

Children, Young People & Skills Committee

Date: **17 June 2019**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

Members: **Councillors:** Childs (Chair), Knight (Deputy Chair), Hills (Opposition Spokesperson), Brown (Group Spokesperson), Clare, Hamilton, McNair, Nield, Simson and Wilkinson

Co-optees

Trevor Cristin, Bernadette Connor, Karen James (Parent Governor Representative) and Amanda Mortensen (Parent Governor Representative)

Non-Voting Co-optees

Adam Muirhead (Community Works Rep) and Youth Council

Contact: **Greg Weaver**
Democratic Services Officer
01273 291214
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AGENDA

1 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.

2 MINUTES

7 - 16

To consider the minutes of the meeting held on 4 March 2019.

3 CHAIR'S COMMUNICATIONS

4 CALL OVER

(a) Items (7, 8 and 10) 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.

5 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 11th June 2019;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 11th June 2019.

6 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at the meeting itself;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

7 CONSTITUTIONAL MATTERS - CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE 17 - 22

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

Contact Officer: *Greg Weaver*

Tel: 01273 291214

Ward Affected: *All Wards*

8 YOUTH SERVICE UPDATE AND USE OF HOUSING REVENUE ACCOUNT FUNDING 23 - 84

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

Contact Officer: *Caroline Parker*

Tel: 01273 293587

Wards Affected: *All Wards*

9 SCHOOL OFSTED PRESENTATION

85 - 122

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

Contact Officer: Mark Storey
Ward Affected: All Wards

Tel: 01273 294271

10 FAMILIES, CHILDREN & LEARNING ANNUAL REPORT

123 - 132

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

Contact Officer: Mia Brown
Wards Affected: All Wards

Tel: 01273 290728

11 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 25 July 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

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

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

Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested. Infra-red hearing aids are available for use during the meeting. If you require any further information or assistance, please contact the receptionist on arrival.

FURTHER INFORMATION

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

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- Do not stop to collect personal belongings;
- Once you are outside, please do not wait immediately next to the building, but move some distance away and await further instructions; and
- Do not re-enter the building until told that it is safe to do so.

BRIGHTON & HOVE CITY COUNCIL
CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

4.00pm 4 MARCH 2019

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillors: Les Hamilton (Chair) , Dan Chapman (Deputy Chair), Kevin Allen, Vanessa Brown (Opposition Spokesperson), Amanda Knight, Mo Marsh, Jackie O’Quinn, Nick Taylor and Andrew Wealls.

Also in attendance:

Bernadette O’Connor, Trevor Cristin, Robert Scoble, Amanda Mortensen and Karen James.

PART ONE

56 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

56.1 Councillor Tom Druitt substituting for Councillor Alex Phillips

(b) Declarations of Interest

56.2 There were none.

(c) Exclusion of the Press and Public

56.3 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).

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

57 MINUTES

57.1 The minutes of the last meeting held on the 14 January 2019 were approved and signed by the Chair as a correct record of the proceedings.

58 CHAIR'S COMMUNICATIONS

58.1 The Chair gave the following communication:

“1st March National Offer Day for Secondary School Places: I’m pleased to announce that more than 95% of parents in Brighton & Hove who applied for a secondary school place for their child for September 2019 have been offered one of their preferred schools. In addition all parents who expressed a preference for one of their catchment area schools were offered one – unless they were offered a higher preference instead.

The total number of applications this year was 2,734 – up from 2,569 last year. The choice is an easier one for parents in Brighton & Hove compared to most other parts of the country as all of our secondary schools are currently rated ‘Good’ by Ofsted.

In cases where parents weren’t offered one of their preferences, this was either because they missed the applications deadline or didn’t put down their catchment area school or schools as preferences. In these instances they were offered places at the nearest school to their home address that had places available.”

“National Apprenticeship Week: Today is the first day of National Apprenticeship week. In Brighton & Hove the week started with our 136 Council apprentices being invited to join our Chief Executive, Geoff Raw for breakfast in the Council Chamber. There will be a series of different events over the course of the week culminating in a graduation ceremony at the end of the week at the Amex Stadium”.

“Webcasting: I’d like to inform those present that this meeting will be webcast live and will be capable of repeated viewing.”

59 CALL OVER

(a) Call over

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

62 - Young Carers Presentation

63 - Review of ‘Poverty Proofing the School Day’ Programme

64 - School Ofsted Presentation

65 - Standards Report 2017/18

66 - Educational Capital Resources and Capital Investment Programme

2019/20

(b) Receipt and/or Approval of Reports

59.2 The Democratic Services Officer confirmed that Items 62, 63, 64, 65 and 66 had been reserved for discussion.

60 PUBLIC INVOLVEMENT

(a) Petitions

60.1 The Chair noted there were NO petitions to be submitted.

(b) Written Questions

60.2 The Chair noted that NO written questions had been submitted by members of the public.

(c) Deputations

60.3 The Chair noted that NO deputations had been submitted by members of the public.

61 MEMBER INVOLVEMENT

(a) Petitions

61.1 The Chair noted there were NO petitions to be submitted.

(b) Written Questions

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

(c) Deputations

61.3 The Chair noted that NO deputations had been submitted by Members.

(d) 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 31 January 2019 copy attached to agenda pages 17 – 20.

62 YOUNG CARERS PRESENTATION

62.1 Debbie Corbridge and Tom Lambert gave a presentation on supporting Young Carers who are attending school in the Brighton and Hove area.

62.2 The Committee were informed that a Young Carer is a young person under the age of 18 whose life is affected by the care needs of another person, who may have any disability or long-term illness including a learning disability, mental health problem or someone who misuses drugs or alcohol. Young Carers provide, or help to provide a level of care and support to that person and take on a level of responsibility usually associated with an adult. The person they care for is usually someone they live with and could be a parent, sibling, grandparent or other relative.

- 62.3 In Brighton & Hove the City Council works closely with The Carers Centre charity to deliver support to Young Carers under the partnership model Carers Hub.
- 62.4 Councillor Jackie O'Quinn noted the amount of help and enquired if those who caring for siblings encountered greater issues.
- 62.5 The Member was informed that young carers received support for disabled or for those with mental health issues and caring for siblings was quite usual. Making schools aware and ensuring parents are receiving support was important along with ensuring the carer has emotional resilience.
- 62.6 Amanda Mortenson enquired if support was consistent across schools, where there specific barriers to entering university and how were young carers identified.
- 62.7 Ms Mortenson was informed that a current photo exhibition at Brighton station was raising awareness of the issues around young carers; carers are offered a Young Carers Passport to ensure teaching staff understanding and support, Brighton schools receive information from the Hub and carers were supported with university applications via 'Young Carers Reaching Higher' fund.
- 62.8 Councillor Mo Marsh enquired if young carers were able to have 'fun-time' away from caring, what was the top age for receiving support and how hard-to-reach carers were supported.
- 62.9 The Member was informed that rest bite is available for young carers, including trips to events and theatre, crafting workshops etc., funding permitting. The top age for carers is 18 when carers move to adult social care. It was noted that carers can be as young as 6 years old and support can cease when the carer decides.
- 62.10 Councillor Andrew Wealls understood that funding was difficult and enquired if funding streams are consolidated.
- 62.11 The Member was informed that the Council funded Hub gives support and outside operations are working together to give support to the Hub.
- 62.12 Councillor Tom Druitt enquired what the strong difficulties that young carers faced were.
- 62.13 The Member was informed that some care for siblings and parents. In all circumstances the support was tailored to the carers needs, with a 1-2-1 support package, rest bite management and an all-round holistic support programme.

63 REVIEW OF 'POVERTY PROOFING THE SCHOOL DAY' PROGRAMME

- 63.1 Hilary Ferries, Nick Bramble and three Longhill High School students: Sophie, Spencer, Olivia; presented a review of the implementation of 'Poverty Proofing the School Day' programme across schools in the city.
- 63.2 The Committee were informed that 'Poverty Proofing the School Day' was developed to reduce stigma, remove barriers to learning and to assist school leaders to explore the most effective ways to spend pupil premium allocation. The report on the programme outlines good practice, raises areas to explore and suggests actions. The strength of the audit is looking at the schools through the lens of students and families who highlight any potential stigmatising policies or practices.
- 63.3 Karen James enquired how support could be given.
- 63.4 Ms James was informed that programme identified transport as the top issue. Access to school was important. After school activities were difficult if students had to rely on school buses that only ran after prime school times and not later.
- 63.5 Councillor Mo Marsh enquired if help was given with uniforms.
- 63.6 The Member was informed that students can receive a free blazer and some schools were working with local suppliers to provide support for students with identified needs. It was noted that items of clothing with logo's on were more costly than plain sweaters, t-shirts etc. The students felt that already used blazers, ties and other items should be given to the school to re-use.
- 63.7 Councillor Vanessa Brown enquired if all schools would receive the best practice advice resulting from the programme.
- 63.8 The Member was informed that 90% of schools took part and that all the schools in the city would be informed of the outcomes and best practice.
- 63.9 Councillor Tom Druitt enquired what time after schools clubs finished and where the students were if the Smarter Uniforms project.
- 63.10 The Member was informed that after school clubs lasted a variety of times and second pick-up by school bus would be difficult. It was noted that the students are aware of the Smarter Uniform project and its coverage across the city and the creative culture of recycling uniforms.
- 63.11 Councillor Kevin Allen enquired if music lessons were supported and if more affluent parents had skewed the figures in some areas of the city.
- 63.12 The Member was informed that some schools support funding for music lessons, but generally this was not the case, and funding for all extra activities was difficult. No trend had been identified regarding affluent parents. It was also noted that funding grants are available.
- 63.13 Councillor Nick Taylor enquired if any particular outcomes had been identified.

- 63.14 The Member was informed that attendance had increased in some cases where support had been given.
- 63.15 Councillor Mo Marsh reiterated to the Committee that grants are available and administered through cross-party groups. It was also felt that schools need to be reminded that there are educational trust funds.
- 63.15 Pinaki Ghoshal – Executive Director Families, Children & Learning, informed the Committee that information relating to grants can be provided to Councillors upon request.
- 63.16 **RESOLVED:** That the Committee noted the work of schools in this area and the positive response from many school leaders to ‘Poverty Proofing the School Day’.

64 SCHOOL OFSTED PRESENTATION

- 64.1 The Committee received an update on the Ofsted findings from Mark Storey - Head of the Virtual School.
- 64.2 It was noted that Hertford Junior School, West Blatchington Primary School and Kings School had received a ‘good’ rating. Others were currently being inspected.
- 64.3 Councillor Nick Taylor enquired if the disadvantage gap had increased.
- 64.4 The Member was informed that this was being monitored.
- 64.5 Councillor Dan Chapman enquired about ‘Brightstar’ and was there an update.
- 64.6 The Member was informed that staffing levels had fallen and an intense programme of support was underway to achieve improvements. The education authority - Brighton and Hove City Council (BHCC) are visiting the site weekly and Ofsted have set an action plan which is being complied with.

65 STANDARDS REPORT 2017/18

- 65.1 The Committee considered the Standards Report – 2017/18 presented by Mark Storey, John McKey (Head of Patcham High School and Chair of Brighton and Hove Secondary School Partnership) and Mary Ellenger (Royal Pharmaceutical).
- 65.2 The report contained analysis of the End of Key Stage results for children and young people for the 2017 – 2018 academic year and explained the interventions implemented and planned in the future to address areas of under achievement.

- 65.3 Councillor Tom Druitt enquired if other subjects were focused on besides reading, writing and maths.
- 65.4 The Member was informed that these were performances indicators only and other subjects were considered just as important.
- 65.5 Councillor Vanessa Brown enquired if pupil premium funding was still in place for disadvantaged students.
- 65.6 The Member was informed that the scheme was still in place and that more work needed to be done to support these students. It was noted that early intervention was good and could result in improved attendance, which a major issue. Low level language skills have also been identified.
- 65.7 Amanda Mortenson enquired if reduced funding had an impact on schools.
- 65.8 Ms Mortenson was informed that reduced funding was a major issue for all schools. Restructuring to reduce costs but maintain education for all students was difficult with the wellbeing of the students a top priority.
- 65.9 The Committee were informed by Jo Lyons – Assistant Director: Education & Skills, that data on individual schools could be provided upon request.
- 65.10 Councillor Andrew Wealls enquired what emphasis was given to languages.
- 65.11 The Member was informed that the Department for Education targets are being met with French, German, Spanish and Latin being taught. John McKey commented that he had over 40 students with language/communication issues and this appeared to be on the rise. Mark Storey stated that this was an issue for all schools in the city. Stats did also show that this fluctuated.
- 65.12 Councillor Nick Taylor enquired on the progress of English Baccalaureate (EBacc).
- 65.13 The Member was informed that under some curriculums there were issues and the Ofsted framework was being challenged. Pinaki Ghoshal stated that the broad curriculum across the city helped with Ofsted. John McKey felt an emphasis on maths was needed along with more 6th form opportunities across the city.
- 65.14 Councillor Tom Druitt felt that the 3'R's were important and the other subjects, such as music, feed the main three subjects. A holistic view was best.
- 65.15 **RESOLVED:** That the committee noted:
1. the report and support the focus across the City on improving outcomes for all children and young people, including those from disadvantaged backgrounds.
 2. 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.

66 EDUCATION CAPITAL RESOURCES & CAPITAL INVESTMENT PROGRAMME 2019/20

- 66.1 The Committee considered a report of the Executive Director of Children's Services presented by Richard Barker.
- 66.2 The report was to inform the Committee of the level of available capital resource allocated to this service for 2019/20 and to recommend a Capital Investment Programme for 2019/20.
- 66.3 The Chair wanted to clarify what the Committee were being asked to approve.
- 66.4 Pinaki Ghoshal – Executive Director Families, Children & Learning, informed the Committee that Policy, Resources & Growth Committee make the decisions and the Children, Young People & Skills Committee are being asked to note the report.
- 66.5 Councillor Andrew Wealls stated that he would not be voting in favour or against the noting of the report as he did not feel he had enough understanding of the situation.
- 66.6 Pinaki Ghoshal informed the Councillors that resource allocation was ongoing.
- 66.7 Councillor Vanessa Brown stated that Downsview School were undergoing building works and support was needed at this time.
- 66.8 Councillor Jackie O'Quinn also stated that the site visit to Downsview School was very informative.
- 66.9 Councillor Amanda Knight enquired what are D2 works.
- 66.10 The Member was informed that the D2 works are essential works not urgent works. The essential works are not all undertaken and a 'rolling pot' of finance is used to cover the work which will align with an agreed timetable.
- 66.11 Councillor Tom Druitt enquired how figures were calculated and did this cover the efficiency of schools with regard to heating, ventilation etc.
- 66.12 The Member was informed that looks at efficiency including ventilation etc. with fire risk assessments constantly being reviewed.
- 66.13 The Chair then put the recommendations to the vote.
- 66.14 **RESOLVED:**

- (1) That the level of available capital resources totalling £6.671 million for investment relating to education buildings financed from grant be noted;
- (2) That Committee agree the allocation of funding as shown in Appendices 3 and 4 and recommend this to Policy Resources & Growth Committee on 21 March 2019 for inclusion within the Council's Capital Investment Programme 2019/20; and
- (3) That the Committee agree to recommend to Policy Resources & 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.

67 ITEMS REFERRED FOR COUNCIL

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

The meeting concluded at 6.42pm.

Signed

Chair

Dated this

day of

2019

Subject:	Constitutional Matters		
Date of Meeting:	June 2019		
Report of:	Monitoring Officer		
Contact Officer:	Name:	Greg Weaver	Tel: 01273 291214
	Email:	Greg.weaver@brighton-hove.gov	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

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

2. RECOMMENDATIONS:

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

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 Article 6 of the constitution, incorporates a schedule of all the Committees/Sub-committees established in the new constitution together with a summary of their respective functions.

The Children, Young People & Skills Committee– Terms of Reference

- 3.2 A copy of the terms of reference for the committee is attached in Appendix A. These should be read in the context of the 'Introduction and General Delegations' included in the Scheme of Delegations to Committees and Sub-Committees at part 4 of the constitution.

Membership

- 3.3 The membership of the committee is set at 10 Members of the council.
- 3.4 The arrangements for substitute Members to attend meetings of Committees/Sub-Committees, as set out in the Council Procedure Rules 18 to 24.

Programme Meetings

- 3.5 Ordinary meetings of the Children, Young People & Skills are scheduled to take place on the following dates during 2019/20:

17 June 2019
16 September 2019
11 November 2019
13 January 2020
2 March 2020
20 April 2020

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

Urgency Sub-Committee

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

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The council's constitution provides for the appointment of the sub-committees and urgency sub-committees and it is for the Committee to determine this action and it could decide not to make such appointments. However, this would be contrary to the wishes of the council and is not therefore regarded as a viable alternative option.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 All Members considered and approved the constitution and the changes therein on the 13 December 2018.

6. CONCLUSION

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

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no financial implications arising from this report.

Finance Officer Consulted: Louise Hoten

Date: 7/06/2019

Legal Implications:

- 7.2 The report sets out the terms of reference of the committee. This Committee is responsible for education, social care services and health services to children and young people and exercises the functions of the Council as Local Education Authority. The membership of the committee comprises 10 councillors, and non-voting and voting co-opted members. There are four voting co-optees members who have voting rights in relation to education matters. Changes to the School Organisation Plan; and any strategic issues or reviews of the council's school admission arrangements, including any changes to catchment areas, are reserved to full council for decision.

Lawyer Consulted: Natasha Watson

Date: 7/06/2019

Equalities Implications:

- 7.2 There are no equalities implications arising from the report

Sustainability Implications:

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

Any Other Significant Implications:

- 7.4 None

SUPPORTING DOCUMENTATION

Appendices:

1. Children, Young People & Skills Committee Terms of Reference

Documents in Members' Rooms

1. None

Background Documents

1. The Constitution

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

Explanatory Note

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

Delegated Functions

To exercise the functions of the Council:

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

9. in relation to those aspects of children's public health which transfer to the council under the Health and Social Care Act 2012.

Joint working with the Clinical Commissioning Group

1. The Committee may meet concurrently with the Clinical Commissioning Group as necessary in order to discuss and develop jointly commissioned services in relation to children and young people.

NOTE

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

(b) The Health and Wellbeing Board has concurrent delegated powers with this Committee in order to enable the most appropriate forum to consider issues (for example, where the service is commissioned or delivered jointly with Health

Subject:	Youth Service Update and Use of Housing Revenue Account Funding		
Date of Meeting:	17 June 2019		
Report of:	Executive Director of Families, Children and Learning		
Contact Officer:	Name:	Caroline Parker	Tel: 01273 293587
	Email:	caroline.parker@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 The purpose of this report is to provide members with an update on youth services including the use of the Housing Revenue Account's (HRA) annual £250,000 contribution to the budget. The report includes information on performance from April 2018 to March 2019 including outcomes for Council tenants and their families. The report also includes information on the Youth Led Grants and the work of the Council's Youth Participation Team. This report will also be discussed by the Housing and New Homes Committee on 19 June.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the report.
- 2.2 That the Committee agrees to extend the Youth Contracts for six months to the end of September 2020 to allow more time for re-commissioning.
- 2.3 That a progress report is considered by the Committee in June 2020.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Housing Revenue Account contributes £250,000 to the Youth Services budget to help maintain services for young people. The total Youth Service budget of £886,000 for 2019/20.

Youth Grants Programme

- 3.2 The Youth Grants Programme runs from 1st October 2017 to 31st March 2020 with an annual budget of £400,000. The Youth Grants Programme is based on four areas of the city and three citywide specialist equalities services, with a focus on young people living in council house tenancies (see appendix 1). Providers are commissioned to promote positive changes for young people based around both short and long term outcomes. The focus of the programme is the impact on young people's lives and their experience of the services that they use rather than processes such as numbers of service users or opening hours.

- 3.3 In order to align the programme more closely to HRA objectives, the service specifications were revised to reflect the geographical location and density of council properties within the city to maximise opportunities and improve outcomes for council tenanted households.
- 3.4 Three key priorities for council tenants were identified as:
- The reduction in anti-social behaviour in communities with council house tenancies:
 - Improving the social inclusion of young people in communities with council house tenancies
 - Supporting young people in communities with council house tenancies to improve their readiness for employment
- 3.5 The youth grant providers have developed relationships with housing colleagues and other agencies through the housing clusters and casework to identify and address any anti-social behaviour (ASB) issues. Feedback from the housing teams has been very positive, with fewer reports of ASB relating to young people coming up at the cluster meetings, and some good examples of joint case working between housing officers and youth workers.
- 3.6 In order to maximise the impact on HRA tenants, the delivery of both detached youth work and centre based activities has been targeted in areas of high density council stock to improve engagement levels and outcomes for young people living in council housing.
- 3.7 The area based providers use a central ICT (Aspire) system to manage their casework and report on outcomes for young people. The equalities providers record their data separately. Quarterly service review meetings are held with providers in conjunction with housing colleagues to ensure that council house tenants benefit from the funding.
- 3.8 A summary of performance information on work with young people is attached at Appendix 2. Around 2200 different young people accessed services with an average of eight visits each. In total 36% of visits were from Council tenants. The youth providers are using this information to look at how to increase the participation of council tenants. The report also includes information about the take up of different activities. It is important to note that services vary in intensity ie. a large open access group attended by lots of young people compared to small group or one to one support. In the case of detached work it can be difficult for youth workers to get the full names of the young people they are working with which can impact on the accuracy of the of young people from HRA properties taking up services in the performance monitoring reports. For the first time this report also includes information on contacts by the numbers of outcomes achieved with 71% of contacts achieving at least one outcome. A trial of Progress Star outcomes began in July 2018. The report includes results for 53 young people. Initial (baseline) assessment scores are compared to the most recent assessment scores over five assessment elements.
- 3.9 Each of the lead providers have completed a narrative monitoring report to address how their services have:
- included young people in the development and delivery of services;

- enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported;
 - supported communities with council house tenancies, particularly around anti-social behaviour, social inclusion and improving readiness for employment;
 - delivered a particular project that demonstrates good youth work practice and evidences positive impact.
- 3.10 Copies of the monitoring reports are at appendix 3 and also include case studies to show the detail of the work. The reports describe the work of each area in detail and explain the contacts the providers have had with the local Housing Cluster meetings and Local Action Teams.
- 3.11 The Youth Grants were due to end in March 2020. The proposal is to extend the grants for six months to the end of September 2020 to allow more time for the re-commissioning process. This will include taking account of a wider review of preventative services.

Youth Led Grants

- 3.12 In the 2018/19 budget a further £90,000 was agreed to fund the voluntary sector to deliver youth work. The Cross Party Youth Group (CPYG), which included young people representing various organisations, developed proposals for how this investment should be allocated to improve outcomes for young people across the city. The funding has been used for a small grants programme for projects lasting up to a year. The young people led evaluation panels and made decisions on what was funded. The Brighton and Hove Youth Led Grants were winners of the British Youth Council, London, South East and East Regions Award for best Youth Led Project.
- 3.13 The young people reviewed the process and recommended changes to the framework for the 2019/20 bidding round. Further applications were considered in April 2019. A summary of the successful bids is at appendix 4
- 3.14 The proposal is to bring a progress report on the Youth Led Grants to the Children, Young People and Skills Committee in November 2019.

