



Brighton & Hove
City Council

Overview & Scrutiny

Title:	Children & Young People's Overview & Scrutiny Committee
Date:	24 March 2010
Time:	5.00pm
Venue	Council Chamber, Hove Town Hall
Contact:	Sharmini Williams Overview & Scrutiny Support Officer 29-0451 sharmini.williams@brighton-hove.gov.uk

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CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

The following are requested to attend the meeting:

Councillors:

Older (Chairman), McCaffery (Deputy Chairman), Allen, Drake, Hyde, Phillips, Smart and Wakefield-Jarrett

Statutory Co-optee with Voting Rights

Mike Wilson	Diocese of Chichester
David Sanders	Diocese of Arundel & Brighton
Vacancy	Parent Governor Representative
Vacancy	Parent Governor Representative

Non-Statutory Co-optees without Voting Rights

Carrie Britton	Children's Health
Joanna Martindale	Community Voluntary Sector Forum
Mark Price	Youth Services
Kenya Simpson-Martin	Youth Council
Rohan Lowe	Youth Council
Azdean Boulaich	Youth Council
Vacancy	Children's Social Care Representative

AGENDA

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46. MINUTES OF THE PREVIOUS MEETINGS Draft minutes of the meetings held on 05 and 20 January, 2010 (copies attached)	3 - 16
47. CHAIRMAN'S COMMUNICATIONS	
48. THERAPY SERVICES FOR DISABLED CHILDREN Report of the Director of Children's Services on Therapy Services for Disabled Children (copy attached) <i>Contact Officer: Jenny Brickell Tel: 26-5794</i> <i>Ward Affected: All Wards;</i>	17 - 60
49. PUBLIC QUESTIONS No public questions have been received	
50. LETTERS FROM COUNCILLORS No letters have been received from Councillors	
51. SCHOOL EXAMINATION AND TEST RESULTS (INCLUDING RESPONSE TO LETTER FROM COUNCILLOR HAWKES) Report of the Director of Children's Services on Standards in Early Years Foundation Stage and Key Stages 1-5, 2008-09. This report also includes information requested by CYPOSC members at the 20.01.10 Committee meeting, following discussion of a letter presented by Councillor Pat Hawkes (copy attached) <i>Contact Officer: Linda Ellis Tel: 29-3686</i> <i>Ward Affected: All Wards;</i>	61 - 102
52. TRAVELLER EDUCATION Report of the Director of Children's Services: Traveller Education Team Report 08/09 (copy attached) <i>Contact Officer: Hilary Ferries Tel: 29-3738</i> <i>Ward Affected: All Wards;</i>	103 - 118
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CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

Item 52b- June 2010 - March 2011 Work Programme

54. ITEMS TO GO FORWARD TO CABINET, OR THE RELEVANT CABINET MEMBER MEETINGS OR FULL COUNCIL

Items to go forward to the next Cabinet, Cabinet Member meeting, or for information to Full Council on 29 April 2010

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

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

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

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

For further details and general enquiries about this meeting contact Sharmini Williams, (29-0451, email sharmini.williams@brighton-hove.gov.uk) or email scrutiny@brighton-hove.gov.uk

Date of Publication - Tuesday, 16 March 2010

Agenda Item 45

To consider the following Procedural Business:-

A. Declaration of Substitutes

Where a Member of the Committee is unable to attend a meeting for whatever reason, a substitute Member (who is not a Cabinet Member) may attend and speak and vote in their place for that meeting. Substitutes are not allowed on Scrutiny Select Committees or Scrutiny Panels.

The substitute Member shall be a Member of the Council drawn from the same political group as the Member who is unable to attend the meeting, and must not already be a Member of the Committee. The substitute Member must declare themselves as a substitute, and be minuted as such, at the beginning of the meeting or as soon as they arrive.

B. Declarations of Interest

- (1) To seek declarations of any personal or personal & prejudicial interests under Part 2 of the Code of Conduct for Members in relation to matters on the Agenda. Members who do declare such interests are required to clearly describe the nature of the interest.
- (2) A Member of the Overview and Scrutiny Commission, an Overview and Scrutiny Committee or a Select Committee has a prejudicial interest in any business at meeting of that Committee where –
 - (a) that business relates to a decision made (whether implemented or not) or action taken by the Executive or another of the Council's committees, sub-committees, joint committees or joint sub-committees; and
 - (b) at the time the decision was made or action was taken the Member was
 - (i) a Member of the Executive or that committee, sub-committee, joint committee or joint sub-committee and
 - (ii) was present when the decision was made or action taken.
- (3) If the interest is a prejudicial interest, the Code requires the Member concerned:-
 - (a) to leave the room or chamber where the meeting takes place while the item in respect of which the declaration is made is under consideration. [There are three exceptions to this rule which are set out at paragraph (4) below].
 - (b) not to exercise executive functions in relation to that business and

(c) not to seek improperly to influence a decision about that business.

