchington Mill School	Resurface playground and path (area 82T and path	D2*	
Brunswick Primary	Resurface inner courtyard including steps	D2*	
Coombe Road School	Resurface ramp to main entrance	D2	
Downs Infant School	Resurface playground (top)	D2	
Downs Junior School	Resurface upper playground	D2	

Homewood College	Resurface car park	D2	
Homewood College	Playground entrance – resurfacing and replacement flag stones	D2	
	D1 total	Excl fees	£106,000
	D2* total	Excl fees	£2,748,500
	D2 Total	Excl fees	£1,484,631
	<b>Total</b>	Excl fees	<b>£4,339,131</b>
		Fees @10%	£433,913
	<b>Grand Total</b>		<b><u>£4,773,044</u></b>



REF	XPPB	RECEIPT OF SECTION 106 CONTRIBUTIONS TO EDUCATION	date received	Sums received	Spent to date	Available Balances
106		Brighton Marina Outer Harbour 06/1124 signed 4/7/06 yr 06/07	04/07/2016	£ 67,447.31		£ 67,447.31
116		Ocean Hotel, Saltdean 04/3555 signed 12/4/06 yr 06/07	30/01/2007	£ 110,683.20	(110,683.20)	
131		4-8 Somerhill Avenue 04/2722 signed 29/9/05 yr 05/06	26/07/2007	£ 30,139.68	(25,309.68) (4,830.00)	
132		Freshfield/Pankhurst Reservoir 06/3882 signed 1/3/07 yr 06/07	03/08/2007	£ 42,064.00	(42,064.00)	
137		Toomeys Roedale Road 06/3206 signed 22/12/06 yr 06/07	21/08/2007	£ 66,686.00	(66,686.00)	£ -
152		ex Westbourne Hosp 50-52 New Church Rd Hove 07/2930 signed 11/3/08 yr 07/08	18/04/2008	£ 37,525.00	(37,525.00)	£ -
163		Dresden House, Medina/Albany Villas 08/0210 signed 13/5/08 yr 08/09	17/10/2008	£ 79,324.00	(79,324.00)	£ -
166		Ebenezer Chapel, Richmond Parade 07/1591 signed 31/3/08 yr 07/08	19/12/2008	£ 24,374.19 £ 33,535.00	(33,535.00) (24,374.19)	£ -
180		Btn Station Blocks E/F NEQ 06/1761 signed 27/09/07 yr 07/08	10/09/2009	£ 50,000.00 £ 50,000.00		£ 100,000.00
217		Roedale (Pioneer House) Burstead Close Brighton 09/02911 signed 11/3/10 yr 09/10	29/05/2010	£ 35,512.00	(35,512.00)	£ -
218		Coast ex Nuffield New Church Road 05/2267 signed 12/4/06 yr 06/07	18/08/2010	£ 109,000.00	(109,000.00)	£ -
232		Land at Pankhurst (ex Brighton General Nurses Accommodation) 10/01054 signed 9/8/10 yr 10/11 (DoV see Yr 12/13)		£ 135,796.00		£ 135,796.00
252		Ainsworth House Wellington Road Brighton 10/03994 signed 8/4/11 yr 11/12	07/09/2011	£ 16,777.00 £ 22,859.00		£ 39,636.00
256		Gala Bingo, Portland Road Hove	30/08/2013	£ 55,679.79		£ 55,679.79
271		Btn Station Site J NEQ 10/03999 signed 9/12/11 yr 11/12	20/06/2012	£ 199,884.00		£ 199,884.00
281		former Royal Alex Hospital Dyke Road Brighton 10/03379 dated 19/7/11 yr 11/12	24/04/2013	£ 177,646.92	-£74,612	£ 103,034.92
282		Vega ex Caffyns 331 Kingsway Hove 09/01340 signed 13/9/10 yr 10/11	25/04/2013	£ 78,744.00	-£ 33,072.00	£ 45,672.00
285		Former Esso site, Hollingdean Road, Brighton 10/00498 signed 19/10/10 yr 10/11	17/06/2013	£ 17,243.00 £ 22,854.00	-£17,243.00 -£22,854.00	
294		1 Manor Road, Brighton (former convent site) 12/03364 signed 27/11/13 yr 13/14	14/02/2014	£ 107,743.00		£ 107,743.00
299		land at Redhill Close Brighton 10/00692 signed 13/7/11 yr 11/12	01/08/2014	£ 164,715.57	-£ 69,300.00	£ 95,415.57
300		former Infinity Foods Franklin Road Portslade 13/01278 signed 20/11/13 (s278 17/7/14) yr 13/14	31/03/2015	£ 79,000.00		£ 79,000.00
310		Park House (One Hove Park) Old Shoreham Road Hove 12/00114 signed 18/4/12 yr 12/13	27/03/2015	£ 139,000.00	-£139,000.00	
326		Circus Street, Brighton 13/03461 signed 18/3/15 yr 14/15	04/10/2018	£ 125,000.00		£ 53,750.00 £ 71,250.00
332		former Whitehawk Library, Findon Road, Brighton 15/02941 signed 12/11/15 yr 15/16	01/04/2016	£ 116,348.00		£ 65,000.00 £ 51,348.00
333		Robert Lodge, Manor Place, Whitehawk Brighton 14/02417 signed 12/12/14 yr 14/15	01/04/2016	£ 10,092.00		£ 10,092.00
336		25/28 St James's Street, Brighton 10/02012 signed 24/8/11 yr 11/12	12/02/2016	£ 46,080.00		£ 46,080.00