Youth Participation Team

- 3.15 The Council's Youth Participation Team deliver advocacy for children in social work, youth participation targeted at vulnerable young people and an independent visitors service for children in care. More information about the work of the Youth Participation Team can be seen at <https://www.youtube.com/watch?v=Gibal7N8d3U>.
- 3.16 The team delivers the Youth Advocacy Project which supports children and young people aged 8 to 21 who are cared for by the authority and care leavers ensuring their rights are respected. In 2018/19 they supported 147 children and young people.

- 3.17 The Independent Visitors team support a buddy system for young people in care and care leavers. Independent Visitors undergo a rigorous vetting and training procedure. They are all volunteers who commit to a minimum of two years to buddy-up with a young person. Ten new Independent Visitors were trained and assessed in 2018/19. A training day for 23 potential new IVs was held in April.
- 3.18 The Team supports the Children in Care Council which represents the views of children in care and care leavers to improve support for these young people. Meetings are held monthly and the number of young people attending increased over the year. The team also reintroduced the Ask, Report, Change (ARC) programme with 5 new assessors trained and one residential assessment visit completed. The Young Ambassadors programme recruits and trains young people who are looked after, care leavers and those supported by Social Work, to be used to support recruitment of Families, Children and Learning staff including all new social workers.
- 3.19 The Youth Participation Team support young people across the city to present their views to key decision makers to influence change on both a local and national level. The Youth Council sent their UK Youth Parliament representative to the national Youth Parliament sitting in the autumn. A partnership of young people from across the city including the Youth Council, voluntary sector youth providers, and Children in Care Council have fed into the Youth Cross Party Working Group and the Youth Led Grants process. The young people are considering options to reach a wider group.
- 3.20 The Team supports young people facing multiple barriers to education to gain formal accreditation outside school through the Youth Arts and Duke of Edinburgh (DoE) awards. The team supported 41 targeted young people to work towards Duke of Edinburgh Awards and 44 young people to achieve Arts Awards. This work was partly funded by National Collaboration Outreach Programme (NCOP) which ended in September 2018. Support for the DoE awards is now available from the Duke of Edinburgh organisation following an increase in the number of DofE licences in the city. Support for young people to access Arts Awards is now partly funded by the national Troubled Families Initiative and is focussing on young people whose mental health issues are preventing them from attending school.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The alternative option considered as part of the budget process was a greater reduction in funding for youth services which would have led to less commissioned services.
- 4.2 The funding arrangements were changed to a grant process rather than a contract following feedback from the market and a change in commissioning requirements.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The Council's Youth Participation Team support the Youth Council and Children in Care Council to ensure young people are consulted on the future delivery and

development of services. A Cross Party Group on Youth Services has also been established. The reports from the Youth Grant Providers explain how they have included young people in the development and delivery of these services.

6. CONCLUSION

- 6.1 The funding from the Housing Revenue Account will ensure that the Council can continue to offer a citywide range of youth services which will benefit council tenants.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The HRA contribution of £250,000 forms part of the total Youth Service budget of £886,000 for 2019/20; of which £400,000 funds the externally delivered Youth Services Grant programme, £386,000 funds the council's in house Youth Participation Team, and an additional £90,000 has been received for Neighbourhood Youth work and £10,000 for the Youth Bus. The Independent Visitors budget is outside of this and totals £68,000.

Finance Officer Consulted: Name Steve Williams Date: 07/05/19

Legal Implications:

- 7.2 Section 507b of the Education Act 1996 places a specific duty on the Council to secure 'as far as reasonably practicable' sufficient educational and recreational activities for the improvement of young people's well-being, and sufficient facilities for such activities. Young people are defined as those aged 13-19, and those with learning difficulties to age 24.
- 7.3 Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being issued in 2012 clarifies that it is not prescribed which services and activities for young people local authorities should fund or deliver or to what level. Local authorities are responsible for securing, so far as is reasonably practicable, a local offer that is sufficient to meet local needs and improve young people's well-being and personal and social development. They should strive to secure the best possible local offer within available resources. Under the guidance it is for local authorities to determine the mix of open access, targeted, preventative and specialist provision needed to meet local needs and how to integrate all services around young people and decide what facilities are needed and how to make these available and accessible, wherever possible maximising the utilisation and potential of all local partners' assets.

Lawyer Consulted: Natasha Watson Date: 5 June 2019

The HRA is primarily a landlord account, containing income and expenditure arising from the council's housing functions. Department of Environment Circular 8/95 gives advice in relation to the operation of that account. It provides that where amenities benefit the wider community, costs should be shared between the HRA and General Fund. Items specifically mentioned include amenities such as play and other recreational areas, grassed areas and gardens, community

centres and play schemes. In each case it is for the local authority to form its own judgment on whether provision should be charged to the HRA or General Fund. In 2017, budget council determined that the HRA should contribute £250,000 to Youth Services. The Budget council in 2019 approved a further contribution of £250,000 from the HRA to Youth Services.

Lawyer Consulted: Liz Woodley

Date 23/05/19

Equalities Implications:

- 7.4 The Youth Participation Team focus support on vulnerable young people including children in care and care leavers. Monitoring information from the Youth Grants providers includes details of the take up by young people from protected groups. The reports from the Youth Grants Providers include information on how services have enabled young people with Protected Characteristics, or with multiple disadvantages to feel safer and supported.

Sustainability Implications:

- 7.5 The Youth Grants Programme has been designed to reflect the geographical location and density of council properties within the city to reduce the need for travel and maximise the sense of community for council tenanted households.

Any Other Significant Implications:

- 7.6 One of the intended outcomes of the Youth Grants programme is to decrease young people's antisocial behaviour in the targeted areas. Both the Council and commissioned services aim to increase the engagement of young people and help ensure young people feel they have a voice in their community.

SUPPORTING DOCUMENTATION

Appendices:

1. Youth Grants Programme Service Areas
2. Youth Grants Performance Summary
3. Youth Grants Narrative reports
4. Youth Led Grants awards for 2019/20

Documents in Members' Rooms: None

Background Documents: None

Appendix 1 - Youth Grants Programme 2017 – 2020

Service Area	Providers	Wards	Budget 2017/18 (1/2 year)	Budget 2018/19 & 2019/20
Hangleton, Portslade and West Hove	The Hangleton & Knoll Project (lead) YMCA (partner)	<ul style="list-style-type: none"> • Hangleton and Knoll • Hove Park • North Portslade • South Portslade • Westbourne • Wish 	£39,500	£79,000
Whitehawk and The Deans	The Trust for Developing Communities (lead) The Deans Youth Project, Impact Initiatives (partners)	<ul style="list-style-type: none"> • East Brighton • Rottingdean Coastal • Woodingdean 	£30,500	£61,000
Moulsecoomb & Patcham	The Trust for Developing Communities (lead) Impact Initiatives, Albion in the Community Extratime, Friends, Families and Travellers, Bevendean Activities Group (partners)	<ul style="list-style-type: none"> • Hollingdean and Stanmer • Moulsecoomb and Bevendean • Patcham 	£44,000	£88,000
Central Hove and Brighton	Brighton Youth Centre (lead) Young Peoples Centre, Turner Project, Youth Advice Centre (partners)	<ul style="list-style-type: none"> • Brunswick and Adelaide • Central Hove • Goldsmid • Hanover and Elm Grove • Preston Park • Queen's Park • Regency • St. Peter's and North Laine • Withdean 	£49,500	£99,000
Equalities: LGBTU	Allsorts Youth Project Ltd		£9,500	£19,000
Equalities: BME	Black and Minority Ethnic Young People's Project		£9,500	£19,000
Equalities: Disabilities	Extratime		£9,500	£19,000
Aspire			£8,000	£16,000
		Total	£200,000	£400,000

YOUTH GRANTS PROGRAMME

Monitoring Report

1st April 2018 to 31st March 2019

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1. PROVIDER OVERVIEW

- **Contacts** are defined as the number of individuals unique to each provider.
- **Visits** are the total number of young people attending activities.
- **Tenants** are young people living in Brighton & Hove Council housing.

On average, young people attend an activity eight times over the year.

36% of visits by young people living in Brighton & Hove are made by council tenants.

	Unique Contacts	Number of Visits	Average Visits per Contact	Visits by Council Tenants	% Visits by Council Tenants
BH BYC - Brighton Youth Centre	810	5,291	7	1,318	25%
BH Hangleton and Knoll	249	2,935	12	1,485	51%
BH Tarnerland	232	1,666	7	271	16%
BH The Deans Youth Project	66	790	12	301	38%
BH The Trust for Dev. Communities	382	2,343	6	1,312	56%
BH YAC	230	347	2	47	14%
BH YPC	92	541	6	124	23%
Overall	1,833*	13,913	8	4,858	35%
Brighton & Hove residents only	1,680	13,370	8	4,851	36%

In addition to the information recorded on the ASPIRE case management system (above), the following groups provided support for 536 young people, who made more than four thousand visits to these services over the year.

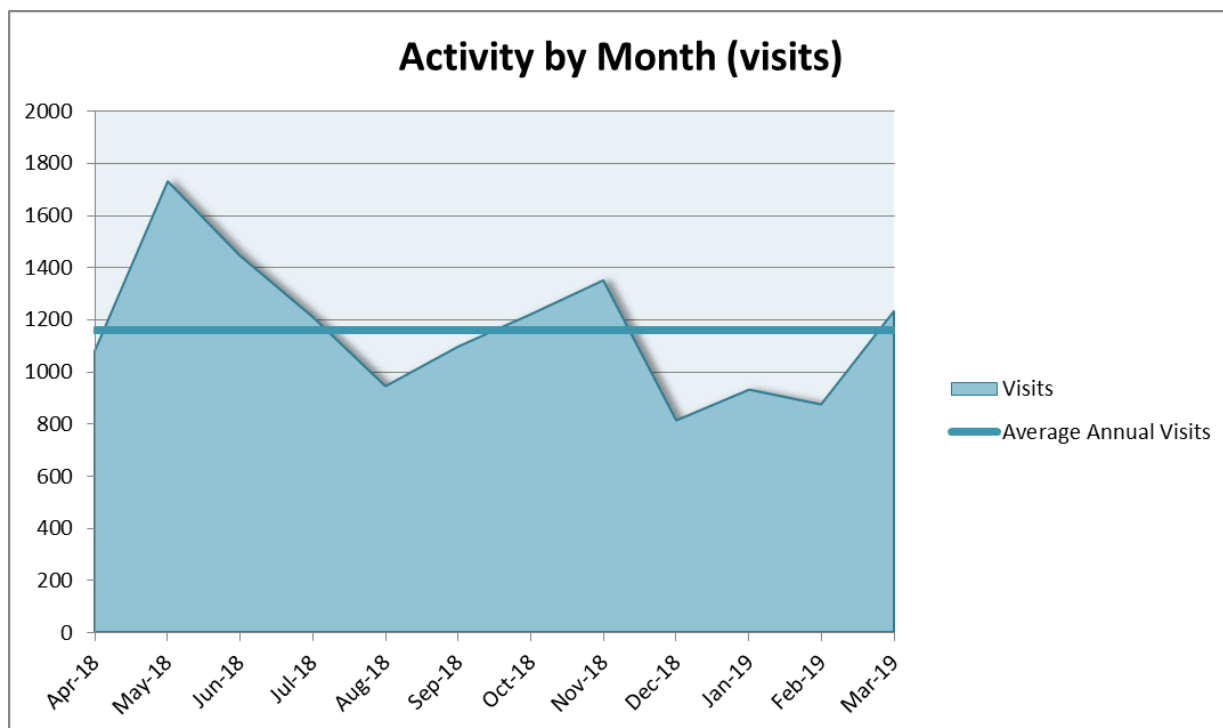
	Unique Contacts	Number of Visits	Average Visits per Contact
Allsorts	193	1,614	8
BMEYPP	133	1,429	11
Extratime	19	461	24
TDC Young Travellers	101	404	4
YPC Global Social	90	432	5
Total	536[†]	4,340	8

* Total unique contacts for all services are less than the sum of unique contacts for each provider as young people attend more than one service.

† As these groups do not share a client database, there may be some double-counting of YP attending more than one group.

2. ACTIVITY BY MONTH

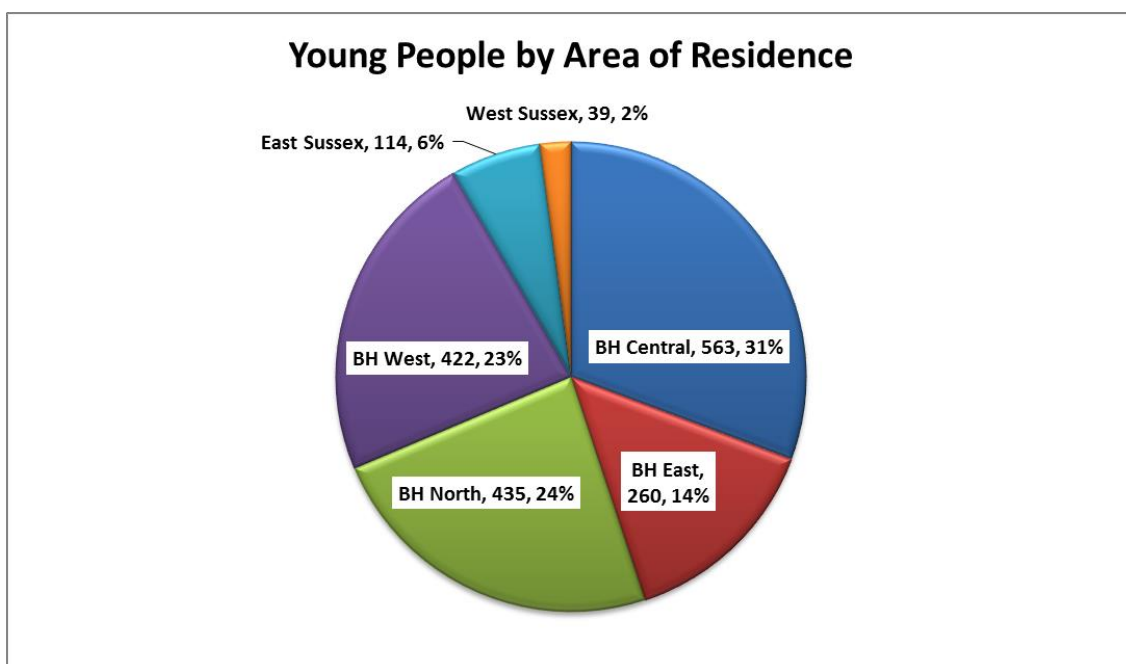
The number of visits to Youth Services each month is seasonal with fewer numbers in December to February and peak numbers in May/June.



- Brighton Youth Centre was the largest contributor to the peak in May, with 761 visits, their highest of the year.
- The Hangleton & Knoll Project had the next highest numbers in May, at 375, but their busiest month was August, with 426 visits. This peak is hidden in the chart above as most other providers see some of their lowest numbers in August.
- The peak in November is only slightly above the annual average (+189 more visits in November against a monthly average of 1,159) but seems higher when viewed against a dip in visitor levels of a similar scale (-215 against the average) in August.

3. YP'S AREA OF RESIDENCE

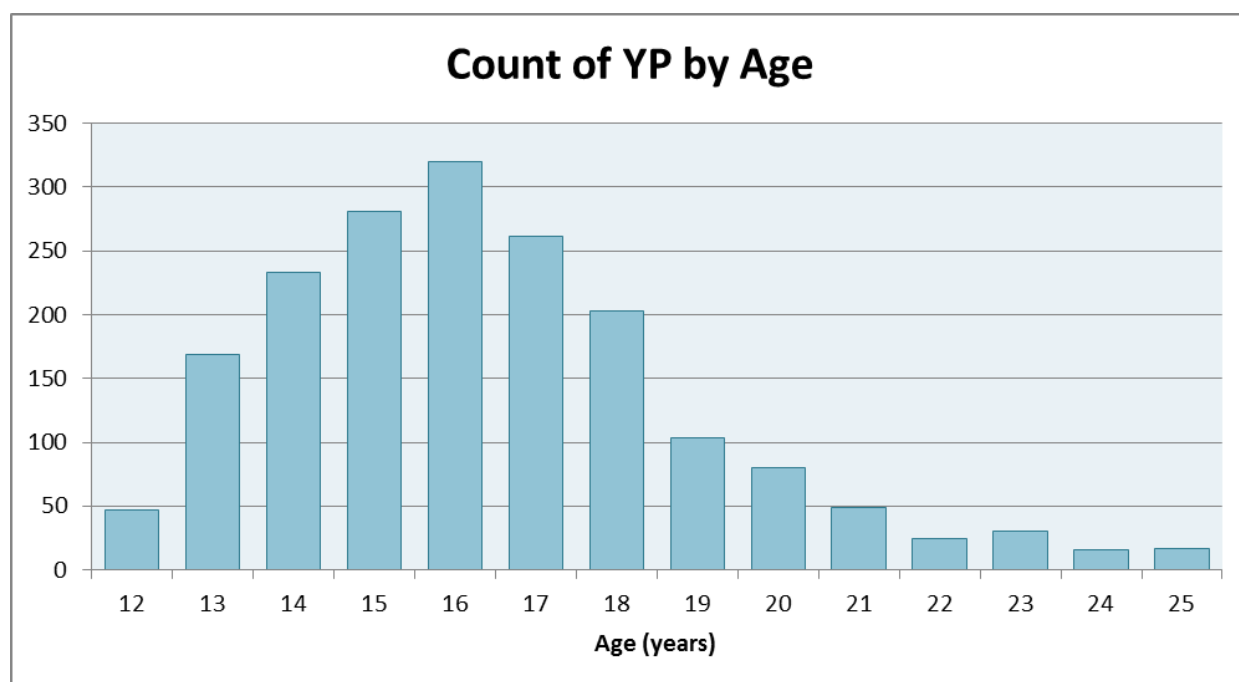
The chart below shows the number of young people living in each area of the city.



Note: it is currently not possible to report on the area of service delivery, but this has been noted for future development.

4. AGE PROFILE

72% of young people worked with are under the age of 18.



5. SPECIAL EDUCATIONAL NEEDS

49% of contacts were successfully matched to the January 2019 schools census in order to find their SEN status (YP were not matched where they live out of area, do not attend mainstream provision or are school leavers). This is compared to the percentage of children and young people with SEN provision across the entire census.

	Contacts	% Contacts	% Jan'19 Census	Difference
EHCP	95 [‡]	10%	3%	+7%
SEN Support	247	27%	14%	+13%

6. ETHNICITY

As above, 49% of contacts were successfully matched to the January 2019 school census in order to find their ethnicity; this is compared with the percentage of each ethnicity across the entire census. The comparison indicates that Youth Services work with a greater proportion of ethnic minority groups than the city average.

Ethnicity	Contacts [§]	% Contacts	Jan'19 Census	Difference
White -British	733	65.0%	72.0%	-7.0%
White -Irish	2	0.2%	0.6%	-0.4%
Traveller of Irish heritage**	101	9.0%	0.1%	8.8%
White Eastern European	11	1.0%	2.0%	-1.0%
White Western European	6	0.5%	1.6%	-1.0%
White other	16	1.4%	3.8%	-2.4%
Gypsy/Roma	0	0.0%	0.1%	-0.1%
White and Black Caribbean	24	2.1%	1.7%	0.4%
White and Black African	34	3.0%	2.1%	0.9%
White and Asian	28	2.5%	2.8%	-0.4%
Any other mixed background	26	2.3%	3.3%	-1.0%
Indian	4	0.4%	0.7%	-0.4%
Pakistani	11	1.0%	0.2%	0.8%
Bangladeshi	4	0.4%	1.1%	-0.8%
Any other Asian background	8	0.7%	1.3%	-0.6%
Black Caribbean	25	2.2%	0.1%	2.1%
Black -African	55	4.9%	1.6%	3.3%
Any other Black background	12	1.1%	0.3%	0.7%
Chinese	0	0.0%	0.6%	-0.6%
Arab other	3	0.3%	1.3%	-1.1%
Iranian	2	0.2%	0.2%	0.0%
Kurdish	0	0.0%	0.1%	-0.1%
Other ethnic group	12	1.1%	1.0%	0.1%
Refused	11	1.0%	1.2%	-0.2%

[‡] Includes 19 young people with EHCPs supported by Extratime

[§] Includes BMEYPP and Young Travellers (TDC)

** As the specific ethnicity of travellers worked with is unknown, they are all recorded here as 'Traveller of Irish Heritage'.

7. ACTIVITIES

The table shows activities recorded on Aspire, provided to young people over the year and grouped by provider. Unique contacts are unique to each activity, that is, if a young person attended more than one activity they will be counted under both (see page 3 for unique contacts by provider). Coloured shading and data bars show a comparison across all provider activities. More detail on activities can be found [here](#).

Activities by Provider	Unique Contacts	Number of Visits	Average Visits per Contact	Visits by Council Tenants	% Visits by Council Tenants
BH BYC - Brighton Youth Centre					
Art In Mind	25	113	5	29	26%
B.fest 2018	129	172	1	26	15%
B.fest Board	7	70	10	10	14%
B.Game	21	55	3	16	29%
BYC Events Team	140	499	4	156	31%
Football-Mixed	28	71	3	47	66%
Fridays PRU	29	203	7	63	31%
Gig Nights	215	244	1	17	7%
Holiday Activities	40	91	2	9	10%
Junior Club	6	44	7	7	16%
Live Lounge - 2017-8	152	836	6	257	31%
Mascot	22	226	10	26	12%
Miss Represented	16	261	16	138	53%
Music Sessions	30	98	3	14	14%
NCS	11	22	2	0	0%
Photography Club	12	168	14	0	0%
Sexual Health Drop in Longhill	42	87	2	36	41%
Skateboarding	139	442	3	22	5%
Windmill Theatre	15	180	12	0	0%
Youth Clubs - Tuesday and Wednesday	189	1409	7	445	32%
BH Hangleton and Knoll					
Community events	74	113	2	39	35%
Detached - 2015-2020	99	430	4	186	43%
Education Training and Employment	24	33	1	12	36%
Health and well being project 2017-2020	31	225	7	136	60%
HKP Arts Work	10	57	6	47	82%
Hove Park Health Drop-ins	11	12	1	3	25%
Kidz Krew	39	148	4	102	69%
Knoll Drop-In - 2014-2020	40	63	2	28	44%
Office Drop in	60	222	4	106	48%
PACA Health Drop-in	5	5	1	3	60%
Participation Work - 2014-2020	35	201	6	129	64%
Positive Activities - 2014-20	64	341	5	162	48%
Social Media Intervention	15	30	2	10	33%
Step Out 2018-2019	21	138	7	97	70%
Table Tennis Hangleton Community Centre	32	115	4	61	53%
Ustudios Music Project	48	253	5	110	43%
Young Mens work 2018 onwards	27	306	11	95	31%
Young Women's Group - 2014-2020	35	243	7	159	65%
BH Tarnerland					
Detached Work - 2014-18	111	254	2	21	8%
Detached 2019	26	30	1	4	13%
Holiday Projects - 2014-18	43	84	2	5	6%
Phoenix Youth Club - 2014-18	43	139	3	5	4%
Tarner Football - 2014-18	38	351	9	96	27%
Tarner Girls Group - 2014-18	18	193	11	23	12%
Tarner Youth Club 2018	51	206	4	53	26%
Thursday Night Football 2019	34	152	4	34	22%
Thursday Youth Club 2019	29	108	4	24	22%
Tuesday Night Football 2019	10	33	3	0	0%
Young Men's Group 2019	11	41	4	5	12%
Young women's group 2019	11	75	7	1	1%

Activities by Provider	Unique Contacts	Number of Visits	Average Visits per Contact	Visits by Council Tenants	% Visits by Council Tenants
BH The Deans Youth Project					
Saltdean Youth Friday 2018-19	3	5	2	0	0%
Woodingdean Friday Youth 2018-19	49	416	8	172	41%
Woodingdean Juniors - Tuesday 2018-19	13	109	8	10	9%
Woodingdean Senior Drop-in Session	22	32	1	19	59%
Woodingdean Seniors Wednesday 2018-19	35	228	7	100	44%
BH The Trust for Developing Communities					
1-2-1s	15	20	1	12	60%
67 Centre Young Womens Group 18-19	48	344	7	249	72%
BACA young womens	3	6	2	5	83%
Bevendean and Moulsecoomb Detached 18-19	8	8	1	7	88%
Bike Club	5	49	10	15	31%
Bike Club Whitehawk	1	3	3	0	0%
Coldean Craft Sessions ALL	6	12	2	4	33%
Coldean Youth Sessions ALL	41	384	9	186	48%
Detached All areas	14	26	2	16	62%
Detached East Brighton April 2018 - 2019	23	26	1	11	42%
Events 18 -19	59	80	1	37	46%
Health and well being project 2017-2020	30	171	6	81	47%
Holiday activities 2018 -19	45	69	2	20	29%
Kit Car Project	4	5	1	0	0%
Look Sussex Session April 2018 - 2019	6	54	9	39	72%
Moulsecoomb Football	34	399	12	258	65%
Moulsecoomb Young Mens group 19	6	7	1	5	71%
QPCV COL Intergenerational activities	1	1	1	1	100%
Saltdean & Rottingdean Youth Club	11	11	1	4	36%
SoundCity Drop-In Whitehawk	13	44	3	11	25%
Tantrum Dance Sessions April 2018 - 2019	5	30	6	18	60%
Thursday Club 18-19	79	430	5	262	61%
Whitehawk Creative Project	2	5	3	2	40%
whitehawk Youth Cafe	34	97	3	41	42%
Yoga for Teenagers. Moulsecoomb 18	27	62	2	28	45%
BH YAC					
YAC Support & Advice drop-in 2018-2019	230	346	2	47	14%
YAC Support & Advice Drop-in 2019-2020	1	1	1	0	0%
BH YPC					
1 to 1 Work - 2018-19	6	72	12	0	0%
Girls Group	15	160	11	23	14%
Global Social Drop in (YPC) - 2018-19	12	48	4	11	23%
Health & Wellbeing Project 2018-19	28	70	3	31	44%
Power Group	7	59	8	3	5%
Thursday Moulsecoomb Session - 2017-18	4	4	1	2	50%
Young Carers Drop In - Wednesday	24	122	5	53	43%
YPC Daytime Drop in & Telephone & Email Enquiries	5	6	1	1	17%

Other Activities

A further 112 young people that do not have ASPIRE records were supported by the Trust for Developing Communities at the activities listed above.