(4) The circumstances in which a Member who has declared a prejudicial interest is permitted to remain while the item in respect of which the interest has been declared is under consideration are:-

- (a) for the purpose of making representations, answering questions or giving evidence relating to the item, provided that the public are also allowed to attend the meeting for the same purpose, whether under a statutory right or otherwise, BUT the Member must leave immediately after he/she has made the representations, answered the questions, or given the evidence,
- (b) if the Member has obtained a dispensation from the Standards Committee, or
- (c) if the Member is the Leader or a Cabinet Member and has been required to attend before an Overview and Scrutiny Committee or Sub-Committee to answer questions.

C. Declaration of Party Whip

To seek declarations of the existence and nature of any party whip in relation to any matter on the Agenda as set out at paragraph 8 of the Overview and Scrutiny Ways of Working.

D. 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 2 of the Agenda states in its heading the category under which the information disclosed in the report is confidential and therefore not available to the public.

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

Agenda item 46(a)

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

5.00PM 5 JANUARY 2010

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillors Older (Chairman); McCaffery (Deputy Chairman), Allen, Phillips, Smart, Wakefield-Jarrett, Barnett and Wells

Statutory Co-optees: with voting rights:: Mike Wilson (Diocese of Chichester) and David Sanders (Diocese of Arundel & Brighton)

Non-Statutory Co-optees: Carrie Britton (Children's Health) (Non-Voting Co-Optee)

Apologies: Councillor Pat Drake, Councillor Lynda Hyde, Mark Price, Rachel Travers, Kenya Simpson-Martin and Rohan Lowe

PART ONE

33. PROCEDURAL BUSINESS

33.1 Declaration of Substitutes

Councillor Wells substituted for Councillor Hyde and Councillor Barnett substituted for Councillor Drake.

Apologies were sent from the Youth Council Representatives, Rachel Travers (CVSF representative) and Mark Price (Youth Services)

33.2 Declarations of Interest

There were none.

33.3 Declaration of Party Whip

There were none.

33.4 Exclusion from the Press and Public

In accordance with section 100A(4) of the Local Government Act 1972, it was considered whether the press and public should be excluded from the meeting during the consideration of any items contained in the agenda, having regard to the nature of the business to be transacted and the nature of the proceedings and the likelihood as to whether, if members of the press and public were present, there would be disclosure to them of confidential or exempt information as defined in section 100I (1) of the said Act.

33.5 **RESOLVED** – That the press and public not be excluded from the meeting.

34. CHAIRMAN'S COMMUNICATIONS

34.1 The Chair introduced the meeting saying this was a Special Budget meeting for CYPOSC to look at the Budget proposals for 2010-11, ask questions, raise issues and put forward any suggestions.

CYPOSC would then need to forward their comments and views to the Overview & Scrutiny Commission for the 26 January 2010.

35. BUDGET UPDATE & DIRECT BUDGET STRATEGY FOR 2010/11

35.1 The Director of Children's Services and Cabinet Member for Children and Young People presented the Children Services Budget proposals for 2010/11 and answered questions with the Assistant Directors of Strategic Commissioning and Governance, Learning, Schools and Skills, City Wide Services, Clinical Director, Head of Service for City Early Years and Service and the Head of Financial Services for (Children, Families and Schools).

35.2 Members were advised that there were considerable challenges facing CYPT, the main budget pressures being:

- Child Agency and In House Placements
- Services for Care Leavers
- Legal/Court costs
- Area Preventative Grants

35.3 Members were pleased to be reassured that an independent review of duty and assessments had concluded the thresholds used by CYPT were at the right levels.

35.4 In response to a question regarding whether Children's Centres were reaching those most at risk members were advised that further work was being undertaken to provide more support for families with domestic violence, alcohol and substance misuse issues.

35.5 The Committee were informed some services are offered that all families can access such as health visitors whilst other services are by invitation only and these are the services used to target interventions.

35.6 The Committee heard how the costs of mother and baby placements were high, the process is expensive and outcomes vary. Work has begun to understand why there is a higher use of these placements in Brighton and Hove than in other areas. This will include looking at which types of families gain most from having a placement and identifying better value alternatives.

35.7 Members were told that compared to other authorities it was felt that the judicial system in Brighton and Hove was much more in favour of having mother and baby placements. CYPT hopes to persuade the court that long and expensive mother and baby placements often do not have the positive outcome hoped for.