REF	XPPB	RECEIPT OF SECTION 106 CONTRIBUTIONS TO EDUCATION	date received	Sums received	Spent to date	Available Balances
349		121/123 Davigdor Road, Hove 15/02917 signed 5/2/16 yr 15/16	09/11/2016	£ 77,332.28		£ 77,332.28
353		70 and Site of Chrome Productions Limited Goldstone Lane Hove 14/03605 signed 24/5/16 yr 16/17	19/11/2016	£ 136,162.04		£ 136,162.04
356		Land adj Wellesbourne Health Centre, 179 Whitehawk Road, Brighton 16/01438 signed 13/9/2016 yr 16/17	20/3/2017	£ 54,421.00		£ 22,965.00 £ 31,456.00
366		4-7, 9 & 15-20 Kensington Street Brighton 2016/01020 signed 24/11/2017 yr 16/17	01/12/2017	£ 8,063.00		£ 3,306.00 £ 4,757.00
368		Former Texaco site Kingsway/Victoria Terrace Hove 16/02756 signed 16/8/17 yr 17/18	12/01/2018	£ 67,971.10		£ 28,548.10 £ 39,423.00
378		former Housing offices Selsfield Drive Brighton 2018/01016 signed 28/9/18 yr 18/19	05/10/2018	£ 19,406.00		£ 19,406.00
379		former Baptist Church Montpellier Place Brighton 2017/01065 signed 8/12/17 yr 17/18	23/10/2018	£ 70,142.44		£ 26,653.96 £ 36,473.84 £ 7,014.64
383		251/253 Preston Road Brighton (Dovecote House) 2016/00403 signed 19/10/2016 yr 16/17	12/12/2018	£ 56,930.00		£ 24,197.00 £ 32,733.00
384		former Astoria Gloucester Place Brighton 2015/01471 signed 8/12/2016 yr 16/17	31/12/2018	£ 138,798.93		£ 58,871.00 £ 79,927.93
				2,880,979.45	(924,924.07)	1,956,055.38

	CAPITAL EXPENDITURE	
	2018/19	2019/20
<b><u>CAPITAL MAINTENANCE</u></b>		
201/19	£5,008,000	
2019/20 (Para 3.4)		£5,000,000
School contributions (Para 3.12)	£600,000	£623,000
Health Pupils Capital Funding	£305,658	
Unallocated from previous years	£67,510	£71,105
<b>Total</b>	<b>£5,981,168</b>	<b>£5,694,105</b>
Asbestos (Para 3.22)	£150,000	£150,000
Legionella (Pare 3.22)	£150,000	£150,000
Fire Risk Assessments (Para 3.23)	£150,000	£150,000
Ventilation in Kitchens (para 3.26)	£0	£100,000
Condition works proposed by committee in March (Para 3.17)	£4,904,405	£4,773,000
Advanced design on future schemes (Para 3.24)	£50,000	£50,000
Surveys (condition gas etc) (Para 3.24)	£50,000	£50,000
Individual Pupil needs (Para 3.25)	£150,000	£150,000
Works to Surrenden Pool	£305,658	
	<b>£5,910,063</b>	<b>£5,573,000</b>
<b><u>BASIC NEED</u></b>		
2018/19	£0	
2019/20 (para 3.34)		£0
Unallocated from previous years (para 3.34)	£17,434,697	£10,101,697
SEND Capital (Para 3.36)	£167,000	£515,504
Projects carried forward from 2018/19	£16,000,000	£23,500,000
<b>Total</b>	<b>£33,601,697</b>	<b>£34,117,201</b>
<i>Additional secondary provision</i>	<i>£15,000,000</i>	<i>£15,000,000</i>
<i>Costs arising from projects undertaken by third parties</i>	<i>£1,000,000</i>	<i>£1,000,000</i>
<i>To implement outcomes from the SEND review (Para 3.35)</i>	<i>£7,500,000</i>	<i>£12,000,000</i>
<b>TOTAL COMMITMENTS</b>	<b>£23,500,000</b>	<b>£28,000,000</b>
		<i>£6,117,201</i>

## Notes

Figures in italics are indicative at the present time