In addition, TDC supported 984 young people at the 2018 Pride and LoveBN1 festivals. 605 (61%) of these YP were female and 379 (39%) male.

8. YOUTH GRANT OUTCOMES

Unique contacts by number of outcomes achieved	Contacts	% of 1,833 Contacts
Achieving at least 1 outcome	1308	71%
Achieving 2 or more outcomes	1150	63%
Achieving 3 or more outcomes	897	49%
Achieving all 4 outcomes	584	32%

Unique contacts achieving each outcome category	Contacts	% of 1,833 Contacts
Community Cohesion and Civic Society	998	54%
Greater Self-Awareness, agency, confidence	1189	65%
Raised and Positive Aspirations	761	42%
Skills	991	54%

Total outcomes by category	Outcomes	% of 10,388 Outcomes
Community Cohesion and Civic Society	3254	31%
Greater Self-Awareness, agency, confidence	4056	39%
Raised and Positive Aspirations	1130	11%
Skills	1948	19%

Outcomes by YP's area of residence	Contacts	% Contacts by area	Outcomes	% of Outcomes by area
BH Central	563	31%	2576	25%
BH East	260	14%	1400	13%
BH North	435	24%	3068	30%
BH West	422	23%	2727	26%
East Sussex	114	6%	426	4%
West Sussex	39	2%	191	2%

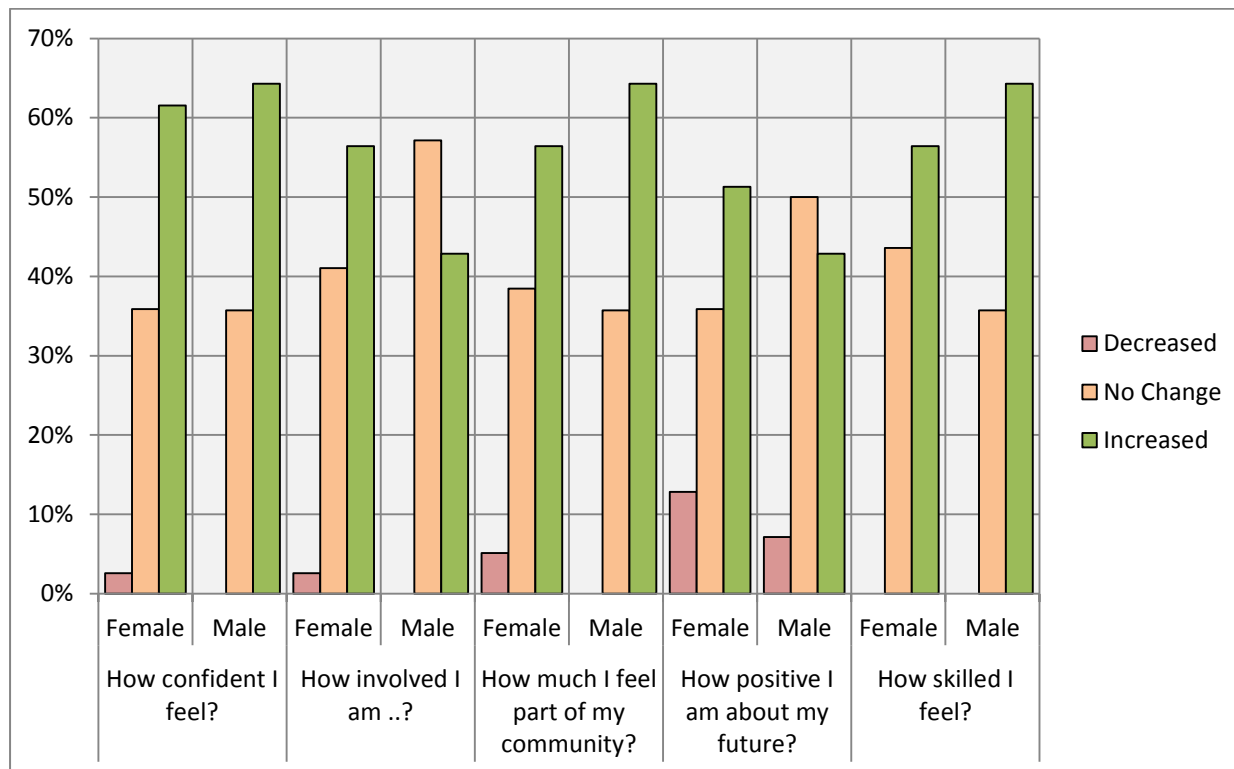
Outcomes by Youth Service Provider	Contacts	% Contacts by provider	Outcomes	% of Outcomes by provider
BH BYC - Brighton Youth Centre	810	39%	3488	34%
BH Hangleton and Knoll	249	12%	2198	21%
BH Tarnerland	232	11%	345	3%
BH The Deans Youth Project	66	3%	281	3%
BH The Trust for Developing Communities	382	19%	2856	27%
BH YAC	230	11%	703	7%
BH YPC	92	4%	517	5%

Note: comparisons between % contacts and % outcomes are given as an approximation of cohort sizes; outcome goals vary greatly between activity types and several YP are supported by multiple Youth Providers.

9. PROGRESS STAR

A trial of Progress Star outcomes began in July 2018 and we now have results for 53 young people. Initial (baseline) assessment scores are compared to the most recent assessment scores over five assessment elements.

The chart below shows the percentage of scores which have decreased, remained static, or increased for each element, and is split by gender.



- Confidence has the largest increase with 62% of YP reporting improvements.
- This is followed by 'community' and 'skills', both with 58% increases.
- The element with least change is 'involvement', which also has the largest gender gap with 57% of males not feeling more or less involved, compared to 41% of females.
- 'Feeling positive about the future' stands out as having the largest % of dipped scores. 11% of YP now feel less confident about the future and there is a 6% gap between females and males (13% female, 7% male).
- Involvement and positive future are the only areas with more static scores than improvements, and this is only for males.
- 'How skilled I feel' is the only area without any decreasing scores.



**Brighton & Hove
Youth Service
Grants Programme**

2017 - 2020

**AREA NARRATIVE
REPORTS**

1st April 2018- 31st March 2019

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Central Area

Lead Organisation - Brighton Youth Centre

How have the services in your area, over this period, included young people in the development and delivery of your and other services?

Young people are embedded in the development and delivery of our services across our organisations.

At BYC, there is a weekly meeting where members decide on upcoming events, activities and groups and discuss matters of relevance to the group. Following issues at the youth centre, we worked with members to reshape the sessions on offer and make changes to improve engagement and participation. B.fest, Brighton's only youth-led creative festival, is managed by a steering group of 12 young people, who have been meeting weekly to decide on individual events, curate the programme and design the publicity.

At TCP, young people have been involved in the design of regular sessions, holiday activities and events through the year. The dedicated young women's group decide the programme as do the young men's group which was formed at the request of TCP's male participants. Young men were supported in contributing to the 'Young Men Matter' research project for Brighton University looking into the barriers for young men accessing services in the city. Turner young people also led a restorative justice public art project in collaboration with the Phoenix Gallery and BHCC.

The Fresh G's Girls Group at YPC now has a member run steering group, made up of young people who have been members of the group and have now developed a leadership role.

Young people designed 3 sets of skills-based psychoeducational workshops – including learning manuals, posters, content and feedback forms - at YAC and BYC, in which over 40 young people took part. At YAC, in response to feedback groups of young people accessing the Support & Advice drop-in, they are expanding their offer to include LGBTQ+ Sexual Health interventions, awareness raising events and community events.

YP are invited to participate in central area meetings and sit on board of trustees/attend trustee meetings within our organisations. We support young people to attend the Cross Party Working Group and have been heavily involved in the development and delivery of the Youth-Led Grants Process.

How have the services in your area, over this period, enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported?

We run a number of specific groups for young people with Protected Characteristics or multiple disadvantages. There are two weekly young women's groups, a young

women's skateboarding session, a young carers' group, Global Social Club (an open club, working particularly with young asylum seekers/refugees), two weekly clubs for young people with an Autistic Spectrum Condition, a termly 'Go Skate' project supporting at risk or isolated young people to improve their mental well-being through skateboarding, 3 arts sessions offering support for young people experiencing mental health issues, and a monthly youth club for adopted young people. In total these targeted groups have been attended by 251 individuals. We also create a culture where all young people feel safe and supported within our universal sessions. For example at BYC youth clubs, 1 in 4 young people who attend are LGBTQ+ and this is reflected in a high percentage of the youth work team.

Global Social Club has consolidated its position as a 'youth club of sanctuary' and continues to support young people in finding a voice, finding community and making positive connections. Tarner has high numbers of BAME residents and have followed on from a collaborative event with BMEYPP to develop engagements with the local community.

YAC drop-in now offers case work to young people with complex needs who require practical support around an issue such as debt, benefits, poverty. 17 young people were supported over an average of 6 sessions to prevent escalation of their situation and reduce stress around managing finances.

When parents were asked what their child had enjoyed or gained from coming along to mASCot, replies included:

- "Being part of a community. Meeting lovely people....having a social life where she is in the middle of things!"
- "My teen was feeling lonely after finishing his GCSEs and has really perked up since joining the Club. He said he loved club as he was able to be himself"
- "She has made brilliant friends and her self-esteem has soared"
- "The chance to be part of a group, where no-one judges him".

All organisations have carried out 1-to-1 work with YP facing multiple issues and living in challenging circumstances, including liaising with and referrals to families, schools, social workers, adolescent, youth offending and other specialist services.

How have the services in your area, over this period, supported communities with council house tenancies, particularly around, anti-social behaviour, social inclusion and improving readiness for employment?

We have carried out at least weekly outreach and detached sessions, with a focus on the Level and other areas identified as affected by youth anti-social behaviour: including May Road, Pankhurst Avenue, Tarner Park, Queens Park. Detached teams have developed relationships to support young people at risk of exploitation and those suspected of being involved in County Lines.

Over the year we have worked with Albion Hill Residents Association, the Phoenix Residents Association, Amex Area Neighbourhood Action Forum, The Hanover, Elm Grove and Tarner Hub, and Tyson Place Residents Association to support youth voice in neighbourhood issues and deal with emerging issues, specifically in areas with high levels of council house tenancies.

TCP's Thursday session was initially established in response to community concerns around antisocial behaviour (ASB) and teenage drug use within Tarner Park. Since the group's inception incident reports have dramatically declined. Now they are operating in the park four nights a week ASB occurrences are rare.

BYC works in partnership with PRU to provide activity sessions on a Friday morning. 13 of the young people are from council house tenancies. The head teacher described the importance of these sessions: "it provides a space where can learn how to get on with each other and to socialize, and where they get to try lots of different things, without the pressure that they normally face. This is essential if they're to integrate back into mainstream". BYC also continue to support Miss Represented, the Dome arts project with young women, including supporting two older young women to deliver satellite sessions in Hove Park and the Connected Hub. 53% of young women who attend Miss Rep live in council houses.

The Support and Advice drop in at the Youth Advice Centre now includes a 'Positive Placements' drop- in service, which is a YMCADLG project providing vulnerable young people who are NEET with a mentor from the local community, to meet up with once a week for up to a year, to support them along their journey into work.

Highlight a particular project you have delivered that demonstrates good youth work practice and evidences positive impact

B.Game is a young people's gaming group – open to all young people - who meet regularly to play games of all types, put on gaming events, meet people and make friends. It specifically attracts YP who are more socially isolated, have higher levels of social anxiety and mental health needs, and those who are on the autistic spectrum. It aims to bring these YP together, to build social networks, support and community, through the medium of gaming. At the beginning of the year, B.Game would happen monthly and had a small group of about 5-6 young people regularly attending. During B.fest (BYC's youth arts festival), there were activities taking place through the week, which young people could just come along to. New young people heard about B.fest and came along to the gaming activities. One young person said "it's weird that I find events I like". Another said: "I get nervous meeting new people, but it's easier when I'm playing games". Over the course of the week, the membership of the group grew. Following B.fest, about 12-15 young people made up the core B.fest group, who started to meet on a weekly basis. Young people started coming along to other youth work sessions. One young man, 17, who on first meeting said "I don't go out of my house" is now a regular attendee at youth club and took part in a 2 day residential over the summer. The group identified that gaming enables them to build skills and knowledge and to build community, around a shared interest. The difference it makes is best summed up in a young person's words:

"I spend too much time on the screen on my own. I was really miserable before I came here today. I come down here and be sociable and I feel really good now".

Please submit a case study that outlines the difference that a Youth Work Intervention has made to the life of a young person you have worked with

A young woman (aged 16) who has learning difficulties and a profound speech impediment attends weekly. At the start, this person was withdrawn, introverted, typically didn't speak to her peers and barely spoke to staff during sessions - constantly engrossed in her phone. Regardless, she continued attending and building positive relationships with the adults and the other young people and slowly she began to talk to staff and her peers. One-to-one sessions took place with her and a female worker over the months and slowly she opened up and shared her worries and insecurities. Through building trust with the worker, the YP was able to make disclosures about her issues at home and started to make increasingly frequent allegations. TCP workers made referrals to the relevant agencies and supported her with additional one-to-one opportunities as and when needed, as well as facilitating workshops to improve day-to-day skills and provide an informed understanding of social media, consent and positive relationships. Workers have attended a range of professional meetings involving the police, social services, her college and other relevant adults in her life. Despite the issues surrounding her home life, the young woman has gained in confidence, started to join in with group activities and try new things (including healthy new foods) all of which were previously outside of her comfort zone. The group has provided a support network for her and has been instrumental in developing this young person's social skills, confidence and self-esteem by giving her the space and time to grow accordingly. She now speaks up, joins in at all levels and has a solid friendship group, as well as knowing she has external adults in her life she can trust and consult.

Collage created for Youth Work Week 2018 about why youth work is important to young people



West Area

Lead Organisation - Hangleton and Knoll Project (HKP)



Photo montage of table tennis, Ustudios 2 music, gardening and cookery projects

How have the services in your area, over this period, included young people in the development and delivery of your and other services?

Participation is key to **all** of HKP Youth work delivery. During 2018-2019 **ALL** Young People we have worked with have been involved at various levels to have a voice and influence over, what is, their youth programme. For example, during 2018 HKP acquired the BHCC Youth Bus. Young people were central in setting up a group agreement and designing projects that could be delivered from the bus. These include arts activities, sexual health promotion and basic cooking.

HKP has worked with 35 individual Young women this year through the Young Women's Project. This group identified that they would like to plan and run their own female music gig. This involved singing tuition, design and a performance with over 40 residents attending. These young women, all of whom are referrals from Social Care/ Camhs/ Social Prescribing/Schools teams commented on how this project had 'given them something positive to focus on' YW14yrs, 'make them feel good about themselves' YW16 and 'singing has really helped me manage my stress and express some difficult stuff' YW15yrs.

A significant piece of work has been the development of our Youth Volunteering Step Out Project. It has supported 21 Young People to plan and run their own community events and co deliver monthly Kidz Crew session for local 8-12yrs olds with youth workers.

We have supported 6 Health Champions to design a health questionnaire in partnership with Right Here and 3 local surgeries. This has been sent out to over 600 YP to help surgeries develop their provision with and for local young people. We have recruited 1 new Youth Trustee during 2018, who undertook digital apprenticeship placement with HKP and wants to remain involved. There are now 3 Youth Trustees on our Board of 10.

We have supported 1 young person, with complex MH needs, to present at the Children and Young People's Committee and the City-Wide Community Building Network Meeting. This YP states that 'A year ago I would have not been able to talk out loud in front of people. But going to the Hangleton and Knoll Project and doing volunteering with them has increased my confidence and helped me start to have faith in myself' YP15yrs.

HKP have supported 3 young people to take part in the Youth Grants Adur Away Day and 3 to participate in the X Party Youth Working Group. These YP simply would not attend or have a voice without Youth Work Support and this work has enabled a growth of confidence and control.

How have the services in your area, over this period, enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported?

A high percentage of young people that engage with the HKP Youth team face multiple disadvantage and are involved with social care/ CAMHS/ or attending pru and disengaged from School.

UStudios2 is a weekly music session that rotates between Hangleton and Knoll 15-25 young people regularly attend with 48 attending over the year. This is a dedicated space, where YP, many of whom display high levels of anxiety and stress, are able to express themselves through rapping and singing all whilst receiving support from Youth Workers in an informal, relaxed environment. Issues addressed, include substance misuse, relationships, family breakdown and personal aspirations. YP are actively involved in the development of this Project and say 'This is my weekly escape. I come here and spit bars and get stuff of my chest' YM 16yrs and 'The Knoll needs this, somewhere YP can come and get away from all the chaos' YW 15yrs. This Project engages some of the most vulnerable Young people in the West and music can be a tool to gain trust in YP who are not interested in other activity. In this period we ran an Arts project, also targeted YP with MH issues to help them express themselves. This was a partnership the Library service and was attended by 10 YP of whom 82% were BHCC council tenants.

We have supported 8 YP, who are identified 'at serious risk' within social care into our positive activity programme and music project, a major success. These are YP where Social Work can struggle to make relationships and we work closely w SW teams. One young woman, who is 'very concerning' (social worker) attended, with a lot of support and encouragement from the Youth Team, our community garden

project and commented on 'It's really good here, because it's peaceful and calming and I really need that' YW15yrs. This Young Woman is now attending HKP's weekly young women's group and accepting support as trust and relationship has been established.

We have carried out intensive work with a young person who is questioning their gender identity. We have supported them to identify a pronoun they want use and provided some advocacy at school around this, plus discussed interventions at school to enable this young person to remain engaged with their lessons. This YP has commented 'If it wasn't for the youth workers helping me, I would be in a really dark place right now' YM 15yrs. We have supported 3 young people to apply to BHCC Youth Grants scheme for two LGBTU awareness sessions to be delivered by Allsorts to YP who attend the HKP Youth Project to address wider issues of acceptance and inclusion.

A high percentage of YP involved in our Youth Volunteering Step out Programme have SEN needs and struggle to achieve in a mainstream environment. These young people have required additional support to help them engage but have succeeded in taking a leadership role in our Kidz Crew (8-12yrs sessions) and acting as role models for younger children. By taking on these levels of responsibility, they have developed many social and personal skills and tracked their progress of learning through tailored personal passports.

I have learnt how to lead on activities for 8-12yr olds and I have enjoyed making a difference ' YM15yrs and ' I didn't have confidence to take on volunteering opportunities at school, but with the youth workers support I have really enjoyed getting involved in Step Out YW 14yrs.

How have the services in your area, over this period, supported communities with council house tenancies, particularly around, anti-social behaviour, social inclusion and improving readiness for employment?

Overall, 51% of Young People we have worked with have been BHCC Council Tenants. However within specific targeted sessions this figure is as high as 82% as we move from wider engaged into more intensive youth work group programmes.

HKP UStudios2 Music Project has worked with 43% YP who are BHCC Council Tenants. Through the project workers have established relationships with vulnerable young people to help them progress towards employment. We have supported 6 young men and 1 Young woman to write their CV's and have referred an additional 6 YP to Youth Employability Service for further support and 1 into the Health and Wellbeing service for counselling.

HKP weekly Young Women's group works with 65% who are BHCC Council Tenants. These Young women are offered an inclusive space where they can share their experience and support a positive peer network. Feedback from Social Workers include ' It is a relief to know that *Ruth* is coming to a safe space every week where she has something hot to eat and confides in the Youth Workers about things she needs some help with'.

Kidz Crew, which is our monthly 8-12yrs session run by local Youth Volunteers (13+) works with 69% BHCC Tenants. This project works with some of the most vulnerable

in the community helping them feel included and valued. It is a free club to ensure it is accessible - as is all our targeted provision.

HKP taken an extremely active approach in supporting St Richards Church and Community Centre to tackle the anti-social behaviour they have experienced from local Young People. We have facilitated meetings between Young People involved in ASB and St Richards to help open up lines of communications, helping each other understand their concerns and needs/wants from their Community Centre. We have supported 3 young people who were involved in vandalising a room at St Richards to re-paint it and repair it and apologise to the Centre Manager. We have facilitated a meeting between Young People and Rethink Mental Health Charity) based at St Richards where YP were unfortunately verbally abusive to one of the workers. The Re- think Manager was 'amazed' that the Young People attended the meeting, stating 'it is so evident that these young people have a lot of trust with the youth workers as this was key in them attending the meeting. Youth Workers facilitated the meeting excellently so young people could see where their actions had caused offence and there have been no issues since' Re-think Manager.

Highlight a particular project you have delivered that demonstrates good youth work practice and evidences positive impact

HKP Youth Volunteering 'Step Out' Project is an excellent example of good youth work practice. It has worked with 21 individual YP over the past year, 70% of whom are BHCC tenants.