- 35.8 There will be a further emphasis placed on holistic working and the use of projects such as “Team Around the Family” and the “Family Pathfinder Project” for earlier intervention.
- 35.9 Members were informed that potentially £1 million, of the £1,940 million of savings had been earmarked from the Central Risk Provision for Children’s Services in light of the increased pressures following the death of Baby P, the Laming Report and the impact this has had on safeguarding.
- 35.10 There was some concern that if grant funding were used to fund a shortfall in mainstream budgets this might affect future efforts to obtain grant funding. In answer to a question that further clarification was needed on the statement that ‘there are no service pressures within CYPT as a result of grant funding coming to an end. The Director of CYPT advised members that for 2010/11 no grant funding streams were to end.
- 35.11 The Director confirmed that savings would be focused in those areas that were less effective with support being maintained for the most cost effective interventions.
- 35.12 In response to a question on the £200,000 savings and the concerns from members on making this saving from the Connexions grant, the Committee heard how the current commissioning of services was not achieving its outcomes and services needed to look at more cost effective intervention and decommission less effective services. It was noted that Members requested further comparative information on the proposals, for savings in relation to Connexions and the Youth Offending Service (YOS).
- 35.13 Members felt that the level of information provided for the budget scrutiny needed to be reviewed as the high-level nature of the documents meant it was difficult meaningfully scrutinise the proposals.
- 35.14 In answer to a question on how the school transport budget savings were going to be made taking into account the sensitive nature of young people with Special Education Needs (SEN), the Committee heard that there was a clear strategy focusing on a more vigorous application of criteria and by looking at each individual case, by looking at reducing long, uncomfortable journeys for young people and whether they could access services nearer to their home. Reviewing expensive individual taxi journeys and looking at alternatives to promote independence and more creative individual programmes were also being explored.
- 35.15 Members informed that they were aware of transport issues for pupils with SEN attending out of school activities, how some of these arrangements were inflexible and that families would need to be consulted about any changes to school transport. Members agreed to forward on extra information to the Assistant Director of Learning, Schools and Skills.
- 35.16 In answer to a question on the reduction in the number of staff, the Committee heard that Children’s Services did not propose any redundancies.
- 35.17 In answer to a question on whether health partners could contribute to the Children’s Services budget, Members heard how the Children’s Trust already worked closely with

the Primary Care Trust (PCT) and other agencies; decisions of budgets and services were being developed on a 'Trust' basis, rather than within organisational silos. This can be seen in the Children and Young People's Plan (CYPP) which sets out the Trusts priorities which inform where savings and investment in services are made. The CYPP is owned by all Trust partners. Work is ongoing to look at how savings can be made in improved working between organisations.

- 35.18 In answer to a question as to what savings were being made from the Dedicated Schools Grant (DSG) in comparison to safeguarding services, Members heard how the DSG budget for 2010/11 is £135 million and the 4.1% increase is ring-fenced grant money. The Schools Forum have examined different ways to use this additional funding e.g. recruiting more educational physiologists. Schools are expected to take on a wider range of services to meet the increasing needs of families.
- 35.19 Further information was requested on who fixed the 4.1% increase and how the variations in grant percentages worked, Members were told that there was a complicated formula and schools would receive between the minimum funding guarantee of 2.1% per pupil and the maximum of 4.1% per pupil of the funding, other factors such as deprivation were also taken into account.
- 35.20 Concerns were raised in relation to savings within Children in Care, the Committee were informed how there was a full complement of staff and how there had been Social Care recruitment issues in the past which had led to Agency staff covering vacancies, which was not cost-effective. Several vacancies had been filled through joint working with the University and creative promotional advertising. Other Local Authorities also had recruitment and retention issues within Social Care.
- 35.21 In answer to a question on what priorities and pressures the Schools Forum identified, the Committee were told how funding pools had been put together for creative solutions such as Mentors for schools. Schools were increasingly adopting a cluster approach to solving challenges.
- 35.22 Questioning on the Aiming High Grant focused on how savings would be identified. Members were advised that many of the services provided by this grant were already delivered using base budgets; these would be transferred to the grant budget. There would be a long lead in time to changes in service provision.
- 35.23 In answer to question on whether the Aiming High Grant was match funded by the PCT and whether it was ring-fenced, the Committee heard how the budget was ring-fenced but that services were provided through a combination of the base budget and the grant; as savings have to be made this year discussions would need to be held with partners and parents.
- 35.24 Concern was expressed regarding £300k savings within Looked After Children budget. Members were advised that this level of resource represented a very small number of cases. Members were informed that the rate of referrals was up from previous years and that the most cost effective packages would be need to be identified with child safety being at the forefront, by reviewing decisions, joint working, market management and procurement.

35.25 In response to whether there were any job losses through the £987,000 (VFM) savings; Members heard that there were no proposals for redundancies. Members raised concerns as to whether staff would have a heavier workload, the Committee were informed that if staff were expected to do more they would be graded appropriately, but it was more around making efficiency savings through looking at different and possibly more local care packages; same provision at a lower cost.

35.26 In response to a question on the length of service of Agency staff and whether there was sufficient time for them to bond with the children and their families, the Committee heard how the focus was on recruiting to permanent positions as this short term placements were costly; with emphasis being on the retention of staff. Social Workers had high workloads and this was a common factor with other authorities too and that 7 extra staff and 2 Independent Review Officers had been recruited since the Lord Laming report.