This Project works with YP to take up local volunteering opportunities. The YP we work with have often been 'overlooked' (YW15yrs) from these opportunities in the School setting due to a range of factors including challenging behaviour, SEND, low self-esteem and confidence. Youth Workers are able to offer the intense support (that teachers cannot often provide) to ensure that YP can stay engaged in volunteering and that it is a meaningful experience for them.

Key opportunities have included supporting young people to plan and run local community activities in the holidays, deliver a monthly session for 8-12yr olds who live on the Knoll called 'Kids Crew' and support YP to voice Young people's views at various local community and city-wide meetings, a big step for many of them.

One Young Woman who has a very challenging home life and relationship with School has become involved and through her hard work has received a certificate of excellence from the Head Teacher at Hove Park at her 'local activism within her local community', a major boost for this young women's self-esteem and confidence. This work has led to a partnership with Hove Park School this year as the School seeks closer ties with the community it serves. This has included a fundraiser run by year 9 pupils for HKP. In partnership with YP, the HKP Youth Team developed a passport to track YP's learning; this may be developed into a digital badge over the next year.

YP involved have recently written a (successful!) Step Out 2 bid for the BHCC Youth Grants Scheme to develop this work.

HKP have secured Sussex Police and Crime Commissioner (PCC) funding (as part of a REBOOT partnership with YMCA, TDC and Audioactive) to deliver one to one coaching to YP to help them into positive activities and away from behaviour damaging to themselves and their communities. This is a full time post for West Area.

During this period, we have worked in partnership with Sussex Community Foundation Trust in Hove Park and PACA Schools to deliver intensive one to one support to vulnerable YP as identified by School nurses, linking them into the community offer. This service is delivered in the rest of the City by YPC and TDC. This is a half time post funded by public health.

The above work compliments the open access youth offer and doubles the BHCC open access investment in the youth contract, ensuring that YP most in need get additional support and the synergies provided by joined up services in their communities.

Please submit a case study that outlines the difference that a Youth Work Intervention has made to the life of a young person you have worked with

Case Study 1

The HKP Youth Team has worked with a young woman over the last year, who was experiencing severe difficulties being moved around different foster homes and who was not in education. After building a relationship with her, she felt confident to attend the weekly young women's group. Over time this work led to the young woman consistently attending singing practice sessions in the group and performing in a community gig which she said 'massively boosted her confidence'. Attending the weekly Young Women's sessions have enabled her to see the Youth Office as a safe space and build relationships with the rest of the youth team. After a trip to Brighton Marina, the young woman experienced a very worrying and upsetting incident at home, but was able to come back to the youth office to seek support alone. We have seen her self-esteem grow as her angry and chaotic outbursts become less frequent and more easily controlled by her. She has begun to access other projects such as the weekly youth music Ustudios session and is beginning to nurture talents such as rapping. She has also started to lead the "good news bad news" check in at Young women's club. She is proud to be involved in a lot of the youth sessions and says "it's cool that I come to almost everything here now, I did nothing before." She is now in a place where she feels able to access City provision and we have supported her into the Miss Rep project at BYC to enable her to further develop her artistic talent as an outlet for her emotions and a positive enhancement to her life.

Case Study 2

The project's health and wellbeing worker met a 17-year-old SEND young man who struggles a great deal socially. He is extremely shy, finds it hard to speak to people and wasn't going out **at all** to anything social.

This young man then started to attend the weekly HKP open access table tennis session, with his mum in attendance for support. He developed a relationship with one of HKP's male youth workers who supported him in to identify some positive

steps forward. Themes explored included exercise, educational activities and hopes for the future. After 3 months, the young man felt comfortable to attend HKP's UStudios 2 Music Project that has 15-20 YP regularly attending, a big step forward for him to be able to be in a group. His mum has said "He doesn't normally go out ever, it's often just the two of us. It's been a real boost in his confidence. Previously he has accessed other services in the city as well as speech therapy but hasn't gained a great deal from these'. Mum has said of his time at the music project "It's been the biggest change in him that I've seen."

In the sessions, after attending for only a few weeks, Youth Workers have observed the young man speaking to other young people and youth workers. Although these may seem like small things for the young man in question they are HUGE steps for his confidence, self-esteem and independence.

North Area

Lead Organisation – Trust for Developing Communities

How have the services in your area, over this period, included young people in the development and delivery of your and other services?

Embedded Youth Participation – Young people across all of our sessions are meaningfully involved in designing their provision. This ranges from deciding the food for the following week to running a social enterprise, raising unrestricted activities funding. Examples include:

- **Thursday night Youth Clubs** – 67 Centre and Coldean – Where programming is co-designed all year round
- **Moulsecoomb Skate Park** – Over 300 people (majority young people) responded to our consultation around the need for a new skate park in Moulsecoomb. An intergenerational group is taking this work forwards by engaging in Moulsecoomb Hub development work and organising ‘skate jam’ events locally.
- **The Bevendean Activities Group** – This group have their own bank account, officers elected at their AGMs and an award-winning social enterprise to raise funds for their work in addition to grant funding they apply for.

Cross-Party Working Group – Young people have been supported to join this meeting, offering insight of their lived experience of youth work provision. The aim of the meeting is to join Council Officers, Elected Members and Young People to further the agenda of Youth (Work) Services for Brighton & Hove.

Youth Led Grants Programme - 14 young people were involved in the writing and submission of applications to the Youth Led Grants Programme, successfully bringing in over £19,000 for local projects, as chosen by young people. In round one, pertaining to the reporting year, these projects included:

- **Enhanced Drug and Alcohol training** for staffing and increased presence at all youth work sessions. As a result, nine TDC staff members have attended training by RUOK? Brighton & Hove’s Young People’s Substance Misuse Service. The TDC have been invited to provide youth work support at this year’s Green (cannabis) Pride Festival.
- **Summer activities** – for both the young Traveller community and other, geographical areas as covered by the ‘Bevendean Activities Group’.

How have the services in your area, over this period, enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported?

- **Young Travellers** – This highly marginalised group have been supported with two regular weekly gendered sessions in partnership with Friends, Families and Travellers (FFT).
- **Lesbian, Gay, Bisexual and Trans young people** - The TDC once more co-ordinated a Youth Work response to youth welfare at Pride festival weekend. Thirteen youth workers enabled the support of **984 teenagers** across the two days to stay safe and well through informal counselling, distribution of water, food, condoms and sun cream (further details outlined below). Pride and Sussex Police reported a reduced rate of youth-related incidents this year.

CATEGORY	PRIDE 2017	PRIDE 2018	LOVEBN1	TOTAL 2018
Total YP worked with	396	741	243	984
Total young men	163	287	92	379
Total young women	233	454	151	605
Average age	16.8	16.6	17	
using alcohol	248	344	76	420
Alcohol use as % of total no	62.6	46.4	31.3	
Using substances	71	73	12	85
Substance use as % of total no.	17.9	9.8	4.9	
Managing sickness	9	12	2	14
Sickness as a % of total no.	2.3	1.6	0.8	
Water bottles	168	505	218	723
Water as a % of total no	42.4	68.1	89.7	
Food given	85	237	92	329
Food as a % of total no.	21	32	38	
Suncream given	52	116	28	144
Suncream as a % of total no.	13.1	15.6	11.5	
Condoms given	67	106	40	146
Condoms as a % of total no.	16.9	14.2	16.5	

- **Disabled Young People** – In addition to funding Extratime to work with the severely disabled, the TDC run the Look Sussex Club for blind and visually impaired young people each Wednesday from the 67 Centre in Moulsecoomb.
- **Health & Wellbeing Youth Work** – sees the TDC employ a Youth Worker dedicated to Health & Wellbeing of young people and using referrals through School Nurse teams to affect positive outcomes for those most at risk of social, emotional and health issues. **30 young people** were supported intensively this year by TDC across our areas.
- **Youth-Friendly Community Spaces** – In Spring 2019, the TDC supported a group of **10 young people** to produce an audit for managers of community spaces to use to improve their accessibility to young people. This work intended to reduce youth loneliness and isolation – a topic that has received national attention and cited as a cause of poor mental health. A video about the project with a link to the interactive audit is available here:
<https://www.trustdevcom.org.uk/what-we-do/young-people/making-community-spaces-youth-friendly/>

How have the services in your area, over this period, supported communities with council house tenancies, particularly around, anti-social behaviour, social inclusion and improving readiness for employment?

56% of young people worked with by TDC in the last year were Council Tenants and much of the wider community work we do is supportive of Tenants and Residents Associations/Forums in areas of high Council tenure.

The TDC has sought to be responsive to emerging concerns regarding anti-social behaviour (ASB). This is particularly demonstrable in relation to the following:

- **Local Action Team Meetings attendance**– in Bevendean, Moulsecoomb and Patcham
- **10 Regular Youth Clubs** and sessions across the North area, including:
 - **67 Centre Youth Club** (Thursdays) – Meeting the needs of gang affiliated young people
 - **Coldean Youth Group** (Thursdays)
 - **Moulsecoomb Young Men’s Group** (My G) (Thursdays)
 - **Look Sussex club** for young people with blindness or visual impairment (Wednesdays)
 - **Football sessions with Traveller young men** (Wednesdays)
 - **Young Women’s sessions for Traveller girls** (Wednesdays)
 - **Young Women’s sessions at the 67 Centre** (Tuesdays)
 - **67 Centre Bike Club** (Tuesdays)
 - **Moulsecoomb Sports Hub** (Fridays)
 - **Detached Youth work** (Mondays)
- **Youth Coaches** – The TDC is part of a partnership that has brought £165k to the city to engage and coach young people who are on criminal trajectories.



- **Special Projects** – A partnership piece of work with Sussex Police and St Giles Trust has seen TDC recruit young people at risk of ASB and criminal engagement, engaging them in focussed group work.



Figure 1- Teen preparing to race a car she had built with her peers

- **Events** – We supported a range of local events this year, including our own ‘Youth Sports and Activities Day’ in June.



Figure 2 - Some attendees of our Sports Day with their MP

Employment readiness - the combined (all-service) results of self-reported progress on an outcome star, demonstrate that young people felt an 18% improvement in their skill levels through the youth work they received.

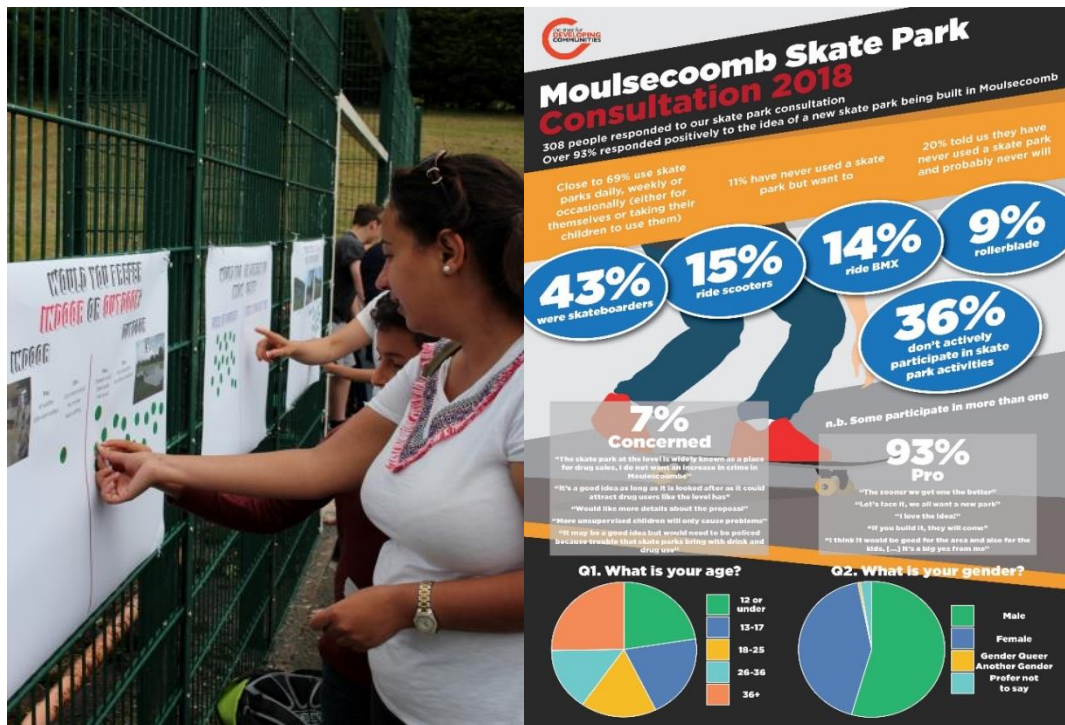
Assessment Element	Initial Average	Recent Average	Change
How confident I feel?	6.0	7.9	+1.9
How involved I am ..?	6.5	7.9	+1.4
How much I feel part of my community?	5.7	7.2	+1.5
How positive I am about my future?	5.8	7.3	+1.5
How skilled I feel?	5.2	7.0	+1.8
Average	5.8	7.5	+1.6

Highlight a particular project you have delivered that demonstrates good youth work practice and evidences positive

Working together with the TDC’s Community Development Worker in Moulsecoomb, youth workers have been actively pursuing the development of a new skate park for the estate.

Anecdotal need for a skate facility has been present since the TDC began working in the area in 2012, but in recent formal consultation with young people to inform their [Neighbourhood Action Plan](#), this need emerged strongly; The TDC committed to produce a feasibility study.

Following the establishment of an intergenerational steering group, young people were consulted as part of the [Moulseccomb Youth Sports and Activities Day](#) (meeting 55 young people) and at a 'Skate Jam' (meeting 33 young people) we organised with the Council's Skate Park Development Officer, Ricardo Magee Atxukarro.



A subsequent online consultation demonstrated overwhelming support for a new skate park in the area. The results were discussed with the intergenerational steering committee.

In early 2019, the TDC supported the group to apply to both the [Youth-Led Grants Programme](#) and to the [Chalk Cliff Trust](#) – not for a new park, but for more skate jam events and the opportunity for local young people to work with youth workers and professional carpenters to build temporary, moveable skate ramps for the area. Unfortunately, both bids were unsuccessful.

Despite funding set-backs and ambiguity about support through the Moulseccomb Hub development programme, the process that the young people in the steering group have been on is one that has taught them that their community cares what they think and will support them in affecting positive change locally.



Figure 3 - Members of the intergen steering group with Council skate workers and their MP

Please submit a case study that outlines the difference that a Youth Work Intervention has made to the life of a young person you have worked with

'Nathan' is a white British, 14 year old young man who lives in Moulsecoomb. He is a regular attendee at a weekly youth club at the 67 Centre in Moulsecoomb. Nathan readily admits he struggles with school and as a result attends an alternative education school. He has been identified as having some emotional and behavioural difficulties, which at times have been difficult to manage in the youth club.

Youth Workers struggled to see what Nathan was getting out of the youth club. He had no trust in the workers and although had friends, did not seem that close to anyone. He only really seemed to come in to get food. He was mixing with other young people that were involved in Anti-Social Behaviour around Moulsecoomb, including at the Leisure Centre where police had been called because of abuse towards staff and customers.

As a team, we undertook training on working with challenging behaviour and decided to change our approach towards the regular behaviour. As the youth work staff became more prepared and skilled at working with challenging behaviour we noticed that the atmosphere in the youth club improved. We started to see a noticeable, positive change in in Nathan. He started coming to sessions early and talking to staff about his interests. He started contributing ideas in regards to food he wanted to cook in the session. When other young people were disruptive he did not get involved and even complained about it, noting that he would once have been the instigator. Nathan has since co-written a successful £5,000 bid to the Youth Led Grants Programme to start his own young men's group. His relationships at home and school have improved, which he credits to our community work with him.

East Area

Lead Organisation – Trust for Developing Communities

How have the services in your area, over this period, included young people in the development and delivery of your and other services?

Embedded Youth Participation – Young people across all of our sessions have been meaningfully involved in designing aspects of their provision. This ranges from deciding the food for the following week to writing bids for increased funding.

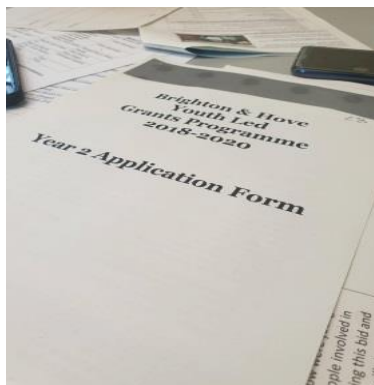
Sessions where this work happens includes:

- **Whitehawk Youth Café** where #iwill Social Action funding has enabled young people to assume responsibility for running the café.
- **Woodingdean Youth Centre** has been supporting young people to challenge rules and policies, both at youth club and at Longhill School.
- **Our Future City**, a new programme where young people from the Whitehawk area have been supported to create a social action project in order to influence services and provision in their community.

Cross-Party Working Group – Young people have been supported to join this meeting, offering insight and the benefit of their lived experience of youth work provision. The aim of the meeting is to join Council Officers, Elected Members and Young People to further the agenda of Youth (Work) Services for Brighton & Hove.

Youth Led Grants Programme - Nine young people were involved in the writing and submission of applications to the Youth Led Grants Programme from the East of the City, successfully bringing in £8,500 for local projects, as chosen by young people. In round one, pertaining to the reporting year, these projects included:

- **Enhanced Drug and Alcohol training** for staffing and increased presence at all youth work sessions. As a result, nine TDC staff members have attended training by RUOK? Brighton & Hove's Young People's Substance Misuse Service. This improved offer to young people has already started to demonstrate benefits and the TDC have been invited to provide youth work support at this year's Green (cannabis) Pride Festival.
- **Whitehawk Music Hub** – Providing youth work support to enable the project to be more youth-led.



How have the services in your area, over this period, enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported?

The TDC is an organisation that has a central mission around the active and purposeful inclusion of all citizens. We, as a city, cannot thrive whilst some are marginalised and suffering. Some of the ways that we have explicitly manifested these goals are in the following projects:

- **Lesbian, Gay and bisexual young people** - The TDC once more co-ordinated a Youth Work response to youth welfare at Pride festival weekend. 13 youth workers enabled the support of 984 teenagers across the two days to stay safe and well through informal counselling, distribution of water, food, condoms and sun cream (further details outlined below). Pride and Sussex Police reported a reduced rate of youth-related incidents this year. We use the weeks building up to Pride festival to do work across all sessions on inclusivity, respect and tolerance.

CATEGORY	PRIDE 2017	PRIDE 2018	LOVEBN1	TOTAL 2018
Total YP worked with	396	741	243	984
Total young men	163	287	92	379
Total young women	233	454	151	605
Average age	16.8	16.6	17	
using alcohol	248	344	76	420
Alcohol use as % of total no	62.6	46.4	31.3	
Using substances	71	73	12	85
Substance use as % of total no.	17.9	9.8	4.9	
Managing sickness	9	12	2	14
Sickness as a % of total no.	2.3	1.6	0.8	
Water bottles	168	505	218	723
Water as a % of total no	42.4	68.1	89.7	
Food given	85	237	92	329
Food as a % of total no.	21	32	38	
Suncream given	52	116	28	144
Suncream as a % of total no.	13.1	15.6	11.5	
Condoms given	67	106	40	146
Condoms as a % of total no.	16.9	14.2	16.5	

- **Disabled Young People** – The TDC financially supports the work of Extratime for work with more severely disabled children and young people. This work has taken place this year at Woodingdean Youth Centre.
- **Health & Wellbeing Youth Work** – sees the TDC employ a Youth Worker dedicated to Health & Wellbeing of young people and using referrals through School Nurse teams to affect positive outcomes for those most at risk of social, emotional and health issues. 30 young people were supported intensively this year by TDC across our areas.
- **Youth-Friendly Community Spaces** – In Spring 2019, the TDC supported a group of 10 young people to produce an audit for managers of community spaces to use to improve their accessibility to young people. This work intended to reduce youth loneliness and isolation – a topic that has received national attention and cited as a cause of poor mental health. A video about the project with a link to the interactive audit is available here: <https://www.trustdevcom.org.uk/what-we-do/young-people/making-community-spaces-youth-friendly/>

How have the services in your area, over this period, supported communities with council house tenancies, particularly around, anti-social behaviour, social inclusion and improving readiness for employment?

56% of young people worked with by TDC in the last year were Council Tenants and much of the wider community work we do is in the supporting of Tenants and Residents Associations/Forums in areas of high Council tenure.

The TDC has sought to be responsive to emerging concerns regarding anti-social behaviour (ASB). This is particularly demonstrable in relation to the following:

- **‘Housing cluster’ and ‘Safe & Sound’ meetings for East area** at the Whitehawk Hub – Information sharing, especially issues from Council Tenants regarding ASB hotspots.
- **Street-based youth work** - focussed in these areas/times to build relationships with in-need young people and feed them into positive youth offers.
- **Saltdean & Rottingdean Youth Club** - When anti-social behaviour spiked in Saltdean and Rottingdean this year, the TDC were invited to join the Local Action Team to hear residents’ concerns. An immediate response of street-based youth work sessions preceded support for the establishment of a new weekly youth club on Friday nights at Saltdean Football club, reaching up to 62 young people per week.



- **Special Projects** – A partnership piece of work with Sussex Police and St Giles Trust has seen TDC recruit young people at risk of ASB and criminal engagement to build and race a kit car. This targeted activity is intended to divert these young people away from criminality using positive, focused group work.

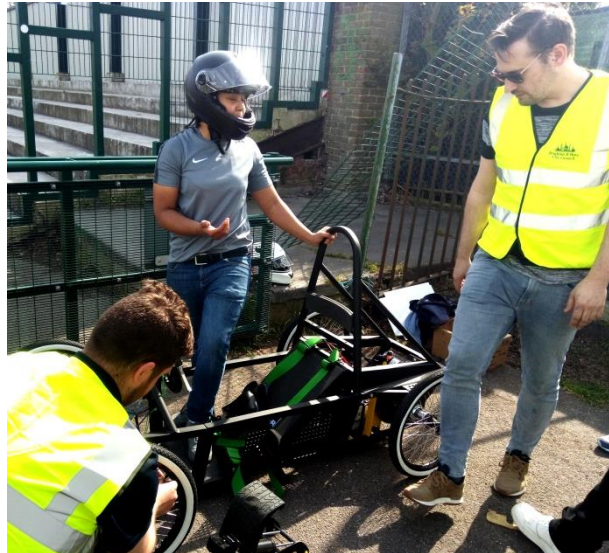


Figure 4 - Teen preparing to test drive the kit car she and others had built

- **REBOOT Youth Coaches** – The TDC is part of a partnership that has brought £165k to the city to engage and coach young people who are on criminal trajectories. This is as a response to needs presented by the community and the Police.



Employment readiness - the combined (all-service) results of self-reported progress on an outcome star, demonstrate that young people felt an 18% improvement in their skill levels through the youth work they received over the reporting period.