35.27 Members were concerned at the £4.5 million (10%) savings that Children's Services were expected to make. It was felt that the percentage savings should be different with the varying Directorates as Children Services were responsible for child protection and safeguarding of children, their percentage savings should be reduced and in future savings should be looked at differently.

35.28 Councillor McCaffery said that she was aware of the dedication of the staff, but could not support these proposals due to the level of savings proposed which she believed rendered it an unsafe budget which jeopardised children's safety .

35.29 RESOLVED-

(1) Members resolved to ask for additional information on the following proposals :

- Connexions
- YOS
- transport and impact on after school activities
- DSG and schools formula
- Aiming High
- additional information around the VFM proposals

(2) Members to forward on information of families who had issues with transport for out of school activities to the AD for Learning, Schools and Skills.

(3) Further information was requested on the Dedicated Schools Grant who fixed the 4.1% increase and how the variations in percentages were calculated.

(4) In future the Council to look at different ways of making savings rather than the same percentages from each directorate.

(5) CYPOSC to forward its comments to the Overview and Scrutiny Commission (OSC) meeting of the 26 January 2010, to be incorporated into the single scrutiny response to the budget.

CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE 5 JANUARY 2010

The meeting concluded at 6.30pm

Signed

Chair

Dated this

day of

Agenda item 46(b)

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

5.00PM 20 JANUARY 2010

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillors Older (Chairman); McCaffery (Deputy Chairman), Allen, Hyde, Phillips, Smart and Wakefield-Jarrett

Statutory Co-optees: with voting rights:: Mike Wilson (Diocese of Chichester) and David Sanders (Diocese of Arundel & Brighton)

Non-Statutory Co-optees: Carrie Britton (Children's Health) (Non-Voting Co-Optee), Rachel Travers (Community Voluntary Sector Forum) (Non-Voting Co-Optee), Rohan Lowe (Youth Council) (Non-Voting Co-Optee) and Alex Qiu (Youth Council Representative) (Non-Voting Co-Optee)

Apologies: Councillor Pat Drake and Mark Price (Youth Services) (Non-Voting Co-Optee)

PART ONE

36. PROCEDURAL BUSINESS

36a. Declaration of Substitutes

36.1 There were none. Councillor Pat Drake and Mark Price (Youth Services) sent their apologies.

36b. Declarations of Interest

36.2 Carrie Britton informed the Committee that she had a personal interest in Agenda Item 41 "An update and review of therapy services for disabled children"

36c. Declaration of Party Whip

36.3 There were none.

36d. Exclusion from the Press and Public

36.4 In accordance with section 100A(4) of the Local Government Act 1972, it was considered whether the press and public should be excluded from the meeting during the consideration of any items contained in the agenda, having regard to the nature of the business to be transacted and the nature of the proceedings and the likelihood as to whether, if members of the press and public were present, there would be disclosure to them of confidential or exempt information as defined in section 100I (1) of the said Act.

36.5 **RESOLVED** – That the press and public not be excluded from the meeting.

37. MINUTES OF THE PREVIOUS MEETING

37.1 The minutes of the meeting from the 18 November, 2009 were approved.

38. CHAIRMAN'S COMMUNICATIONS

38.1 The Chairman asked Steve Barton, Assistant Director Strategic Commissioning & Governance to update the Committee on the Children and Young People's Plan (CYPP). The Committee heard that the Plan was endorsed at Full Council on the 10 December, 2009 and how there was an electronic and interactive version of the document which meant that anyone could click onto any of the links and look at the corresponding national and local policies in the Plan.

38.2 The Committee were updated on the School Exclusions Ad-hoc Panel since the Panel had met up for its last public meeting; which was on the 14 January, 2010 where the Head of Learning Support Services came and spoke about the Special Educational Needs (SEN) Strategy, and there was a private meeting with the Youth Offending Service.

There had also been two additional school visits to the Sellaby House Tuition Centre, (secondary pupils from ACE) and the Self Managed Learning Centre to speak to Pupils and Teachers. A further visit had been arranged to Cardinal Newman Secondary School Inclusion Centre for the 1 February.

A further Private meeting had been arranged for 27 January, 2010 to hear evidence from the Children Adolescent Mental Health Service (CAMHS) and a Teacher.

38.3 The Chairman informed the Committee that the Minutes of the Budget meeting from the 5 January were still pending and that they would be with the Committee for the next meeting CYPOSC meeting; on the 24 March. The additional information that CYPOSC requested from the Budget meeting had been e-mailed out today. It was agreed that Members would have the Draft minutes circulated out to the Committee.