Assessment Element	Initial Average	Recent Average	Change
How confident I feel?	6.0	7.9	+1.9
How involved I am ..?	6.5	7.9	+1.4
How much I feel part of my community?	5.7	7.2	+1.5
How positive I am about my future?	5.8	7.3	+1.5
How skilled I feel?	5.2	7.0	+1.8
Average	5.8	7.5	+1.6

Highlight a particular project you have delivered that demonstrates good youth work practice and evidences positive impact

Youth-Friendly Community Spaces - Informed by mounting evidence of need on the subject of youth loneliness nationally, including reports from:

- UK Youth - <https://www.ukyouth.org/2018/08/09/aplacetobelong/>
- BBC & Wellcome Trust - <https://www.bbc.co.uk/mediacentre/latestnews/2018/loneliest-age-group-radio-4>
- Action for Children - https://www.actionforchildren.org.uk/media/9724/action_for_children_it_starts_with_hello_report_november_2017_lowres.pdf

...the TDC sought resource to take local young people on an exploratory journey into their own understanding of loneliness and how physical spaces in communities can be enhanced to become places that are welcoming and inclusive of their needs. The group had weekly sessions, using arts activities to explore the theme of loneliness for young people. They then worked on criteria to inform an audit that could be used to help managers of community spaces improve their centres for young people. The group presented at the Community Buildings Network and visited five spaces across the city, working with centre managers to look at aspects to be celebrated and where improvements could be made.

The final interactive **audit** is available to download here:

<https://www.trustdevcom.org.uk/what-we-do/young-people/making-community-spaces-youth-friendly/>

The 8-minute **film** documenting the process is available here:

https://www.youtube.com/watch?time_continue=358&v=lnW6CWVevUI

The film captures some of the group's thinking on the subject of youth loneliness and demonstrates impact upon them for having been involved. One very happy story from the project was a young woman who presented to the (adult) Community Buildings Network. She was scheduled to do a GCSE exam the next day but had made up her mind that she wasn't going to do it. Following the presentation, she disclosed that she was given the courage to do her exam, "cos if I can do that [present to adults], I can do a poxy exam!".



Figure 5 - Group Presenting to the Community Buildings Network

Please submit a case study that outlines the difference that a Youth Work Intervention has made to the life of a young person you have worked with

M.S is a 14-year-old young woman, who was struggling with anxiety that was causing her to be off school. She had not attended school for over a year and was not receiving home education. M.S was in emergency accommodation out of the City with her mum and younger siblings due to domestic violence at home. Although keen to go to school, she had many worries about leaving mum and feeling sick.

Following a referral to the TDC Health & Wellbeing Youth Worker, weekly meetings helped M.S. to explore triggers of her anxiety, identifying physical symptoms, looked at strategies for helping her cope when she is away from mum or at other times when she felt herself becoming anxious.

Once the family could move back to Brighton, a meeting was arranged with BACA and it was agreed that M.S could come back on a part-time timetable. However, M.S. was extremely anxious at the idea of going straight into lessons, especially being a year behind in her studies.

The Youth Worker:

- Contacted the school, M.S's social worker, school nurse, attendance officer, child protection lead, and year-head to arrange a meeting to try to implement more support for M.S' school transition.
- Worked with M.S on assertiveness and being able to express what she really means.
- Met with M.S to discuss what she wanted the other agencies to know about her barriers to attending class.
- Met M.S. weekly on a Tuesday for an hour as part of her new timetable.

MS has still has trouble re-engaging at school. These are in part due to unmet needs in her mother. Links with schoolmates are now being bridged outside of school through connecting M.S. to community-based youth clubs.

Equalities - LGBTQ

Lead Organisation – Allsorts

How have the services in your area, over this period, included young people in the development and delivery of your and other services?

We deliver a six monthly survey and wellbeing diary to all young people who attend our groups. This is a significant opportunity for young people to have space to share their opinions, thoughts and feelings about Allsorts specific services. This also enables us to hear and appreciate incredible insights into how Allsorts benefits them.

In the under 16's group TAG we ran a small group consultation session about what they would like to do in the next six months. We had a very successful session and the key ideas included; making a resource about 'coming out' specific for the under 16's age range as well as planning and taking part in a sports day and taking part in drama workshops.

Sam Beal and a member of staff from the Community Safety Team attended TAG to do a consultation session to gather the opinions of our LGBTU young people on the Council's Pronouns Campaign for National Trans Day of Visibility. The outcome was that the young people informed the decision making process resulting in different slogans which the young people suggested being used on stickers next year.

Across all of our groups we encourage and actively engage in both formal and informal consultation about what activities they would like to do. This includes activities that they might want to deliver themselves, organisations that they would like us to connect with or in house delivery from the Allsorts staff team. This is particularly in regards to what matters to them most as LGBTU young people.

We've recently introduced a quarterly 'clinic' run by our Youth Presidents which gives our young people an opportunity to tell the Youth Presidents anything that they would feed back to the chair of trustees & one of the co-directors.

How have the services in your area, over this period, enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported?

As part of our commitment to supporting young people with their health and wellbeing we invite specific workers to attend our groups as well as delivering our own designed and tailored workshops catering for the specific needs of our young people. At our weekly 16-25 youth group, we have had;

- Monthly visits from THT to carry out STI testing & general information about sexual health
- Visits from a team of community nurses who are there to discuss general health. They recently ran a smoking cessation session
- Monthly visits from Rise and delivery of workshops related to consent and healthy relationships

Allsorts has delivered activities and one-to-one support which has included:

- Support around exam stress and strategies to manage this.
- Support around living on a student budget and trying to have a balanced health aware diet.
- Managing and adapting to socialising/alcohol consumption/ good sleep hygiene and potential peer pressure.

At TAG (our 11-15 group) we have had visits from:

- A Life Coach who runs a Young Person's Life Coaching Service in Brighton and Hove. This session focussed on stress management and goal setting with a focus on managing the pressures of school.
- The LGBT worker from RU Ok? delivered a workshop focussing on age appropriate safety and education around drugs and alcohol
- A LGBT inclusive sports session focussing on the benefits of exercise and the opportunity to try boxing in a safe and inclusive environment.
- As an organisation we have led activities that includes:
- Group games, team building and the value of being 'active'
- Group discussions about managing pressures and stress from school e.g. the importance of good sleep hygiene, balanced diet, taking time out for fun and seeking support if needed. The same issues have been an area of support in one-to-one sessions.

How have the services in your area, over this period, supported communities with council house tenancies, particularly around, anti-social behaviour, social inclusion and improving readiness for employment?

As we run groups and one-to-one support from a centralised location in Brighton, we are easily accessible from all areas of Brighton and Hove enabling young people to connect with others outside of their localised communities.

We have a group agreement, which enables young people to feel safe and supported in our youth groups and gives a clear expectation of behaviour whilst they are attending sessions. Although we have a small number of young people who are exhibiting anti-social behaviour, the group agreement is in place to not only help young people feel safe, but also challenges any anti-social behaviour in the groups. Staff are able to model effectively how to positively challenge anti-social behaviour whilst giving strategies and guidance to those who experience those behaviours in their communities.

Within our groups, we provide volunteering opportunities to improve young people's readiness for employment, which includes Peer Role Models and Peer Educators. During the last six months we have had four young people volunteer at our under 16's group TAG as Peer Role Models. The experience of being a Peer Role Model is something that in the present or in the future can be used to support job applications and help with employment opportunities or future volunteering opportunities, as well as building on skills such as creating activities and being a positive role-model. In addition, young people who engage in Peer Education are building their confidence, learning time management, improving public speaking skills and contributing to planning workshops to deliver in school settings.

As well as providing direct volunteering opportunities for young people, we have strengthened our links with representatives from BHCC apprenticeship schemes, we sign post young people to the service as options for their career development as, and when this is appropriate. We continue to remind young people of the fantastic opportunities that the organisations can provide with helping young people get into work.

Highlight a particular project you have delivered that demonstrates good youth work practice and evidences positive impact

For LGBT History month, we had several projects running throughout February in groups across the project. We made an LGBT Timeline to illustrate the significant events that have occurred in the past 20 years including legislation, culturally important milestones, such as TV or film representation of LGBT people, and coming out as LGBT.

This was an affirming piece of work and important for all of our young people. Young people participated in workshops and shared what from the timeline helped them to validate their identity. Young people fed back that they feel that there is a lack of LGBT representation in their worlds on a daily basis so the activities were significant in addressing this. Making an LGBT time line was also affirming to the young people because it was used at as an interactive display at the Brighton Museum LGBT History month open day.

We also had an art project to celebrate LGBT history month- this was across all of the groups. Young people made 3D decorations in the colours of the rainbow flag. Many young people got involved; it was particularly successful as it reached out to young people who do not usually get involved with art projects.

Please submit a case study that outlines the difference that a Youth Work Intervention has made to the life of a young person you have worked with

In September, R (Year 7) received one-to-one support in school to have space and support to come out to himself and others as gay. At the time of one-to-one support, R and his family had social services involvement; we have recently found out that social services are no longer involved. R has accessed the under 16's group on a regular basis and whilst he has some additional needs due to having ADHD, he has settled in really well. R has made strong connections with several of the young people at TAG and with the workers. R spoke to a worker about how he had felt confident enough to ask 'a boy out'. When R started attending the under 16's group he presented as shy and nervous, he now comes across as confident in himself, eager to communicate with his peers and gets involved with the activities. R at times needs additional support with his behaviour and is good at seeking this out. We provide activities that R can use to manage his behaviour such as one-to-one time outside or art activities that he can settle into. R is a well-respected and valued young person in the group and all of the staff and young people benefit hugely from his happy outgoing enthusiastic personality and energy.

Equalities – Disabilities

Lead Organisation – Extratime

How have the services in your area, over this period, included young people in the development and delivery of your and other services?



Thumbs up from R, who loves the sessions at Monster Studios where the Youth Club try their hand at drumming, guitar, and playing lead singer at the mic.

We consult with both young people (YP) and parent/carers on a regular basis to ensure their views are at the heart of the club's day to day activities and Extratime's operational and strategic plans.

This means YP are supported to take ownership and have a level of control of their youth club by making decisions and contributing to activities and planning. For some YP, communication can be challenging, but with appropriate support and the use of alternative communication methods as such as PECS and Makaton, all YP people have a voice in their clubs and schemes and the development of services in the city.

We consult regularly with parent carers and other key stakeholder who represent the views of YP. In October 2018 we commissioned an independent stakeholder consultation. Results from an online survey (194 parent carers) and a series of in-depth telephone interviews to capture the views of 'harder to reach' families (17) have informed Extratime's forward plans. They are also contributing to the development of the broader 'extended day' as part of the reorganisation of the specialist school 'hubs' in the city.

Young people and their parent carers are also at the centre of our plans to develop Extratime's new home at Portslade Village Centre. This includes repairs and essential maintenance to bring the Centre up to the appropriate legal H&S standards. With generous support from the council, local charities, companies and volunteers, Extratime is also investing in improvements to the Centre to support YP with SEND to feel valued in their new youth centre. Over the coming months the YP will be working with 'Same Sky' and 'Carousel' to express themselves through artwork to decorate the Centre.

How have the services in your area, over this period, enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported?



Members of the Youth Club, J and R, making healthy food choices and handling money at the supermarket.

Young people with SEND often face multiple disadvantages e.g. school exclusion / refusal, mental health issues. A recent report from B&H Disability register demonstrates; 55% of families of CYP with SEND live in or on the margins of poverty. 38% said their caring role means they can't work and 33% have had to take less senior roles or reduce their hours. 15% of parent carers skip meals as they couldn't afford to feed the whole family. (Amaze, September 2018)

Based on this data we are working towards increasing inclusion for YP with mild learning disabilities (LD), including formal volunteer opportunities for YP with SEND and subsidising user fees.

Extratime Youth Club is a city-wide project and as independent travel is not possible for the majority of participants transport support is provided.



For best mates, R and F (age 16), Extratime is the only place they can spend time together out of school and away from their parents. They both have severe learning disabilities and autism which means they cannot travel, or access community leisure spaces and activities independently. R also needs support to manage his behaviour when he feels anxious. L needs specialist support to get around, to eat and to communicate. He loves books and spending time in the company of others his age

Due to their learning disabilities, complex health conditions and autism, most YP at Extratime need high levels of specialist care and support to participate in youth activities. Extratime offers a rare opportunity for them to have fun with others their age in a safe and supported mainstream setting away from school or parents.

Young people with SEND tell us they feel isolated, lonely, often bullied and sometimes depressed, anxious, and using self-harming behaviour to cope and express their feelings. Without support, they can't just 'hang out' with others their age. This is backed up by national and local research (NHS, 2018, Amaze, 2016).

The youth club supports YPs to overcome feelings of difference, stigma and anxiety by

creating a sense of community, helping them feel more connected to each other within club and the wider Extratime community. Their sense of belonging and familiarity of the structured routine develop new confidence to participate in group activities. The importance of diversity, equality and tolerance is reinforced in this safe environment where individuals are celebrated for what they can achieve, and not judged for what they can't.

Participating in group check-in, physical, creative and cookery activities alongside unstructured time to 'hang-out' each week builds their confidence and self-esteem. This facilitates development of stronger social and interpersonal skills, and greater Self-awareness, agency, confidence.

This club is unique in Brighton & Hove, and highly valued by young people and their families.

"Extratime is the best run club we have come across and our daughter C loves it....I don't worry at all when she is there. Lovely staff." - Parent Carer, March 2019

Extratime has continued to work with YP schools and colleges to ensure we understand their individual needs, including accessing EHCPs, Behaviour and Communication Plans. This ensures a smooth transition between school/college and club and the team are aligned with other professionals to best support and encourage the young people. The Youth Club is especially important for young people with SEND going through transition from children's to adult services as it provides a consistent space during a challenging period of change.

How have the services in your area, over this period, supported communities with council house tenancies, particularly around, anti-social behaviour, social inclusion and improving readiness for employment?



Cookery sessions at Extratime help young people with SEND to build valuable healthy lifestyles, kitchen skills and interpersonal skills



Without support JM, who has complex needs and uses a wheelchair, is unable participate in sport other young men his age

30

Council house tenancies data is not included here but the B&H Disability database shows 27% of households with a child with SEND live in council tenancies and over one third of households with SEND young people live in social housing.

All YP at Extratime are supported to develop their self-confidence, self-esteem and life skills. The club gently challenges YP with SEND to develop their potential, at whichever level is appropriate. These skills support their development, including pathways to volunteering and employment for some. YP with more severe LD and / or complex needs are unlikely to enter employment, so this work is important to support their transition from school / college to adult services.

Given the high numbers of young people with SEND accessing mainstream provision across the Youth Grants Programme (342 individuals), we are working with our youth service partners to increase inclusion for more YP with SEND, creating volunteer opportunities and subsidising user fees.

Activities at the club help develop YP education and empower them to make choices about living a healthier lifestyle. This includes cookery where YP have become more confident in healthy behaviours, understanding and participating in food preparation, using kitchen appliances and handling money.

Inclusive sport-based activities continue to be popular and fun. Football, basketball, table tennis, dancing, ball games and Boccia help support healthier lifestyles, Albion in the Community (AITC) and Brighton Golf ran workshops throughout the year. Participating in sports promotes positive interpersonal skills, including teamwork and communication.



“Football was so fun, I know her (AITC worker) she tells me I have done a good job, it makes me happy” - Young Person after AITC workshop

Everyone enjoys the football workshops regularly run by Hayley from Albion in the Community (AITC) at the Extratime Youth Club

Highlight a particular project you have delivered that demonstrates good youth work practice and evidences positive impact

At Extratime, the strengths and interests of each young person underpins all of our work. Their individual and complex needs mean that a person-centred approach is vital to support each young person to meet their own potential at their own pace. For young people with severe anxiety due to autism, this means taking time to understand them, communicating in a way that's right for them (including signing, PACS for non-verbal young people) and understanding challenging behaviour as a communication method.

A has been attending Extratime's youth club two years. He enjoys the mixing with his peers and staff and has grown into a sociable young man. As A has reached puberty, his behaviour and the control he has over his behaviour has become more challenging, both at school and more predominantly at home. He is incredibly anxious, repeatedly asking questions or getting stuck on things he wants to say. At home his severe anxiety can lead to physical outbursts.

The team work with A to create in an environment which is consistent and calm. He knows what to expect and knows what he can and cannot do. Extratime provides a safe space for without sudden changes or things which will cause him distress. This means A enjoys coming to youth club: he loves sports, cooking, the various workshops (especially AITC) and also playing board games. He loves interacting with the staff and young people. Recently he has supported a new young person to settle into the club, playing sports with him and teaching him games such as Operation and Monopoly.

Youth club also provides his parent carers with a much needed break from their demanding caring responsibilities, providing them with the confidence that A is safe. It is crucial for their well-being that A has this time with Extratime where he can socialise and be happy.

"Saved my mental health" – Parent carer, March 2019

Please submit a case study that outlines the difference that a Youth Work Intervention has made to the life of a young person you have worked with

AW has been coming to youth club for two years. She has learning disability, autism and emotional and behavioural difficulties. This includes presenting with depression, self-harm and an eating disorder. Over the last two years she has built strong and trusted relationships with the Youth Workers at club and feels secure in sharing when she has self-harmed. She knows she will not be judged but will be able to talk openly about her feelings and anxiety, helping her manage these in more positive ways. We work closely with AW's family to have appropriate support strategies in place to ensure her wellbeing is protected and supported.

Equalities – BME

Lead Organisation – BMEYPP

How have the services in your area, over this period, included young people in the development and delivery of your and other services?

The BMEYPP operates the BME Youth Champions Project. Champions are young people aged 16 to 25, who volunteer on project activities and who organise activities and events. During this period young people have volunteered at the BME youth drop in sessions.

Young people have designed the Positive Images Project and the activities are all based on young people's ideas. As a result we have applied for additional funding with the young people. Their activity ideas are: to produce a booklet about the lives of BME young people in Brighton and Hove, carrying out interviews with positive role models in the BME communities, produce posters and postcards showing positive role models in BME communities, they will also plan a launch event later in the following year.

They BME Youth Champions have led debates, discussions and workshops in writing poetry and prose, identity paintings, and collages, leading discussions as well as the activities themselves.

During the holidays the young people have organised trips. They decided on trips they wanted to do at the drop in sessions, and some young people have booked tickets, and travel supported by the workers.

How have the services in your area, over this period, enabled young people with Protected Characteristics e.g. BAME, disabled or LGBT or with multiple disadvantages e.g. facing school exclusion, experiencing mental health issues and/or poverty to feel safer and supported?

The BMEYPP provides safe and supportive BME only spaces where young people are free to be themselves and discuss any issues that are important to them. This has included discussions regarding identity development, comparisons between different cultures and how they are perceived in the media and wider communities, how they feel they are treated differently due to their race and cultural identities, stereotypes, their responses to radicalisation and the impacts on them as young people.

We have been working with a young woman who is on the autistic spectrum and who is high functioning, but whose behaviour has been challenging for young people and staff. Staff have had numerous conversations with individual and groups of young people regarding the nature of difference and special educational needs, and how this impacts on people (without outing her and her situation). In most cases this has enabled young people to be and show more understanding. The staff observed that there are other young people who may have special educational needs, such as high functioning autism and ADHD but have not been identified by other professionals such as school teachers, and fear that their issues are being defined as 'bad behaviour'

We have been working with a number of young people, mainly young men, who are experiencing ongoing difficulties at school. We have been providing space where the young people can share their experiences with workers and each other. This has enabled us to share techniques for dealing with difficulties, particularly involving relationships with teachers and with their peers, and dealing with anger and residual feelings that the young people have had.

Many of the young people experience a range of issues that affect their mental health and well-being, racism, racist incidents and bullying leave young people feeling isolated and affects their confidence and self-esteem. Parental pressures, particularly in relation to academic aspirations and achievements puts pressures on young people to study hard and sometimes subjects that are not interested in, increases their experiences of stress and anxiety. We have been able to be a sounding board for young people, and pass on advice on strategies for example having frank discussions with parents, using relaxation techniques to deal with stress and anxiety. Providing opportunities for young people to develop positive self-esteem through positive Black Histories activities. Young people have told us that one of the things they like about coming to the BMEYPP is that they no longer feel that they are alone. We think this is because they meet and discuss with others common issues.

At each drop in session and events that we offer a cooking a cultural dish activity. As well as enabling the young people to explore cultures, it enables some young people to eat a meal. This is very important to some of our members who have been in temporary accommodation or those who are sofa surfing or vulnerable to homelessness.

How have the services in your area, over this period, supported communities with council house tenancies, particularly around, anti-social behaviour, social inclusion and improving readiness for employment?

Highlight a particular project you have delivered that demonstrates good youth work practice and evidences positive impact

Positive Images Project

During a youth drop in session, we engaged young people in a discussion about the government's Building a Stronger Britain Strategy and outcomes. We discussed ways in which 'Fewer people holding attitudes, beliefs and feelings that opposed shared values' and also how we could increase their 'sense of belonging and civic participation' in Brighton and Hove. Young people brainstormed different ideas for activities, and then prioritised to what they felt was achievable. These ideas were used to form the Positive Images Project. Young people want to make a book sharing their experiences of living in Brighton and Hove, and to organise a launch event with a multi-cultural fashion show, food and readings from their book. The project will be involved in all aspects of producing the book, including various expressive writing and arts workshops to produce pieces, interviewing techniques workshop and carryout interviews with peers and role models in the community, photography workshop. They will also plan and deliver the launch event.

Youth Work Practice

- Educational – young people will learn new skills; learn through expressing themselves and reflection, learning soft skills such as working together in a team, communication skills. Champions will also learn leadership skills through running workshops. Young people will gain knowledge and awareness of the lives of others through interviews with role models and ways in which they achieve their own goals.
- Participative – young people have been involved in the development of the project since its inception, and continue to make decisions through the project, timetabling workshops and are currently planning interviews.
- Anti-Discriminatory – the project is designed to give a voice to BME young people from different backgrounds who do not usually have a platform. We are aiming to include young people from diverse communities and with diverse lived experiences.

Voluntary – All young people have chosen to take part in the project

Please submit a case study that outlines the difference that a Youth Work Intervention has made to the life of a young person you have worked with

H is 13 years old, of dual heritage. She is an only child, lives with her mum and has very limited contact with her father who lives in London. Her mother does not work, and there are financial pressures in the household. She has been regularly attending the drop in sessions for the past three years. At first it seemed she fitted in well, was liked and seen as a joker in the group. She spoke openly and frankly about experiences at school, being bullied, having racist comments directed at her, teachers not listening to her, but she would usually end up being punished. On occasions her behaviour appeared 'odd' and other members complained about her actions, staff challenged her about her behaviour, but no sooner had she been spoken to, she would carry on as before and the message did not seem to get through. Her behaviour became more erratic, she seemed to have 'melt downs' where she would end up screaming, shouting and in tears. However she did continue to come to the sessions each week, so we felt that she enjoyed coming to the sessions which was confirmed by her mother. During a cinema trip worker observed her behaviour and demeanour and we felt that maybe there was more going on for this young woman than we first thought. We did research about her behaviour and felt that she may be on the autistic spectrum or suffering ADHD. We arranged to meet with her mother, who confirmed that H was indeed on the autistic spectrum and had an EHCP in place at school. She had not informed us of this because she wanted her daughter to be treated as 'normal'. She did not want the project to tell other members about her daughter's condition, although the information was shared within the staff team meeting.

H has a good relationship with one of the staff team who spoke to H and asked her how we could support her to take part in the sessions easier, where she could feel safe (and how we could keep other young people safe) and enjoy her experiences at the BMEYPP. We have put a plan in place where a member of staff are responsible for checking in with H at the start of the session, that they spend most of the session

supporting her during activities. She is encouraged to state how she is feeling and if she starts to feel any form of stress or distress during the session and we make arrangements for her to be picked up earlier if she wants or feels she needs to.

As well as working with H and her mum, we have also spoken to members at the Drop in regarding issues of diversity and difference, particularly in relation to people with learning disabilities. Some young people have responded well and have shown a more sympathetic approach when dealing with H and other members at the sessions.

As well as this the staff team have prioritised training for staff in dealing with different aspects of working with young people with learning and physical disabilities.

Appendix

Youth Grants Programme 2017 – 2020

Service Area	Providers	Summary of activities, projects and support	Budget 2017/18 (1/2 year)	Budget 2018/19 and 2019/2020
Hangleton, Portslade and West Hove	The Hangleton & Knoll Project (lead) YMCA (partner)	<ul style="list-style-type: none"> • Family Mediation • Group work activities/programmes / project work • Detached youth work • Open access sessions • Safe spaces • Healthy relationships and lifestyle work • Peer support • Participation • Young Leaders programme • Pathways to education/ accreditation • Volunteering opportunities • Targeted individual work • Mediation and Housing advice • Counselling • Activity based therapies 	£39,500	£79,000
Whitehawk and The Deans	The Trust for Developing Communities (lead) The Deans Youth Project Impact Initiatives (partners)	<ul style="list-style-type: none"> • Open-access youth clubs • Detached youth work • New and challenging activities • Sports • User led activities • Work with young people with disabilities • Targeted work • Project work • Drop-ins 	£30,500	£61,000

Service Area	Providers	Summary of activities, projects and support	Budget 2017/18 (1/2 year)	Budget 2018/19 and 2019/2020
Moulsecoomb & Patcham	The Trust for Developing Communities (lead) Impact Initiatives, Albion in the Community Extratime, Friends, Families and Travellers, Bevendean Activities Group (partners)	<ul style="list-style-type: none"> • Detached youth work • Open-access youth clubs • New and challenging activities • Special needs clubs • High participation activities • Sports • BME work • Individual targeted work 	£44,000	£88,000
Central Hove and Brighton	Brighton Youth Centre (lead) Young Peoples Centre, Turner Project, Youth Advice Centre (partners)	<ul style="list-style-type: none"> • Detached youth work • Open-access youth clubs • Participation and project-based work • Special needs support • Sports • Targeted work • Girls group • Young Carers sessions • Weekday drop-in advice service • Activity and youth work session (PRU students) • Adopted Young People's Group • Specialist health work • Casework, inc brief interventions and group work around risk • Arts Workshops and events (gigs) 	£49,500	£99,000

		<ul style="list-style-type: none"> • B.Fest 		
Equalities: LGBTU	Allsorts Youth Project Ltd	<ul style="list-style-type: none"> • Group work • Individual support • Staff liaison • Joint projects • Training 	£9,500	£19,000

Service Area	Providers	Provision	Budget 2017/18 (1/2 year)	Budget 2018/19 and 2019/2020
Equalities: BME	Black and Minority Ethnic Young People's Project	<ul style="list-style-type: none"> • Weekly drop-in • BME youth engagement • BME Youth Champions • Leadership programme • Holidays and summer activities • Black History Month • Sports development project • BME Communities Collaboration Project • Schools work 	£9,500	£19,000
Equalities: Disabilities	Extratime	<ul style="list-style-type: none"> • Arts, sports and cultural activities • Participation • Drop-in 	£9,500	£19,000
Aspire		<ul style="list-style-type: none"> • Contribution to the recording system for voluntary sector projects 	£8,000	£16,000
		Total	£200,000	£400,000

Appendix 4 - Youth Led Grants Programme 2019/20 – Successful Projects

Project name	YP Benefited	Lead Provider	Activity	Area	Amount allocated
Team Domenica	50	Extratime	An enrichment Project which helps young people with learning disabilities in Brighton and Hove access new activities. It will run each afternoon and allows young people to try new activities including drama, art, drumming, table tennis, dance, cricket, cycling and yoga.	Citywide	£4,000.00
Young Carers Project	120	HKP	A programme of fun and exciting activities for young carers, the aim of developing peer relationships, that give young carers a vibrant social life whilst also developing broader friendships. Includes respite ti that develop skills and aspirations.	Hangleton and Knoll	£3,564.00
Art in Mind	60 plus 500 indirectly	BYC	A diverse peer-led group run by young people aged 13 – 25 who have all experienced mental health issues themselves. The group uses art therapy techniques to help people cope with mental health problem. They will make a book called 'Never Judge a Book by its Cover', which would be curated and filled with pieces of art by the YP to campaign to change how society views mental health	Citywide	£3,230.00
Youth Club Residential	14	BYC	Trips for Brighton Youth Club, including a residential to the Isle of Wight.	Central	£3,734.00
Step Out	165	HKP	Step Out is a volunteering programme for young people age 13 to 19 years old, who might find getting into volunteering difficult.	West	£4,620.00
B.Game	15 plus 100s more indirectly	BYC	A group of young people who meet to play games and socialise. They will build an arcade machine from scratch which will then we used by the club and other youth groups.	Citywide	£2,725.00
Brighton Table Tennis Club	40	HKP	A Friday night table tennis club at Hangleton Community Centre. This money is to continue this Project and to have an intergenerational weekend tournament at the centre with the 50+ teams that play.	Hangleton and Knoll	£4,000.00

The Deans Youth Project Summer holiday programme	50	TDC	A summer holiday programme for YP in Woodingdean. The programme would be made up of a range of Youth Club sessions, local activities (such as football sessions, zorbing, picnics, beach sessions and cooking sessions) and at least one trip outside of Brighton	Woodingdean	£4,000.00
Fresh G's Young People's Centre	10 plus more indirectly	BYC	A safe space from women to come together at the young people's centre. A 6 weeks course that will celebrate its diversity, encourage development and motivate purposeful action towards fulfilling potential. The second stage of the project will entail the young women drawing on the skills and experiences they gained from the previous 6 weeks programme to create and deliver a separate programme, which they will deliver themselves to other youth groups in Brighton and Hove and the wider community.	Central	£2,400.00
Grub Club	15	Extratime	A cookery project for SEND young people	Citywide	£1,747.00
The Hangleton and Knoll Project – LGBTU workshops	20	HKP	Two workshops delivered by youth group AllSorts around LGBTU issues.	Hangleton and Knoll	£705.00
Amaze – Amazing Futures	20 plus more indirectly	HKP	A workshop to give YP with SEND an opportunity to discuss their future and their hopes and fears for getting a job	Citywide	£995.00
Amaze - Gaming Club	17	Extratime	A monthly 'Friday Gaming Club' that will provide technical expertise, gaming stations, screens, games, consoles etc. for SEND YP.	Portslade	£4,750.00
Ustudios	60	HKP	A music production project with Audio Active that helps YP make music and learn about music production	Hangleton and Knoll	£3,720.00
Tarner Community Project - employment	40	BYC	Providing young people with volunteering opportunities: <ul style="list-style-type: none"> Initially at a community festival in June 2019 Throughout the summer the TCP will work alongside the young people to arrange specialists to	Tarner District and Central Brighton	£4,500.00

			<p>lead a number of workshops in activities and skills they wish to develop</p> <ul style="list-style-type: none"> • Young people involved will be subject to health and safety and first aid training • Skills learned will then be presented by the young people at a future community event in the autumn 		
BMEYPP Young Adventurers	88	BMEYPP	Trips and adventures for YP at BMEYPP including cultural trips that will enable them to explore their cultural identities and promote positive sense of identity.	Citywide	£4,266.00
BME Identities, Histories and Self Care Project	159	BMEYPP	Various events and activities for BAME YP to explore their cultural identities through learning more about Black Histories and information that they do not get taught in mainstream education, schools and colleges. Includes workshops on drumming, dancing, fashion, arts and a citywide Black History Event	Citywide	£3,450.00
Youth Club holiday activities	40	BYC	holiday activities for YP including comic con, volleyball and paintballing	Citywide	£805.00
Make up for trans YP	115 plus 100 more indirectly	BYC	Make up workshops specifically for trans or gender questioning YP. These workshops will support young people to design and create make-up and body paint looks for the BYC Drag Race, as well as for young people participating in the YMCADLG Pride Parade float in August 2019.	Central	£4,325.00
BYC Skatepark members	15	BYC	A skateboarding trip to Cornwall	Central	£2,205.00
Whitehawk Bike Workshop	400	TDC	Drop-in bicycle workshops at St David's Hall in East Brighton every Thursday. Young people can work on their own bikes, help others, get tuition in bike mechanics or have their bike fixed by one of the mechanics.	Whitehawk	£4,500.00
Allsorts Youth Project	30 plus 100s more indirectly	Allsorts	Workshops and support for LGBTU YP including: <ul style="list-style-type: none"> • The creation of a resource such as a booklet and poster to help others • Music workshop to create listening and teambuilding skills 	Citywide	£780.00
B.fest Board	14 plus 250	BYC	Support funding the documentation for the festival.	Central	£2,070.00

	indirectly		<ul style="list-style-type: none"> • Promotional films to send to funders for the next B.Fest • Artists and performers to have high quality film and photography to their work for their professional portfolios. • Support young film makers to capture the event, shadowing and supporting professional film maker. 		
Djing sessions	50	BYC	DJ-ing sessions run at BYC.	Citywide	£960.00
Young People's Centre	70	BYC	Global Social Club provides opportunities for young people to come together at the YPC and make friends with people different to themselves. Funding for; young people to cook and share food from their countries, going on trips and sharing new experiences together and getting a simple camera and printer to use at GSC and on trip.	Central	£4,500.00
Coldean Youth Group	42	TDC	Residential at an activity centre with focus on drug topics. Because lots of people smoke cannabis and doing other drugs. Youth Worker to help create workshops on drugs. First aid training for everyone in case they are with someone who overdoses.	Coldean	£4,000.00
Saltdean and Rottingdean Youth Club	100	TDC	Football training on the pitches outside and digital activities, such as blogging, photography and film-making are things that the group were most interested in.	Saltdean, Rottingdean,	£4,392.00
TDC – activities	50	TDC	Activities for young people the Whitehawk, Manor Farm and Bristol Estate communities over the summer and half term holidays. The focus will be mostly on free local community based activities such as sports sessions, BBQs and art activities	Whitehawk, Manor Farm and Bristol Estate	£2,880.00
The Deans Youth Project	50	TDC	Music, song writing and production workshops. The hope is that this can become a free-standing session at the youth club where young people can come and learn, create and produce music	Woodingdean	£3,799.00

Ofsted update 3 June 2019

Schools inspected since last committee 2019

School	Date of Inspection	OE Grade	Previous grade
Full inspections			
Hertford Infant School	13/02 & 14/02/19	2	1
St Andrew's CE Primary School	5/03/19	2	2
Moulsecoomb	2/04/19	4	3
St John the Baptist	30/04/19	2	2
St Mark's CE Primary School	01/05 & 02/05/19	3	2
Patcham Junior School	02/05/19	2	2

Snapshot from 3 June 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
Primary	90.4	86.7	89.5	11.5	18.4
Secondary	100	81.8	100	0	24.5
Special	66.7	94.5	83.7	66.7	39.9
Colleges	100	-	-	-	-
PRUs	100	86.4	100	0	17.0
All Schools (not colleges)	91.3	88.9	93.5	14.5	21.4

National figures as at end of April 2019

Overview of School Ofsted Outcomes

As at 3 of June	Outstanding	Good	Requires improvement	Inadequate
Brighton & Hove: % Schools	14%	77%	7%	1%
Brighton & Hove: Number of schools	10	53	5	1
National : % schools (as at end of April)	21%	68%	10%	1%

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 December 2018. This is above the figure of 95% in England and 96% in the SE.
- A high percentage of settings are judged as outstanding in Brighton & Hove, well above national and local outcomes:
 - 31% outstanding (B&H), 23% (South East) and 20% (England).
- Since December 2018:
 - Three settings have remained as outstanding
 - Two settings have improved from requires improvement to good
 - Three settings have remained as good
 - One setting has improved from inadequate to requires improvement
 - One setting has moved from outstanding to requires improvement.

EY Ofsted inspections since February 2019

Setting	Inspect ion date	Latest grade	Previous grade
Tinysaurus Nursery	21.1.19	Outstanding	Outstanding
Shirley Street Nursery	13.2.19	Requires Improvement	Outstanding
Honeycroft Nursery	26.2.19	Good	Good
Hopscotch Nursery (Bavant Rd)	28.2.19	Outstanding	Outstanding
The Montessori Place	6.3.19	Outstanding	Outstanding
Bright Start Nursery	20.3.19	Requires Improvement	Inadequate
St Joseph's Pre-School	21.3.19	Good	Good
Hove Village Nursery	16.4.19	Good	Requires Improvement
Little Ducklings Pre- School	24.4.19	Good	Requires Improvement
Pavilion Pre-School	1.5.19	Good	Outstanding
Robins Nursery School	10.5.19	Good	Good

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

	Outstanding %	Good %	Requires improvement %	Inadequate %
England	20	76	4	1
SE	23	73	3	1
Brighton & Hove	31	66	2	1

St Mark's C of E Primary School

Manor Road, Brighton, East Sussex BN2 5EA

Inspection dates

1 to 2 May 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' outcomes are not good enough. Too many pupils are making insufficient progress from their starting points.
- Leaders have recently made a number of changes to improve the way reading, writing and mathematics are taught across the school. While these changes are beginning to impact positively on pupils' progress, too many gaps in pupils' skills and knowledge remain.
- The leadership team does not yet consistently make an impact on raising standards. Improvement plans do not focus sharply enough on developing the skills of leaders.
- Frequently, teaching does not adequately challenge pupils in their learning. This is particularly the case for the most able pupils.
- Pupils' behaviour and attitudes to learning are inconsistent. When teaching does not meet the needs of all pupils, some pupils lose concentration and disrupt learning.

The school has the following strengths

- Leaders and governors have a comprehensive understanding of the school's strengths and weaknesses. They acknowledge that pupils' progress has not always been good enough.
- Leadership in the early years is good. Children make strong progress from their starting points.
- Disadvantaged pupils make strong progress from their starting points.
- The special educational needs coordinator (SENCo) ensures that provision for pupils with special educational needs and/or disabilities (SEND) is effective. As a result, this group of pupils make good progress.
- Pupils' personal development and welfare is good. Relationships between school staff and pupils is a strength of the school. Leaders ensure that pupils are given many opportunities to develop their emotional resilience and well-being.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leaders by ensuring that:
 - the skills of all leaders are sufficiently developed so that they can fulfil their roles with consistent effectiveness
 - all leaders are clear about school priorities and understand precisely what needs to be done to bring about rapid improvement.
- Improve the quality of teaching to accelerate pupils' progress in key stage 1 and key stage 2 by:
 - ensuring that all pupils, including the most able, are sufficiently challenged in English and mathematics
 - making sure that teachers provide adequate opportunities for pupils in key stage 2 to develop the more complex skills in reading, for example inference and deduction
 - ensuring that teachers plan effectively to address gaps in pupils' knowledge in writing, so that pupils can independently apply the core skills expected for their age
 - providing regular opportunities for pupils to apply their fluency skills in problem-solving and reasoning tasks, so that pupils' understanding is deepened in mathematics
 - ensuring that teachers use assessment to inform their planning so that lessons routinely meet the needs of all pupils in English and mathematics.
- Improve pupils' behaviour by eradicating low-level disruption in lessons.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In the past, leaders have not monitored the quality of teaching and learning closely enough. They have not been quick enough to address the decline in pupils' outcomes. This has led to some pupils making limited progress and not achieving the expectations for their age.
- Not all leaders have the necessary skills and expertise to support the headteacher in making rapid improvements. Some leaders are overly generous in their evaluations of the quality of teaching and the rates of progress pupils make. In addition, some leaders do not have a clear enough understanding of the precise actions that are needed to bring about rapid improvement.
- In recent months, the headteacher and the deputy headteacher have taken action to address school weaknesses. A range of new approaches to the teaching of English and mathematics have been implemented. Some improvements have started to impact positively on pupils' progress. However, it is too early for these improvements to affect outcomes in key stage 1 or key stage 2.
- Middle leaders have recently received high-quality professional development in English and mathematics. As a result, they have acquired strong expertise in these subjects. However, they have not yet had sufficient time to influence and improve practice across the whole school.
- Leaders and governors have been proactive in seeking the advice and support offered by the local authority. Advisers have provided school leaders with useful training and advice. This has helped to improve the quality of teaching in the school and the progress that pupils make.
- Pupils with SEND make good progress because the SENCo has high aspirations for them. Procedures to support their learning are well developed. The next step is to ensure that procedures are clearly disseminated to all staff so that there is a consistency of approach across the school. The specialist provision unit has had a positive impact on pupils' engagement in learning and the progress they make in speech and language over time.
- Disadvantaged pupils make good progress and often outperform their classmates in reading, writing and mathematics. Leaders and governors have a strong understanding of the needs of disadvantaged pupils in the school. The pupil premium grant is allocated effectively to help disadvantaged pupils overcome barriers to learning, as well as to develop their social and emotional resilience.
- Leaders monitor the impact of the primary physical education (PE) and sport premium. In PE lessons, pupils are given the opportunity to take part in a wide range of sporting activities, such as hockey, table tennis, swimming, cricket, golf and dance. The use of a specialist teacher has provided professional teaching for pupils and has developed the expertise of staff.

Governance of the school

- Governors know that standards have not been good enough since the last inspection. Recent reorganisation of the structure of the governing body has resulted in improvements in governors' effectiveness. They know what is working and what needs to improve. They routinely hold the headteacher to account for pupils' achievement.
- Governors visit the school often and know it well. They work alongside the headteacher to monitor the impact of new initiatives. They have a clear understanding of the quality of teaching, learning and pupils' achievement. They work hard to support senior leaders, and their ambitions for the school are high.
- Governors take their responsibilities seriously and regularly check the effectiveness of the school's safeguarding procedures. Governors monitor the work of leaders to ensure that pupils in the school are safe.

Safeguarding

- The arrangements for safeguarding are effective. Records of recruitment procedures and checks on the suitability of staff to work in the school are thorough and accurate.
- The headteacher provides all staff with annual training about how to safeguard and protect pupils. Safeguarding policies and procedures are very well embedded and all adults have a clear understanding of their responsibilities to keep pupils safe. As a result, adults are confident to report any concerns they may have about pupils' well-being. When required, the designated safeguarding leaders are quick to make referrals to other agencies. This ensures that pupils and their families receive the help they need in a timely manner.
- Pupils say they feel safe in school. They say that adults listen to them if they have a concern or worry. Pupils told inspectors that they trust the adults in their school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is too variable. Teaching does not meet the needs of all groups of pupils consistently well or challenge them sufficiently. As a result, pupils' knowledge, skills and understanding in reading, writing and mathematics are not always developed robustly enough.
- Scrutiny of pupils' workbooks in English and mathematics shows that the recently implemented approaches to teaching are beginning to help pupils catch up. However, these changes have not been in place long enough to fully overcome previous weaknesses in pupils' progress.
- When teaching is stronger, well-planned and structured activities enable pupils to develop and deepen their skills, knowledge and understanding. However, teachers do not always use assessment information accurately or effectively to identify how well pupils are learning. As a result, planning does not always meet the needs of all groups of pupils, and this hinders pupils' progress.

- The teaching of reading is improving and is helping pupils who have fallen behind catch up to where they need to be. Pupils enjoy reading and are particularly enthusiastic about the new school library. The library is a well-organised, inviting space and pupils make good use of the wide range of texts now available to them. Teachers ensure that books are well matched to the needs of pupils. Pupils in key stage 1 use their phonics skills well to help them read unknown words. However, pupils' higher-level comprehension skills in key stage 2 are not yet always developed well enough, and some pupils have limited understanding of advanced vocabulary.
- Teachers do not always focus precisely enough on teaching pupils the core skills in writing. This has led to many pupils making limited progress. Too many pupils are working at a standard that is below where they should be for their age.
- Leaders have recently made changes to how phonics is taught in the early years and key stage 1. This has significantly improved pupils' phonics skills. They are now increasingly more able to apply their phonics knowledge to independent writing.
- The teaching of mathematics is not consistently good. Scrutiny of pupils' workbooks shows that pupils are not routinely given enough opportunities for mathematical problem-solving or reasoning about number. As a result, some pupils do not make sufficient progress. Where pupils are given these opportunities, they are beginning to catch up to where they should be for their age.
- Teaching assistants are well deployed by teachers and provide effective support for pupils' learning. They skilfully question pupils, guiding and challenging as needed. This often helps pupils successfully to complete the tasks set for them.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Relationships between adults and pupils are extremely positive.
- Leaders are passionate about the personal development, safety and welfare of the pupils in their care. They have considerable strengths in ensuring that the pastoral needs of pupils and their families are well provided for. St Mark's is an inclusive school that offers effective support for its pupils. As a result, pupils settle well and feel happy and safe.
- Parents and carers who spoke to inspectors were very positive about the work of the school. They particularly praised the work of leaders and teachers in providing additional support, nurture and care for their children.
- The headteacher is passionately committed to the personal development and welfare of pupils. Leaders and staff provide highly effective support for pupils who face challenging personal circumstances. This ensures that vulnerable pupils have the skills needed to play an active role in day-to-day school life.
- Pupils are happy at school and keen to learn. They are self-assured and willing to talk to adults about their learning. Pupils are proud of the work they produce. They are enthusiastic about sharing their ideas and thoughts. Most pupils are confident to share their thinking in class lessons and during assemblies.

- Pupils understand what bullying is and say that bullying does not happen in their school. They state that this is because teachers are quick to deal with such incidents. Pupils care for each other and value the friendships they have in school.

Behaviour

- The behaviour of pupils requires improvement. Leaders have recently implemented a new policy to improve pupils' behaviour. Systems and procedures are now much more consistent. This has resulted in a sharp reduction of behaviour incidents in school. However, some pupils' behaviour is still too variable.
- When teaching does not meet the needs of all pupils, some pupils disrupt classes by talking over the teacher or distracting others. Pupils told inspectors that this interrupts their learning. They also said that some pupils misbehave at playtime, but that adults deal with unwanted behaviour issues swiftly and effectively.
- Pupils' attendance has improved. In 2018, pupils' attendance was below the national average for primary schools. Leaders have evaluated systems to manage attendance and have made improvements. Current pupils' attendance is closer to the national average.
- Fixed-term exclusion rates have been above the national average for the past two years. Leaders have put effective measures in place to reduce the number of fixed-term exclusions.

Outcomes for pupils

Requires improvement

- In 2018, pupils' achievement in reading, writing and mathematics at the end of key stage 2 was well below the national average for primary schools at the expected standard or higher.
- In 2017, the proportion of pupils in Year 1 who reached the expected standard in phonics by the end of the year was below average. In 2018, it declined further. Changes to the way phonics was taught have started to improve phonics knowledge for current pupils. This is leading to improvements in pupils' reading and writing in key stage 1.
- In 2018, the proportion of pupils in Year 2 who achieved age-related expectations in mathematics was broadly in line with the national average for primary schools. Pupils' achievement in reading was close to the national average. However, pupils' achievement in writing declined in 2018 and was well below the national average. Currently, pupils are making better progress in writing and are beginning to catch up.
- The achievement of the most able pupils is not yet good enough in key stage 2. This is because some teachers do not routinely provide the most able pupils with tasks that are sufficiently challenging. As a result, the most able pupils make less progress than they are capable of in some classes. In 2018, the proportion of pupils who exceeded age-related expectations in reading, writing and mathematics was well below the national average.
- In Year 2, more pupils achieved the higher standard in reading than other pupils nationally in 2018.