38.4 The Chairman told the Committee that the Children and Culture Ad-hoc Panel would have their first Private Scoping meeting on the 24 February. The following Councillors were on the Panel - Mel Davis, Rachel Fryer & Carol Theobald.

39. PUBLIC QUESTIONS

39.1 There were none.

40. QUESTIONS AND LETTERS FROM COUNCILLORS

40.1 Councillor Pat Hawkes presented the letter and informed the Committee about the findings of the Audit Commission "Oneplace " report, which was published on the 10

December, 2009 and asked the Committee to consider requesting a report detailing the performance across all secondary schools, to give an indication of the trend of educational performance over the past two years.

- 40.2 It was suggested that performance should be looked at over a 5 year period, rather than a 2 year period, to cover more than one political party's leadership period.
- 40.3 **RESOLVED** – The Committee agreed to request a report detailing the performance of secondary schools over the past 5 years for the 24 March, 2010 CYPOSC meeting and then to determine further action.

41. AN UPDATE AND REVIEW OF THERAPY SERVICES FOR DISABLED CHILDREN

- 41.1 Jenny Brickell, Head of Integrated Service and Liz Rugg, Assistant Director of City-Wide Services presented the report and answered questions.
- 41.2 The Committee were told what a complex structure Disability Services had because of the links with the Primary Care Trust (PCT) in Brighton and Hove and then at a wider level with Chailey Heritage and other PCTs across Sussex. Therefore at times progress can be slower than we would like in Brighton and Hove.
- 41.3 Rachel Travers (representative for the CVSF,) reminded the Committee of the background of this report; the "More therapies" report that had come to CYPOSC a year ago was a result of the findings from joint working with the Parent Carers' Council and Amaze. Concerns were raised around the 28 weeks waiting times for Occupational Therapist assessments, and 3-6 month waiting times for treatments. £175,000 was asked for by the Parent Carers' Council & Amaze, as additional funding and the PCT awarded £50,000 as a first step. This helped reduce waiting times for therapy services but was clearly insufficient to bring about transformational change. The report now before CYPOSC is based upon a consultancy report prepared by the College of Occupational Therapists. At present this is still at the draft stage and will be presented to the steering group on 28 January.

At the CYPOSC budget meeting on the 5 January, proposals had been put forward by the CYPT to switch some funding out of the Aiming High Grant. It had been understood that this funding was ring-fenced, but at the meeting it had been informed that although the grant was designed to improve short break services some existing CYPT services could be supported via that funding stream.

- 41.4 Carrie Britton (representative for Children's Health,) informed the Committee that the budget cuts to the Aiming High Grant would have serious implications to the Parents Carers' Council. It was felt that the report failed to show what complex issues these children and their families dealt with daily and that there was a lack of clarity on how the Parent Carers Council had initiated this review, on the numbers of therapists and how they are organised. Further concerns were around the lack of progress to move this forward.
- 41.5 In answer to a question in relation to concerns on the cutting back of services at Chailey Heritage, Members were told that the Nursery provision at Chailey Heritage announced that it would close. The Assistant Director of City-Wide Services told

CYPOSC that as a result, investment was being provided for children with complex needs to attend local pre-school places, thus reducing long journey times. PRESENS, the local Early Years Service for children with complex needs, had received an outstanding grade from OFSTED.

There were further concerns about whether it would be possible to continue to access the technical expertise at Chailey, Members were told that many parents were opting to receive services locally and these would be supported by technical expertise from Chailey.

41.6 Rohan Lowe (Youth Council Representative) asked about the types of therapy offered to disabled children or young people, as it was not entirely clear from the report, Members heard that these were physiotherapy, occupational therapy, speech and language therapy, and mental health and emotional therapies.

41.7 Alex Qiu (Youth Council Representative) asked which stakeholders had been consulted during the review; Members were told that a range of lead and key managers and other stakeholders including the Clinical Director of the CYPT, Head of Special Educational Needs, the Parent Carers' Council and AMAZE representatives were all interviewed by the consultant.

The Consultant attended Seaside View and built on the work that had taken place in the summer months to form an initial business case and was given all the previous information that had been carried out by all groups to produce a timely review.

41.8 Further information on the Action Plan from the review meeting in January was requested by the Committee.

41.9 **RESOLVED-**

(1) Members requested that a further report on the Action Plan from the Review of therapy services meeting on the 28 January, be heard at the 24 March, 2010 CYPOSC meeting.

(2) The Committee requested to know whether the Children and Young People's Trust (CYPT) Board were investigating allocating additional investment into therapy services.

42. CHILDREN'S RIGHTS CONVENTION AND CYPT EQUALITIES ARRANGEMENTS

42.1 Steve Barton, AD for Strategic Commissioning & Governance (in place of Pauline Lambert, Head of Nursing and Governance); presented the report and answered questions

42.2 In answer to a question on whether sufficient playing areas are looked at when planning new areas within the City, Members heard that during the planning and decision making process this is taken into account to ensure that children have a right to play safely. An example was that a planning application had been turned down due to insufficient

outside play areas for children and how another application was agreed, by ensuring section 106 money was used to add play facilities to a local park.