- Current disadvantaged pupils achieve well. This is because leaders ensure that this group of pupils have access to a wide range of additional support that is targeted accurately for pupils' individual needs. The school's assessment information indicates that disadvantaged pupils often make more progress than their classmates. Work in books confirms that disadvantaged pupils make strong progress in a range of subjects, including English and mathematics.
- Most pupils with SEND achieve well. This is because the SENCo tracks each pupil individually and regularly reviews planned intervention. The SENCo provides regular training for teachers and teaching assistants so that pupils with SEND get effective support with their learning.

Early years provision

Good

- Most children in the early years join the school with levels of development well below those typical for their age. In 2018, the proportion of children who achieved a good level of development was only slightly lower than the national average. This indicates strong progress from their starting points.
- Children have a good start to their education. Relationships between adults and children in Reception are strong. As a result, children have positive attitudes to their learning. They behave well and engage effectively with the activities planned for them. The early years team has high aspirations for all children to achieve well.
- Staff know the children well and are kind and nurturing. As a result, children are happy and confident to explore and investigate the many learning opportunities planned for them.
- The early years is well led and managed. The high-quality training that staff receive enables them to provide exciting learning opportunities that capture children's imagination. Leaders' evaluation of the early years provision is accurate.
- Leaders have implemented robust systems for tracking children's progress in Reception. As a result, teachers plan effectively for the needs of individuals, and most children make good progress. However, the most able children are not always sufficiently challenged.
- Children enjoy learning and playing independently. They demonstrate good collaboration and communication skills. Inspectors observed children playing confidently in the 'garden centre' role-play area. Children took on the roles of shopkeeper and customer, and used their knowledge, developed in mathematics, to buy seeds and flowers.
- The learning environment is bright and stimulating. Resources are well organised and well cared for. The classroom spaces are arranged into themed areas that offer interesting activities, for example construction toys, painting, and opportunities for physical development. There are designated areas where children are able to enjoy and develop their skills in reading, writing and mathematics.
- Safeguarding and the welfare of children in the early years is effective. All staff receive regular training and have a clear understanding of the most recent safeguarding information. All adults are vigilant and know how to identify safeguarding concerns.

School details

Unique reference number	114545
Local authority	Brighton and Hove
Inspection number	10058192

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Mr Ian Keating
Headteacher	Mrs Jane Fendley
Telephone number	01273 605 588
Website	www.stmarks.brighton-hove.sch.uk
Email address	janafendley@stmarks.brighton-hove.sch.uk
Date of previous inspection	30 September to 1 October 2015

Information about this school

- St Mark's is a smaller-than-average sized primary school.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is much higher than the national average.
- The proportion of pupils with SEND is much higher than the national average. The proportion with education, health and care plans is also much higher than the national average.
- Almost half of the pupils in the school are disadvantaged and supported by the pupil premium funding. This proportion is much higher than the national average.
- The school is part of a city centre partnership and, through this, receives support from Roedean school.

Information about this inspection

- Jointly with senior leaders, inspectors observed learning in all classes and evaluated pupils' work in a range of subjects. Inspectors listened to a group of pupils read and reviewed the school's assessment information.
- Inspectors spoke to pupils in lessons, met formally with a group of pupils and spoke to pupils at breaktime to gather their views on the school.
- The inspection team reviewed a range of the school's documents and policies, including behaviour and attendance information, records of visits carried out by the local authority, minutes of the governing body's meetings and documentation relating to the safeguarding of pupils.
- The lead inspector met with representatives of the governing body. Members of the inspection team held meetings with a range of middle leaders. Inspectors considered five responses to Ofsted's staff questionnaire.
- Inspectors spoke to parents at the start of the school day and considered the 14 responses to Ofsted's online questionnaire, Parent View. Inspectors also considered the responses to a parent survey conducted on behalf of the school.

Inspection team

Luisa Gould, lead inspector

Ofsted Inspector

Claire Martin-O'Donoghue

Ofsted Inspector

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15 March 2019

Mrs Sophie Thomas
Headteacher
St Andrew's CofE (Aided) Primary School
Belfast Street
Hove
East Sussex
BN3 3YT

Dear Mrs Thomas

Short inspection of St Andrew's CofE (Aided) Primary School

Following my visit to the school on 5 March 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. In the past few years, the school has grown in size by adding one additional class to most year groups. Leaders and governors have risen proudly to the challenge of leading a large and inclusive primary school. You joined the school in January 2019 bringing renewed energy and direction to improve the school still further. You quickly recognised the school's many strengths and have galvanised the staff team to tackle with rigour and urgency those areas that still require some development.

Pupils are positive about their learning and they enjoy cooperative relationships with their teachers and friends. Parents are overwhelmingly supportive of the school's nurturing ethos. They say that teachers encourage their children well. Parents praise the wide range of opportunities that help their children to flourish, such as in sport and music.

At the time the school was last inspected, inspectors asked leaders to improve the quality of teaching and learning, develop subject leaders and sharpen school improvement planning. You have maintained a keen focus on the areas for improvement identified at the previous inspection. You acknowledge a continuing need to develop a consistently high quality of teaching and learning and you have developed clear plans that are in the process of being implemented.

Children in the Reception classes typically make good progress. Well-resourced classroom environments help pupils to develop skills across the different areas of

learning and to discover things for themselves. Parents say that their children make impressive gains in their learning. Typical of many parents with children in Reception was one who said: 'Children are given lots of opportunity to develop their independence. Teachers know the children well, identify their strengths and give them support when it is needed.'

You have made it a priority to reverse a recent decline in pupils' outcomes at the end of both key stages 1 and 2. As a first step, the new leadership team has started to improve the curriculum for both English and mathematics. Supported by the staff team, you are driving a collective ambition to ensure that all pupils achieve their very best.

Teachers and teaching assistants appreciate the high priority you have given to their training. Your plans include providing all teachers and support staff with the subject-specific training that they need to remove any gaps remaining in their curriculum knowledge. You, together with your leaders and governors, wisely recognise that recent improvements to the school's provision need to be deepened. Your improvement plans include timely checks on the progress of leaders' actions and their impact on pupils' learning and achievement.

There is already an impact from your determined efforts to improve the school's provision. Our visits to classrooms and review of pupils' workbooks confirmed that the large majority of pupils are making strong progress. Learning activities, linked across subjects where appropriate, are developing pupils' thinking and helping them to articulate ideas for their own work. Teaching staff are helping pupils, who are not fluent with basic skills in numeracy and literacy, to catch up quickly with their learning.

Pupils are polite and thoughtful. They listen well to their teachers and like to talk about their learning. Their positive learning behaviours help them to concentrate on their activities and overcome any difficulties that they find when they are working. During our learning walk, we saw some minor off-task behaviour when learning tasks were not precisely matched to some pupils' needs.

Safeguarding is effective.

The designated lead for safeguarding is ably supported by a team of other leaders and pastoral staff. Leaders and governors take their responsibilities seriously and have ensured that all safeguarding arrangements are fit for purpose. There is a high standard of care and concern for all pupils' well-being, and particularly for vulnerable pupils. Comprehensive training has taken place to ensure that staff understand how to keep pupils safe from harm. The designated leader provides all staff with regular updates. School leaders and pastoral staff work closely with parents and other agencies to ensure that pupils and their families receive the support they need in a timely way.

The school's caring ethos encourages everyone to look out for each other. Parents believe that their children are safe when they are at school and pupils confirm that

they feel safe. Pupils say that there is very little bullying at school but that if they have any concern, they can easily talk to an adult. Pupils trust the adults in school to listen to them and resolve their anxieties. Pupils learn how to keep themselves safe when they are using the internet, including when they are outside of school.

Inspection findings

- In my first line of enquiry, we looked at what leaders are doing to improve pupils' progress in mathematics. Historically, outcomes in mathematics have been weaker than in reading and writing. Pupils say that their lessons are interesting and many of them enjoy mathematics much more now than they did formerly.
- Although there are inconsistencies in teaching, new approaches are already having an impact to support pupils' learning. These approaches are helping pupils to deepen their understanding of the way that numbers work. Pupils have plenty of opportunities to solve interesting problems and give reasons for their thinking. We saw this in an ambitious Year 6 lesson where pupils were developing their own algebraic questions.
- Well-planned lessons help pupils to understand the reasoning behind calculation methods. Practical apparatus, pictures and symbols help pupils to work things out for themselves. Teachers encourage pupils to make correct use of mathematical language when explaining their strategies. Teachers make increasingly effective use of assessment during lessons to provide pupils with further challenge and to tackle the areas of learning that pupils find difficult.
- In 2018, disadvantaged pupils made less progress in writing and mathematics than in reading. This prompted my second line of enquiry. The school uses its additional funding well to provide highly valued pastoral and learning support for those disadvantaged pupils with the highest levels of need.
- Although teaching is carefully planned to support progress through the curriculum, learning tasks do not consistently build upon what pupils already know and can do. You have already discussed with teachers the progress of every pupil in the school and increased the expectations for all pupils' achievement. You have, rightly, implemented a particular focus on improving disadvantaged pupils' progress. Rigorous checks and timely support, such as additional teaching, are helping them to catch up.
- Most disadvantaged pupils are making progress that is in line with other pupils nationally. Pupils' workbooks show that some disadvantaged pupils are ready to be challenged even more to give them the opportunity to reach the higher standard by the end of Year 6.
- In my final line of enquiry, I reviewed whether the most able pupils are making good progress in writing. Teachers make effective links between reading and writing, and across the wider curriculum. These links ignite pupils' interest and provide high levels of challenge, such as Year 2's focus, during their 'frozen' topic, on Shackleton's voyage to the Antarctic. Year 4 pupils told me many fascinating facts about their topic on the Titanic. They have written accounts from the point of view of a passenger, effectively applying historical knowledge and complex vocabulary into their writing. We heard Year 5 pupils reflect

thoughtfully about the tensions behind the Soweto riots, which form the backdrop to their class reading book.

- Pupils do not routinely proofread their writing for technical accuracy, such as spelling. They do not learn well enough how to edit and improve their writing to make it more interesting for their reader. Consequently, some pupils, particularly those who are most able, do not develop their writing to achieve as well as they could.

Next steps for the school

Leaders and those responsible for governance should improve teaching, learning and assessment, by ensuring that:

- all teachers have strong subject knowledge, especially in English and mathematics
- learning activities build upon what pupils already know and can do
- all groups of pupils make consistently strong progress, particularly disadvantaged pupils and the most able.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Chichester, the regional schools commissioner and the director of children's services for Brighton and Hove. This letter will be published on the Ofsted website.

Yours sincerely

Linda Jacobs
Ofsted Inspector

Information about the inspection

During this inspection, I held several meetings with you and with other leaders. I met with members of the governing body and two representatives from the local authority. I observed the quality of learning with you in all year groups, visiting just over half of the classes. Working with your English and mathematics subject leaders, we reviewed a sample of pupils' workbooks.

I considered a range of evidence, including: the school's performance and attendance information; the school improvement plan; leaders' self-evaluation; information on the school's website; the school's central record of recruitment checks; and safeguarding procedures and policies.

I observed pupils' behaviour in classrooms, on entry to school and at playtime. As well as talking to pupils in lessons, I spoke to pupils informally on the playground to listen to their experiences of school. I spoke to parents at the beginning of the day, reviewed 107 responses to Ofsted's online questionnaire, Parent View, and took into

account 63 accompanying free-text responses. I considered 37 responses to the Ofsted online staff questionnaire and 120 pupil questionnaires.

14 May 2019

Ms Carmel Hughes
Headteacher
St John the Baptist Catholic Primary School
Whitehawk Hill Road
Brighton
East Sussex
BN2 0AH

Dear Ms Hughes

Short inspection of St John the Baptist Catholic Primary School

Following my visit to the school on 30 April 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You have a clear vision for the school. You aim for your pupils to have the best opportunities in education, so they are well prepared for the future. Your school is friendly, diverse and inclusive. Staff work hard, are committed and want success for pupils and improvements for the community. Governors fully support you in your vision and have the appropriate skills to help steer the school.

Pupils enjoy coming to school and say that it is fun. Older pupils are proud to be school councillors and are pleased that they have managed to make a difference to life in school, especially the changes they have secured to the lunch menu. They are passionate about being members of the eco council and enjoy being playground buddies, supporting younger pupils. They contribute to the life of the wider community through a range of fundraising activities. Pupils value the wide range of clubs on offer and particularly appreciate the recently installed running track, which provides more opportunity for daily exercise.

Parents are overwhelmingly supportive of the school. Most would recommend it to others. A few parents said that they thought there were some issues around bullying. Pupils say there is very little bullying, and that when there is an incident it is swiftly addressed by adults. Records of such incidents show that bullying is taken very seriously by staff and carefully followed up. Pupils' behaviour at breaktime during the inspection was generally good. Pupils know and understand how they are expected to behave; however, a small group of pupils were play fighting, knowing that it is not allowed. Behaviour for learning is good. Pupils pay attention to their teacher and

concentrate well in class. Pupils have positive attitudes to learning and always try their best. They say that work is neither too easy nor too hard and that they like learning. However, pupils do not always have sufficient opportunities to use their independent writing skills and record their learning across the curriculum.

The school places importance on developing pupils' literacy skills. Staff provide a wide range of support to help pupils improve their reading and writing. However, not all pupils engage with the support sufficiently to help them improve.

At the last inspection, you were asked to ensure that vulnerable pupils' attendance improved, the achievement in phonics of Year 1 pupils matched or exceeded the national average and that school improvement plans show how governors will check actions to improve outcomes. You have put effective strategies in place to support attendance. You have made phonics a priority. Governors check all aspects of your work using a range of activities. These include asking leaders searching questions, analysing data, making regular visits to talk to pupils and looking at their books.

Safeguarding is effective.

Leaders have ensured that good systems are in place for safeguarding and that actions are diligently recorded. Staff are vigilant around pupils' welfare and follow up the smallest incidents. Staff's training for all aspects of safeguarding is up to date and leaders ensure that all staff have frequent refreshers. Leaders have good relationships with outside agencies such as social workers and are proactive in following up all cases, so pupils and families receive the support needed. Online safety is a strength. Pupils have regular teaching about how to keep themselves safe online. They remember what they have been taught and know what to do if they experience anything that concerns them. Pupils, parents and staff say that the school is a safe place. Pupils appreciate the secure site and the way staff look after them.

Overall attendance has improved and is in line with the national average. Pupils come into class as soon as they arrive in the mornings, and this has reduced lateness. Alongside other strategies, such as the use of rewards, meeting and greeting, settling-in time in the inclusion room and bagels for breakfast, you are doing everything you can to encourage good attendance. You monitor attendance closely and have recently employed a consultant to help you further improve practice, particularly for vulnerable pupils and those who are persistently absent.

Inspection findings

- During this inspection, I looked at: safeguarding; how leaders make sure that pupils have the best start in learning to read; the support for disadvantaged pupils; and whether the wider curriculum is broad and balanced.
- The English leaders are knowledgeable and hardworking. Following their own training, they have successfully led comprehensive training in phonics for all staff. This has ensured that teachers' planning for phonics is systematic and thorough. Leaders have brought about an improvement in the pace of teaching as well as

reviewing and improving the range of reading resources. This has resulted in more pupils achieving the expected standard by the end of the Reception Year.

- In some classes, more than half of the pupils speak English as an additional language. This has an impact on the development of their early reading skills. Attainment of the expected standard in the Year 1 phonics screening check has been below the national average for the past three years. Leaders carefully check pupils' progress and provide additional support for those pupils who need it. Structured teaching and strong support from parents, through regular reading homework, have resulted in good progress in reading in key stage 2. By the end of key stage 2 pupils read very well, and their attainment and progress are significantly above the national averages.
- English leaders have been working with staff to develop pupils' writing so that more pupils write at greater depth and the higher standard. They have created a consistent approach to lesson planning and introduced a new method for assessing pupils' progress in writing. The evidence in pupils' books shows that they are making steady progress in writing throughout the school. Many pupils in upper key stage 2 write using vocabulary, spelling, grammar and punctuation at a standard well above the national average.
- Additional funding is effectively used to ensure that the most vulnerable pupils have the same learning opportunities as other pupils. Everyone in school is committed to pupils having equal opportunities. You rigorously monitor and review the provision for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). The plans to address individuals' needs are detailed. They employ a wide range of interventions and learning support to match pupils' needs. Many vulnerable pupils are making better progress this year than they have in the past.
- The support for emotional well-being provided by the two inclusion mentors has ensured that vulnerable pupils are ready to learn. This is having a positive impact on their academic progress. The introduction of forest schools has also been particularly effective in engaging pupils who enjoy practical and physical learning.
- The rich, broad and balanced curriculum is a strength. Pupils greatly enjoy their topics, particularly the visits and 'stunning starts' that teachers plan. During the inspection, key stage 1 pupils came into school excited because they were going on a visit to Arundel Castle. Teachers linked this visit to the teaching of creative writing. Pupils took with them their letters of application to be either a knight or a princess.
- The links between the topics and pupils' learning in English and mathematics are clearly planned and all subjects are integrated well. In some classes, pupils are asked what they already know about the topic before it begins. Teachers use this information as a springboard to ensure that pupils are appropriately challenged in their learning. In many classes, pupils' pride in their work is evident in their topic books, which are attractive and well presented.

Next steps for the school

Leaders and those responsible for governance should ensure that they:

- further develop independent writing by increasing the opportunities for pupils to record their learning across the curriculum
- provide pupils with the support they need to strengthen their literacy skills further.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Arundel and Brighton, the regional schools commissioner and the director of children's services for Brighton and Hove. This letter will be published on the Ofsted website.

Yours sincerely

Lesley Corbett
Ofsted Inspector

Information about the inspection

I had meetings with you and your deputy headteacher and with four members of the governing body. I also met with a group of pupils, the school's business manager and with a representative of the local authority. I visited classes with you to scrutinise books and to observe teaching and learning. I considered 32 responses to Ofsted's online questionnaire, Parent View, including 17 free-text comments. I read a letter from a pupil and analysed a range of the school's documents, including: leaders' improvement planning; minutes of the governing body's meetings; and safeguarding checks, policies and procedures.

Moulsecoomb Primary School

The Highway, Moulsecoomb, Brighton, East Sussex BN2 4PA

Inspection dates

2–3 April 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders' and governors' evaluation of the school is inaccurate. Their actions to raise standards are too slow to have sufficient impact on how well pupils achieve.
- Outcomes for pupils, including those in vulnerable groups, are inadequate overall. Pupils' progress in key stage 2 is weak, especially in writing.
- The quality of teaching, learning and assessment is inadequate overall. Leaders' judgements about standards of teaching do not take enough account of the progress pupils are making in their learning.
- Teachers' expectations of pupils are too low. They do not hold pupils closely to account for the quality of their work. This prevents pupils from making the progress of which they are capable.
- Teachers' subject knowledge is variable. At times, teachers provide pupils with inaccurate information. In some lessons, the resources provided prevent pupils from learning well.
- Pupils' attitudes to learning are inconsistent. At times, pupils struggle to concentrate and give up quickly.
- At times, rough play on the playground escalates because staff are not quick to notice and do not intervene decisively to stop it.
- Too many pupils are persistently absent from school, particularly those from vulnerable groups. Levels of attendance have been too low in recent years.

The school has the following strengths

- Leaders' work to improve pupils' attitudes to learning is starting to have a positive impact.
- The school is an inclusive community. Leaders know pupils and their families well, and staff work hard to meet pupils' varying needs, both social and emotional.
- Outcomes in phonics have improved in recent years and are close to the national average.
- Children get off to a strong start in the early years and make good progress as a result of effective teaching.
- Improvements in teaching and the curriculum in key stage 1 are enabling pupils to make better progress than in the past. New approaches to the teaching of mathematics are also showing early signs of improvement.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Rapidly improve the quality of teaching and thereby pupils' outcomes, particularly in key stage 2, by ensuring that all teachers:
 - have consistently high expectations of what pupils can achieve, so that they make strong academic progress
 - insist on high standards of presentation and accuracy in all subjects
 - have the secure subject knowledge required to teach all subjects successfully
 - plan lessons carefully, ensuring that they use equipment and resources effectively so that they enable pupils to learn well.
- Develop the effectiveness of leaders and governors by ensuring that:
 - plans to improve the school focus sufficiently on their intended impact on pupils' achievement, so that leaders can be held closely to account
 - judgements about the effectiveness of teaching are closely aligned to the progress that pupils are making in their learning
 - improvements seen in the lower part of the school and in the teaching of mathematics continue to strengthen and spread through the school.
- Improve pupils' personal development, behaviour and welfare by:
 - ensuring that pupils, particularly the disadvantaged and those with special educational needs and/or disabilities (SEND), attend school regularly and that persistent absence declines
 - continuing to develop pupils' attitudes to learning and strengthening their resilience and self-confidence, so that a greater number are better equipped to learn
 - making sure that staff on the playground are quick to notice when play becomes rough and take swift action to restore order.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have not addressed low standards or improved the quality of teaching quickly enough. Although they recognise some of the school's weaknesses, their assessment of the school was overly positive at the start of the inspection. Leaders' plans for school improvement do not focus sufficiently on how the planned actions will raise pupils' attainment rapidly.
- Leaders have an inaccurate view of how effective teaching is across the school. Their evaluations do not take enough account of the impact on pupils' learning. Consequently, leaders' attempts to improve teaching in key stage 2 have not made enough difference to pupils' attainment and progress. Although pupils' outcomes are improving in some respects, overall achievement in key stage 2 remains weak.
- The headteacher and deputy headteacher understand the importance of providing pupils with a secure foundation of the basic skills needed for them to succeed in school. Their work to improve teaching in the early years and in key stage 1 has currently been more successful than at key stage 2. As a result, outcomes for pupils are rising in both key stage 1 and the early years.
- The local authority recognises the need for outcomes to improve further. It provides a comprehensive package of support to develop leadership and improve teaching.
- Middle leaders play an increasing role in improving the school. They receive useful support and training from senior leaders, the local authority and other local schools. They have a growing awareness of how to drive improvements in their subjects, and correctly identify strengths and some weaknesses seen in pupils' work.
- Staff are provided with regular training that helps them to develop the effectiveness of their work. Improvements in the teaching of mathematics this year provide evidence of the success of this training.
- Efforts to improve parental engagement have been successful, especially this academic year. Senior leaders understand pupils' varying needs, which often make learning more difficult, and have put support in place for them and their families. Leaders have created a warm, welcoming community, where parents and carers know that they will find a listening ear and help in a range of areas. During the inspection, many parents spoke positively about various aspects of the school.
- Disadvantaged pupils typically achieve in line with other pupils in the school. However, they are not making the progress needed to enable them to achieve as well as other pupils nationally. Senior leaders have a good understanding of the barriers to learning that disadvantaged pupils face. They use pupil premium funding appropriately to help overcome these barriers and to ensure that pupils are able to make the most of the extra-curricular activities provided.
- Senior leaders are clear that the curriculum is designed to ensure that pupils get many opportunities to do things that they would not otherwise do. This includes visits to interesting places such as a local farm, the Natural History Museum and Seven Sisters Country Park, where they learn about archaeology and landscapes.

- The curriculum provides well for pupils' spiritual, moral, social and cultural development. For example, the school is involved in the Brighton Festival children's parade. This year's theme of 'Africa' gives pupils the chance to learn about not only their own town and the festival but also a different culture. The curriculum fosters a diverse community, where everyone feels welcomed and valued and where differences are celebrated.