- 42.3 In answer to a question on the promotion of Equalities within schools, the Committee heard how the surveys were carried out and how the findings were used to address a variety of equalities issues including narrowing the gap in attainment and achievement between vulnerable groups and their peers.
- 42.4 In relation to a question on the Equalities Impact Assessment (EIA), Councillors asked for clarification in respect of Asylum and Traveller children. It was noted that this information could be included in a forthcoming report to Committee

Members were informed that a review of the EIA had been attached to the Children and Young People's Plan.

42.5 RESOLVED –

- (1) Further information about equalities issues was requested in respect of Traveller children for the 24 March 2010 CYPOSC meeting.

43. CHILD POVERTY

- 43.1 Sarah Colombo, Early Years and Childcare Strategy Manager presented the report and answered questions.
- 43.2 In answer to a question as to what was termed as a "relative low income", Members were told it referred to 60% of the average income.
- 43.3 Rohan Lowe (Youth Council Representative,) asked how would you define the term 'Deprived'? In relation to this, what determines people living in a deprived area – do you have to be deprived to live in the area or does living in the area make you deprived? The Committee were informed that the definition is measured by household information and their disposable income, before housing costs; groups of families living within an area caused deprived areas.
- 43.4 In answer to a question on how families are getting back into employment, whilst paying for their housing (which in Brighton and Hove is expensive), the Committee were informed that there were national challenges in relation to Poverty, but there were specifics to local areas; that families needed to gain some skills to get back into the work environment and that entry level skills are particularly needed in Brighton and Hove give the exceptionally high numbers of graduates living in the city'
- 43.5 Mike Wilson (representative for the Diocese of Chichester,) told the Committee how the different factors such as poverty, concentrations of families living in deprived areas, children with multiple needs are all linked to year on year of deprivation and care needs to be taken when making efficiency savings within the Aiming High budget, due to the complex and expensive therapies that are provided from this budget for such families.

43.6 Alex Qiu (Youth Council Representative,) asked whether any attempt to contact any of the 3 Beacon status local authorities, for advice and guidance to learn from their good practice had been made, the Committee were informed Newcastle was probably the closest comparison authority. When Brighton and Hove have more concrete plans for the City we will look to best practice to inform local initiatives.

43.7 In response to a question on targeting help and assistance, advice and support for families that were entitled to benefits, bringing funding to particular households, raising awareness and having special advisors to assist and support with the 48 pages benefit form, the Committee heard how benefit take up was a priority.

43.8 Councillors welcomed the offer of 2 places to sit on the child poverty task sub-group of the city's Local Strategic Partnership (LSP), however as 3 parties were represented on CYPOSC this would automatically mean that one group would be excluded. Members agreed that either 1 or 3 members should sit on the sub-group.

43.9 **RESOLVED –**

(1) To have 1 or 3 places on the child poverty task sub-group of the city's Local Strategic Partnership (LSP); Councillor Wakefield-Jarrett put herself forward.

44. WORK PROGRAMME FOR JUNE 2009- MARCH 2010

44.1 The Committee were informed that they had nearly finished this programme cycle which ran from June 2009 to March 2010. Members were asked to e-mail their ideas for the June 2010 to March 2011 Work Programme by the 5 February; these ideas would then be added to the suggestions that had already been made by Members and the Directorate.

44.2 Members noted that the following reports were for CYPOSC's next meeting; 24 March, 2010:

- Information requested in Councillor Pat Hawkes' letter
- Update on Traveller Education Service (TES) in B&H with reference to Achievement Programme Model
- Action Plan for the Disability Service
- Agreed Budget Savings and the impact on Children's Services

44.3 **RESOLVED -**

(1) Members to e-mail ideas for the June 2010 to March 2011 Work Programme by the 5 February, 2010.

(2) That the following reports had been requested for the 24 March, 2010 CYPOSC meeting:

- Information requested in Councillor Pat Hawkes' letter
- Update on Traveller Education Service (TES) in B&H with reference to Achievement Programme Model
- Action Plan for the Disability Service
- Agreed Budget Savings and the impact on Children's Services

The meeting concluded at 7.30pm

Signed

Chair

Dated this

day of

CHILDREN & YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 48

Brighton & Hove City Council

Subject: Therapy Services for Disabled Children
Date of Meeting: 24 March 2010
Report of: The Director of Children's Services
Contact Officer: Name: Jenny Brickell Tel: (01273) 265870
E-mail: Jenny.brickell@brighton-hove.gov.uk
Wards Affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides an update on the actions taken by the Children and Young Peoples Trust (CYPT) regarding therapy provision for disabled children in Brighton and Hove, following the concerns raised from CYPOSC regarding delivery of therapy services to children and capacity issues raised by the Parent Carer Council. It follows a presentation to CYPOSC in January 2009 and January 2010