Governance of the school

- Governors have a range of skills and expertise that enable them to offer support and challenge to senior leaders. However, they are not sufficiently skilled in interpreting information about pupils' outcomes, which reduces the effectiveness of their work. They do question leaders, not only for clarification but also to probe more deeply where they identify areas of weakness.
- Governors visit the school regularly to check that aspects of the school improvement plan are being carried out. They draw their evidence from a range of sources, including by seeking the views of parents and talking to pupils in the school. However, their ability to hold senior leaders stringently to account is hindered by improvement plans that do not relate closely enough to pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective. Pupils' well-being is paramount to all who work at the school. Staff know pupils well as individuals. As a result, adults are able to meet pupils' social and emotional needs effectively.
- Office staff undertake all the required checks to make sure that only people who are suitable are allowed to work in the school. The school site, although extensive, is secure.
- Staff have up-to-date training in all aspects of safeguarding. All have read the latest information about keeping pupils safe in school. Staff understand how to recognise, report and record concerns, even if the concerns appear to be minor. They appreciate that even minor concerns may form part of a wider picture at a later date.

Quality of teaching, learning and assessment

Inadequate

- Teachers' expectations of what pupils can achieve are too low in key stage 2. There is little evidence of teaching enabling pupils in key stage 2 to make the progress needed to achieve in line with the national average. In some cases, pupils are falling even further behind.
- Teachers do not all have sufficiently secure subject knowledge overall. This prevents them from recognising when pupils make mistakes, for example in the use of grammar and punctuation. Weak planning and poor choices about resources lead to pupils not learning as well as they should.
- Pupils' misspellings are common and not corrected promptly. As a result, mistakes persist and become ingrained. Teachers do not systematically insist that pupils present

their work well. Consequently, inconsistencies in the quality of pupils' work are evident, not only from day to day but also within lessons.

- There are some signs of improvement in the teaching of mathematics, especially since January of this year. Pupils have increased opportunities to tackle challenging problems using their mathematical knowledge and reasoning. This is leading to them making better progress than in the past across the school.
- Teaching in key stage 1 has improved in recent years as a result of the actions of senior leaders. This ensures that pupils get off to a strong start in school, providing them with a secure foundation for future success. However, the weak teaching in key stage 2 currently fails to build on this increasingly secure starting point.
- The teaching of reading has a high priority in the school. Many topics are planned around rich texts, and this helps pupils to develop an enjoyment and appreciation of fiction. Pupils learn phonics well and use this knowledge to sound out unfamiliar words and to read with increasing accuracy and fluency as they progress through the school.
- Teaching assistants play an important role in helping pupils, especially those with SEND, to participate fully in lessons and to develop positive attitudes to learning.
- Homework provides pupils with useful opportunities to read at home and to practise their knowledge in mathematics. As pupils grow older, they take on an increased amount of homework to help them prepare for the greater demands of secondary school. Parents are becoming increasingly involved in their children's learning at the school.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils do not have consistently positive attitudes to learning. Some lack resilience, have low self-esteem and do not see themselves as learners. In several lessons, it was clear to inspectors that pupils were struggling to settle to the task, especially when they felt that they could not succeed. This led to pupils becoming easily distracted and not achieving as well as they could.
- Senior leaders and staff understand the personal and learning challenges that some of their pupils face. They work hard with pupils and their families to establish positive, affirming relationships and consequently strengthen pupils' confidence and determination to succeed in school. These efforts are having a positive impact on pupils but have not had time to result in stronger academic progress. Several parents reserved special praise for this aspect of the school's work.
- In lessons where teaching fully engages pupils' interest, pupils show more positive attitudes to their learning. They focus well on the tasks in hand and complete them by the end of the lesson. In such lessons, pupils cooperate well, share ideas and accept each other's views.
- Pupils feel safe in school. They trust adults to sort out any problems, but also say that friends can be relied on to help as well. Pupils have a very strong understanding of equality and diversity. One pupil explained this by saying, 'Everyone is appreciated for who they are.'

- Pupils have a good understanding of the dangers of bullying, including cyber bullying. They understand how it differs from just falling out, describing it accurately as 'continued abuse'. Bullying is uncommon, but when it does arise staff deal with it quickly and decisively.
- Pupils understand the importance of reporting any incidents of bullying. Several were able to explain the difference between being an 'upstander' who reports incidents quickly and a 'bystander' who sees bullying happening but does nothing. This demonstrates leaders' clear expectations for pupils to play their part in promoting a positive culture in the school.
- Pupils learn how to adopt healthy lifestyles. There are many opportunities to participate in different sports and games. Leaders also ensure that pupils learn how to ride bicycles and scooters safely. Pupils appreciate the extensive school grounds that enable them to learn out of doors at times.

Behaviour

- The behaviour of pupils requires improvement. On occasions at playtimes, some pupils do not show thoughtfulness or consideration to others. Rough play sometimes spills over and tempers fray. Staff do not systematically intervene quickly to defuse this behaviour and so it escalates. Pupils confirm that events such as this are not uncommon and that they leave some pupils feeling anxious.
- For several years, too many pupils, especially disadvantaged pupils and those with SEND, have had high levels of absence from school. Attendance figures are well below the national average and persistent absence is high. Leaders now analyse patterns of absence more carefully than in the past, which helps them to identify specific pupils who need support to improve their attendance. Case study examples show that this approach has had a positive impact for some pupils and there are some signs of improvement. However too few pupils still benefit from regular attendance at school.
- When pupils are in the school, for example walking along the corridors and eating lunch together in the hall, they behave well. Pupils are mostly polite and well mannered. They open doors for adults and say thank you when adults do the same for them. The school is an orderly environment.

Outcomes for pupils

Inadequate

- Since the previous inspection, standards in reading, writing and mathematics at the end of key stage 2 have been consistently low and show little sign of improvement. Attainment and progress dipped further in 2018 so that the overwhelming majority of pupils left the school having not met the expected standard in these three subjects. No pupils have achieved the higher standard in all three subjects by the end of Year 6 for the last three years. The progress of pupils by the end of key stage 2 in 2018 was below that seen nationally, especially in reading and mathematics.
- The progress of pupils currently in key stage 2 is slow and uneven, especially in writing. The proportion of pupils on track to achieve the expected standard in reading, writing and mathematics at the end of Year 6 remains well below the national average. Although key stage 2 pupils are currently making better progress in reading and

mathematics than in the past, this is not enough to enable them to make up for the ground lost in learning in recent years. However, positively, a few pupils in Year 6 are on track to attain the higher standard at the end of this academic year.

- Pupils with SEND make variable progress. Some benefit from the strong specialist teaching that helps them to move forward successfully from their various starting points. Others achieve much less well and fall further behind. Some parents of pupils with SEND spoke very positively about the way that they feel the provision in place for their children is supporting and enabling them to make good progress.
- Disadvantaged pupils achieve in line with other pupils in the school, at the end of both key stage 1 and key stage 2. However, they achieve much less well than other pupils nationally, especially at the end of key stage 2.
- Outcomes in key stage 1 improved significantly in 2018, with pupils attaining closer to the national average than in previous years. Pupils made stronger progress as a result of raised standards of teaching. This improvement is continuing for pupils currently in key stage 1, with increasing proportions on track to meet the expected standard in reading, writing and mathematics by the end of Year 2.
- Pupils achieve well in the Year 1 phonics screening check. Attainment in phonics rose sharply in 2017 to standards close to those seen nationally, and this improved outcome was maintained in 2018. Pupils currently in school achieve well in phonics as a result of accurate, effective teaching.

Early years provision

Good

- Senior leaders have worked hard to ensure that children in the early years acquire a strong foundation of the basic skills to equip them well for success in school. Their efforts have brought about significant improvements to the quality of provision.
- The leader of the early years has a clear understanding of how well young children learn. She ensures that all who work in the provision have regular opportunities for training and professional development so that they can teach to a good standard.
- Children achieve well in the early years. They get off to a good start in the Nursery class and, by the time they leave the Reception class, are ready to take on the greater challenges of key stage 1.
- The majority of children start school with skills that are below those typical for their age. However, they make strong progress as a result of effective teaching and high expectations among staff. The proportion of children who reached a good level of development by the end of early years rose sharply in 2017 so that it was close to the national average. These strong outcomes were sustained in 2018. Children across the early years are also making similar progress this year. Some of the most able children are on track to exceed the early learning goals.
- Children quickly develop positive attitudes to school. They are fully engaged in their learning, creating a positive, purposeful environment.
- The classrooms and outdoor spaces provide well for children to learn across all areas of the early years curriculum. Staff are skilled at planning activities that capture children's interest and help them to take the next step in their learning.

- The environment is rich in language and text, so that children are presented with written text and opportunities for writing, both indoors and out. Consequently, children from all starting points make good progress in writing. Those who start school unable to write their name quickly master this skill and move on to being able to write words independently.
- Leaders ensure that parents are involved in their children's education. They keep parents informed about how well their children are achieving. In Reception, leaders arrange for times when parents and the wider family join in with children's activities. For example, older people come and read stories at the Nursery, and there are a wide number of community links to such services as dentists and doctors.
- Leaders recognise that many children start school with poor communication skills. They ensure that children have a rich diet of stories and rhymes, especially in the Nursery, to equip them with good vocabulary and understanding of spoken English.
- Children get off to a good start, both in learning phonics and in the early skills of reading and writing. Teaching of phonics is accurate and effective. However, at times, learning is disrupted, such as when children call out when a word or sound appears on the whiteboard, preventing others from having time to think carefully about their answers.
- Children learn to count and to add and subtract numbers from one to 10. An inspector observed children working well together to tackle questions, using equipment to help them. Children are thoughtful and cooperative, and are happy to share equipment with their partners. This was typical of the behaviour seen in the early years.
- All safeguarding requirements are met, including ensuring that enough staff have paediatric first-aid training.

School details

Unique reference number	132028
Local authority	Brighton and Hove
Inspection number	10088155

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Marisol Smith
Headteacher	Adam Sutton
Telephone number	01273 605700
Website	www.moulsecoomb.brighton-hove.sch.uk/
Email address	office@moulsecoomb.brighton-hove.sch.uk
Date of previous inspection	14–15 March 2017

Information about this school

- This is an average-sized primary school. In most year groups there are two classes, although there is one class in Year 5.
- The proportion of disadvantaged pupils is well above the national average. Levels of deprivation are well above those seen nationally.
- Most pupils are White British, but the school also has pupils from a range of ethnic backgrounds. The school has a greater number of ethnic groups represented than seen in primary schools nationally.
- The proportion of pupils with SEND is well above that seen in other schools across the country.
- The school is receiving additional support from the local authority. This includes support from improvement advisers. Leaders also work closely with other schools in their local cluster.

Information about this inspection

- Inspectors observed learning in all classes across the school. Several of these visits were undertaken jointly with the headteacher or deputy headteacher. The headteacher joined the lead inspector for all his observations in lessons.
- Several meetings were held with the headteacher and deputy headteacher to discuss various aspects of the school's work, including leaders' evaluation of the school and their actions to improve behaviour. Inspectors also met with other leaders and staff, including the special educational needs coordinator, the subject leaders for mathematics, English and physical education, the leader of the early years and the 'closing the gap' teacher.
- The lead inspector met with the chair of the governing body, together with five other governors. He also reviewed documents relating to the work of the governing body.
- Inspectors observed pupils' behaviour in the playground and around school.
- Six pupils in total, from Year 2 and Year 6, read their reading books to an inspector and discussed how the school supports their reading development.
- A representative group of pupils from key stage 1 and key stage 2 discussed their opinions about the school, and their learning, with the lead inspector.
- Inspectors took account of the 29 responses to Ofsted's online parent survey, Parent View. Inspectors also met with a number of parents at the beginning of the school day. There were no responses to the pupil or staff surveys.
- Inspectors observed the school's work and looked at a number of documents, including information about pupils' achievement, the school's evaluation of its own performance and its development plans. They reviewed records of behaviour and attendance, and leaders' evaluation of the quality of teaching. They also scrutinised the single central record of checks on people who work in the school to ensure that it met statutory requirements, and reviewed a range of information relating to safeguarding.
- The inspectors looked at samples of pupils' work in their books across a wide range of curriculum areas, focusing particularly on writing and mathematics.

Inspection team

Bruce Waelend, lead inspector	Ofsted Inspector
Neil Small	Ofsted Inspector
Timothy Rome	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Subject:	Families, Children & Learning annual report 2018/19 and looking forward		
Date of Meeting:	17 June 2019		
Report of:	Pinaki Ghoshal – Executive Director of Families, Children & Learning		
Contact Officer:	Name:	Mia Brown	Tel: 01273 290728
	Email:	Mia.brown@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 To set out a summary of the work of the Families, Children & Learning Directorate over the past 12 months and to communicate our intentions for the next year and beyond.

2. RECOMMENDATIONS:

- 2.1 That committee note the report

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 This year's report given as appendix 1 can be used with a variety of audiences for a number of purposes. It communicates some of our key achievements from the past year and sets out our key challenges and planned activity for 2019/20 and beyond.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 It is good practice for a Families, Children & Learning directorate to produce an annual overview communication of its activities
- 4.2 The annual report is as an overview document, therefore it is not practical to include extensive detail about our services. That information is available elsewhere in other reports in the public domain. These include:
- Local Safeguarding Children Board annual report, containing social work performance
 - Annual standards report on educational attainment
 - A range of reports that have been considered by the Children, Young People & Skills Committee, the Health & Wellbeing Board and the Policy & Resources Committee, all of which are in the public domain
 - Reports that are considered by the Corporate Parenting Board which all Members are invited to attend, if they wish

- Ofsted and Care Quality Commission reports about the range of provision that the directorate has direct responsibility for or, in the case of schools, has oversight of.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Our children, young people, adults with learning disabilities, and families and carers, play a key role in shaping our services. This engagement helps us to ensure continuous improvement as well as improving satisfaction. We want to make sure people can feedback and influence the services they receive from us. To encourage this, we have developed a range of opportunities so that as many people as possible can give us their views in a way that best suits them.
- 5.2 Proposals that include significant changes are always subject to a range of consultation activities, with staff, trades unions and with service users. Children, young people, adults with learning disabilities and their families are engaged with in a number of ways to find out their views on our services, this is especially true of some of our more vulnerable groups such as those who are disabled and children in care.
- 5.3 Our report sets out how we want to do things differently in the future; this includes working more in partnership with others in the city.

6. CONCLUSION

- 6.1 Members are asked to note the attached report.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The final outturn for Families, Children and Learning in 2018/19 was an underspend of £0.801m against a General Fund budget of £84.796m. Budget savings of £3.320m and pressure funding of £3.578m have been agreed for 2019/20. It is anticipated that the budget will be under pressure in 2019/20 and demand led areas will continue to be monitored closely.

Finance Officer Consulted: Louise Hoten

Date: 29 April 2019

Legal Implications:

- 7.2 The report sets out the work of the Families, Children & Learning directorate over the past 12 months with a view to demonstrating the progress made towards the strategic priorities set by Committee. The meeting of those priorities will assist the Council in meeting a range of statutory duties

Lawyer Consulted:

Natasha Watson

Date: 7 June 2019

Equalities Implications:

7.3 The Families, Children & Learning directorate is committed to improving outcomes for the most vulnerable and excluded children, young people and adults with learning disabilities in the city. Our report and our directorate plans sets out how we are going to take this work forward over the next year and beyond.

Sustainability Implications:

7.4 N/A

Any Other Significant Implications:

7.5 N/A

SUPPORTING DOCUMENTATION

Appendices:

1. Families, Children & Learning Annual Report 2018/19 and Looking Forward

Families, Children and Learning Our annual report for 2018-19 and our plans for 2019-20 and beyond

Taking a whole-family approach, we work with others in the city to enable all children, young people and adults with learning disabilities to live safer, more independent and happier lives.

Introduction

Pinaki Ghoshal Executive Director of Families, Children & Learning

What we do

Most families in the city have some interaction with our services, even if they don't realise it. We also provide a range of support to adults with learning disabilities.

Early Years

- 3,906 children attend our children's centres and nurseries
- 88% of two year-olds from low income families take up their free early years entitlement (spring 2019)
- 72.6% of children achieve a good level of development at the end of their reception year

Going to school

- 32,286 children attend school
- 5,471 children receive SEND support in maintained schools (incl. 1,102 EHCPs)
- 4,776 (15.6%) children are eligible for free school meals
- 4,484 (13.9%) pupils have English as an additional language
- 96.6 % get to go to their preferred school

Being safe and happy

- 1,375 receive family support (including the national Troubled Families programme)
- 1,866 children are supported by social work to be safe
- We act as Corporate Parent to 391 children in care and 308 care leavers
- We help support 37 unaccompanied asylum seeking children

Moving into adulthood

- 5,650 young people attend post-16 education and training providers
- 2,348 young people benefit from youth services we deliver or commission
- 308 care leavers aged between 18 and 25 receive our support
- We work with 707 adults with learning disabilities
- 25 adults with learning disabilities are supported to live more independently

What Ofsted and external challengers say

In July 2018 Ofsted inspected our children's social care services. They judged our overall effectiveness as Good. Here are just a few quotes from Ofsted and external scrutinisers.

- Social workers and managers are aspirational for the children in their care and demonstrate a strong focus on improving their experiences and outcomes
- Children's services in Brighton & Hove provide a joined-up response to the needs of vulnerable children and families
- Children with more complex needs receive an effective, multi-agency response
- Social workers show a good understanding of the children they work with; they seek children's views and carry out individual work with them
- Disabled children benefit from high quality, responsive support
- 'People, professionals and relatives told us staff were kind and caring. We asked one person if they liked staff today. The person said "Yes" and nodded. Professionals and relative comments included: "Staff are very good, caring and know [person] well", "Staff are kind and caring" and "Staff really are very, very caring.' Care Quality Commission inspection of Beaconsfield Villas, April 2019. Beaconsfield Villas is a care home providing care to adults with a learning disability.

Read Ofsted's full report about us <https://files.api.ofsted.gov.uk/v1/file/50014166>

"Your mantra of improvement as a habit, not a goal, was not lost on us." Ofsted, Annual Conversation.

"Clear and confident sense of direction and momentum" South East Sector-Led Improvement Programme.

"The key partners in the local area are working cohesively together and know their shared and separate strengths and challenges." (DfE and NHS England)

Our services are performing well!

- Attainment at the end of key stage 2 and key stage 4 continues to be above the national average, as are education outcomes for early years children with special educational needs.
- 56 schools in the city have committed to poverty-proofing the school day. This is testament to the concern and commitment Brighton & Hove school leaders have for pupil and student wellbeing.
- Two of our special schools are rated as 'outstanding' and our two Pupil Referral Units are rated as 'good' by Ofsted.
- 97 % of early year's providers, 93% of the city's schools and 100% of our maintained secondary schools are rated as 'good' or 'outstanding' by Ofsted.
- We have high numbers of young people in education employment or training, including 93% of 16-17 year olds with special educational needs.

- Both of our in-house residential settings for children have been judged by Ofsted to be 'outstanding'. All residential in-house provision for adults with learning disabilities has been judged to be 'good' by the Care Quality Commission.
- The percentage of education, health and care plans (EHCP) that are issued within 20 weeks is higher than the national average.
- Decisions to start child protection enquires are appropriate and timely with 87.4% of Strengthening Families assessments completed within 45 working days – above the national average.
- Social workers and managers maintain a strong focus on ensuring that children experience permanence at the earliest opportunity. The average time between a child entering care and moving in with its adoptive family is better than the England average, by more than two weeks.
- The numbers of first time entrants into the youth criminal justice system here are among the lowest in the country.
- Our Move On project has successfully supported 25 adults with learning disabilities to live more independent lives.

Listening and acting on feedback and giving thanks

We have seen the numbers of complaints about us decrease by 29% in the past year and we still continue to receive a high number of compliments.

“The social worker was amazing. Brilliant! Loved her! She connected with my daughter very quickly and the relationship she built was amazing. She couldn't have done anything better, she was so good.”

“Personally I couldn't manage without Tudor House, the staff and the placement, and I am extremely grateful. I can fully relax when B is at Tudor I can confidently hand my precious son over to the wonderful staff.”

“The special educational needs team played a huge role in getting our son into the school of his choice and where we feel that he will have a chance to fulfil his potential. It has made such a difference for us to have a contact person who has been prompt in responding to our queries. We have really experienced you to be on 'G's team' – advocating for his needs in the face of considerable challenges.”

Thank you

For going the extra mile
 For always wanting to do your best
 For encouraging people to do more than they think they're capable of doing
 For supporting people even when you don't have all the answers
 For sharing your ideas
 For your creative and purposeful work

For caring
For being part of the solution
Your work is vital, is noticed and is appreciated
Pinaki Ghoshal, Executive Director for Families, Children & Learning

Key decisions made this year by our children, young people and skills committee

Ensuring that the most vulnerable and disadvantaged receive support and to ensure gaps are closed

- Endorsed the hidden children strategy to better identify, track and improve outcomes for children and young people for whom full-time education is a protective factor
- Supported the re-organisation of special educational needs provision in the city, including the creation of specialist centres within two local schools to provide support to children with autism
- Agreed a programme of work to support people with disabilities into suitable employment within council services

Improving our services

- Supported the development of a city-wide strategy to tackle violence, vulnerability and exploitation
- Supported plans to extend mental and emotional support for young people
- Endorsed growing the Independent visiting service to provide a strong befriending scheme for children in care and care leavers

Supporting young people

- Approved the youth justice strategy to support the prevention and reduction of youth offending
- Endorsed plans to provide additional out-of-school respite provision for disabled children and young people
- Agreed increased investment in the community and voluntary sector to deliver youth work

Our future plans – From good to great!

Based on feedback from Ofsted and from our staff engagement consultations, our future plans to move us from being good to being great include:

- Ensuring all children we work with consistently receive a high quality service that builds on strengths in families and improves outcomes
- Providing children in care with consistently high quality, well supported placements
- Helping families to receive community and wider family support at the earliest opportunity
- Making sure we listen to the opinions of the people we work with, and where appropriate act on their suggestions for improving services
- Enabling more adult service users with learning disabilities to live more independently

- Reviewing all our residential units, care homes and day activities provision to improve choice, control and experiences for the people who use them
- Improving education outcomes for disadvantaged and SEN pupils, and creating more post-16 opportunities
- Improving school attendance
- Improving transition arrangements for children moving from child-centred services into adult-orientated ones, including young people with learning disabilities

Whole-family working: We know that helping families as early as possible can stop problems getting worse and can enable them to lead happier, healthier lives. We will continue to work with the whole family and promote the whole-family working strategy -

<http://brightonandhovelscb.org.uk/wp-content/uploads/Whole-family-working-strategy.pdf>

Partnership Working: We will continue to work with Sussex Police and the NHS to establish our new safeguarding children partnership arrangements (formerly the Local Safeguarding Children Board). We will continue work to develop greater integration with the council's health and adult social care team and the Brighton and Hove Clinical Commissioning Group We will also continue to work with the city's Education Partnership to address the disadvantage gap, recruitment, retention and celebration of education staff, and to improve attendance and exclusion rates for young people.

Find out more

- Brighton & Hove City Council
- Brighton & Hove Local Safeguarding Children Board
- Brighton & Hove Safeguarding Adults Board
- Our FCL directorate plan sets out our vision, objectives and key actions for the next few years – weblink

Related plans

- Brighton & Hove City Council Corporate Plan 2015-2019
- Brighton & Hove: The Connected City

For further information about the work of our families, children and learning directorate please contact FCLComms@brighton-hove.gov.uk

You can also follow us online at:

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