The key national policy drivers are

- Commissioning a World Class Service. (DH 2007)
- Every Child Matters(DH 2003)
Parliamentary Disabled Children's Review (SO 2007)
- Improving the Life Chances of Disabled People (DWP/DfES/DH 2005)
- Removing Barriers to Achievement (DfES 2004)
- National Service Framework for Children, Young People and Maternity Services, especially Standards 6 and 8. (DH 2004)
- Palliative Care Services for Children and Young People in England. (DH 2007)
- Aiming High for Disabled Children; Better Support for Families (DfES 2007)
- The Bercow Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs (DCSF 2008).

1.2 Following the decision by the CYPT to commission an external consultant to undertake a review of all therapy service provided within the Integrated Child Development and Disability Service (ICDDS) several important actions have been undertaken. In particular, the following points should be noted.

- That the Integrated Child development and Disability Service together with the PCT held a consultation event with all key partner agencies from health, social care and education services including the Parent Carer Council (PCC) which has agreed a number of actions.
- That following the consultation event we have convened a specific therapy group which will include representation from all the therapy services managers i.e. Physiotherapy, Occupational Therapy and Speech and language therapy, Amaze and the Parent Carer Council. The group will oversee therapy provision within the Integrated Child development and Disability service, this is recognition that there are a number of issues to resolve which are wider than just additional capacity. The group will look at the issues that were highlighted by the independent consultant. Two of the priority areas the group will address are training for staff and parents and how we develop skill mixes across the therapies and specifically we plan to look at developing the work of therapy assistants. The group will also include representation from relevant head teachers to look at how we address the need for improved coordination .We plan to ensure that this group reports to the Disabled Children's partnership Board and the SEN strategy board. This will ensure that the group is accountable and held to task.
- That children's services are awaiting Financial and commissioning decisions from within the PCT and we know that additional resources have been requested to be invested in therapy provision. The outcome of this will be reported directly to the therapy group. There is also be a scoping exercise taking place with colleagues in SEN to see if additional resourcing can be identified . Currently we are auditing therapy allocation in our special schools and ensuring that there is equity, this is being done to take account of the increased demand for therapy support to children in mainstream schools.
- That the CYPT has planned a whole scale review of the 2005 commissioning strategy for 2010 which will further inform therapy provision and take account of key commissioning decisions in relation to Chailey Heritage Clinical Services.

2. RECOMMENDATIONS:

2.1 That members note the contents of this report.

3. BACKGROUND INFORMATION

3.1 Local policy drivers which have influenced the review include:

- The Commissioning Strategy for Children and Young People with a Disability, Complex Health Needs and SEN.
- The Commissioning Strategy 2005/6.
- The Disability Strategy three years on - A stock take. July 2009
- Background papers from parent/carer consultations December 2008 to present
- Business Case and Options Appraisal initial report to the PCT September 2009.

3.2 As a response to concerns raised in a report presented to CYPOSC in January 2009 by the PCC and in order to achieve the requirements of World Class Commissioning within the NHS, an external review was commissioned jointly by the CYPT and PCT using the expertise of the College of Occupational Therapy. The findings of the report are presented in brief as Appendix 1.

4. CONSULTATION

4.1 The review involved all key partner agencies and this involved one to one interviews. The consultant undertook an analysis of the strategic and operational activity regarding therapy services undertaken in the last 4 years.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 Any recommendations made as a result of the reviews of therapy services or of the commissioning strategy will need to be properly costed. If the costs of these are in excess of the existing budgets for this service then alternative funding will need to be identified.

Finance Officer Consulted: Jeff Coates

Date: 08.01.10

Legal Implications:

5.2 The review will assist the agencies within the CYPT to deliver their duties in this area, both under statute and within the national framework and expectations outlined in the body of the report.

Lawyer Consulted: Natasha Watson

Date: 06.01.10

Equalities Implications:

- 5.3 The capacity for disabled children to access therapeutic support in an effective and timely way impacts, in turn, on their capacity to meet their full potential and as such to play a full role in their community.

Sustainability Implications:

- 5.4 There are no sustainability Implications

Crime & Disorder Implications:

- 5.5 There are no implications for crime and disorder

Risk and Opportunity Management Implications:

- 5.6 There are no risk and opportunity management implications

Corporate / Citywide Implications:

- 5.7 There are no corporate or citywide implications

SUPPORTING DOCUMENTATION

Appendices:

1. Executive Summary Review of Children's Occupational Therapy Services for Brighton & Hove Children's Trust – College of Occupational Therapists.

Documents in Members' Rooms:

Review of Children's Occupational Therapy Services for Brighton & Hove Children's Trust – College of Occupational Therapists.

Background Documents:

None

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Agenda Item 48 Appendix 1

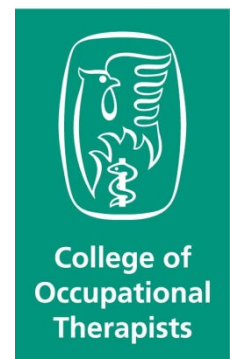


Review of Therapy Services for Brighton and Hove Children's Trust

Denise Jacobson

November 2009

A division of



The College of Occupational Therapists

The College of Occupational Therapists (COT), a registered charity is a wholly owned subsidiary of the British Association of Occupational Therapists. It is primarily involved with the setting of professional and educational standards for occupational therapy together with the promotion of research activity, evidence based practice and the continuing professional development of its members. The College represents the profession on a national and international level and has 11 accredited Specialist Sections supporting expert practice in key areas. The British Association of Occupational Therapists is the professional body and trade union for occupational therapy staff in the UK with a strong country based regional and local membership structure.

The College of Occupational Therapists Consultancy Service

The Consultancy Service, a not-for-profit division of the College of Occupational Therapists provides confidential, expert advice on the delivery of multi-disciplinary and occupational therapy services. The service offers a wide range of services including: multi-disciplinary and occupational therapy service reviews, effective recruitment solutions, service integration, disability consultancy, interim management and supervision, and training.

Review of Therapy Services for Brighton and Hove Children’s Trust

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Appendix A List of interviewees

Appendix B Information from providers from questionnaires

EXECUTIVE SUMMARY

1. A review of children's therapy services was commissioned by the PCT commissioners and the Head of the Integrated Children's Development and Disability services.
2. The purpose of this document is to provide recommendations on the therapy services to provide the best service for the best value, in terms of:
 - current performance and capacity,
 - the effectiveness of current pathways across health and education
 - the development of further integration.
3. The extent of the brief was to work closely with service providers and consult as many stakeholders as possible within the limited timeframe of the project.
4. The review draws heavily on the wealth of existing information referring to the Trust strategy, various consultations with parents/carers and recent preparation for a business case.
5. The review was also based on information obtained from detailed questionnaires completed by providers and stakeholders and interviews with providers and available stakeholders.
6. The agreed timeframe precluded a full representation of stakeholders and an assumption was made that the views contained in this document are broadly representative.
7. The review has taken direction from the following seminal documents:
 - Commissioning a World Class Service. (DH 2007)
 - Every Child Matters(DH 2003)
 - Parliamentary Disabled Children's Review (SO 2007)
 - Improving the Life Chances of Disabled People (DWP/DfES/DH 2005)
 - Removing Barriers to Achievement (DfES 2004)
 - National Service Framework for Children, Young People and Maternity Services, especially Standards 6 and 8. (DH 2004)
 - Palliative Care Services for Children and Young People in England. (DH 2007)
 - Aiming High for Disabled Children; Better support for Families (DfES 2007)
 - The Bercow Review of Services for Children and Young People (0-19) with Speech Language and Communication Needs (DCSF 2008).
8. Local policy drivers which have influenced the review include:
 - Draft Commissioning Strategy 2005/6
 - The Disability Strategy three years on - A stock take. July 2009
 - Background papers from parent/carer consultations December 2008 to present
 - Business Case and Options Appraisal 2009.

9. The review established that the Trust has made considerable progress towards achieving integrated services.
10. Education Health and Social Care have been combined in a single structure with a vision and purpose to improve life chances for all children
11. There is commitment to disabled children as evidenced by the Trust as a signatory to the Every Disabled Child Matters charter and the integrated care pathway in the disability service.
12. There is further scope for integrating and co-ordinating therapies outside of the Child Development Centre.
13. Further development and the formal implementation of the principles of the Early Support Programme and the Common Assessment Framework (CAF) will assist in extending the ethos of the 'team around the child'.
14. The role of keyworker or lead professional will also ensure that families have a point of contact and assistance in navigating services and contribute to the efficiency of services by reducing duplication.
15. Parents are well organised and enthusiastic partners and wish to bring their expertise to all appropriate strategic and operational meetings to ensure that services have a child and family focus.
16. Anomalies in the equity of provision have been raised and need to be addressed to make the system fair for all.
17. Funding issues relating to the Chailey School impact on the ability of community therapists to provide a service to children with complex needs now included in local mainstream schools.
18. Training has been an iterative theme for providers and stakeholders. There is concern in terms of ensuring that therapists are appropriately skilled and updated, that parents are empowered through the requisite training for them to manage their children's needs and that the wider children's workforce are skilled up to include complex children in universal settings.
19. A decision is needed about a cost effective way of progressing this, whether through additional recruitment of therapists or buying in defined training from outside providers.
20. Therapy services are working to capacity and they should explore different working practices and collaboration with other teams e.g. advisory teachers to maximise resources. Speech and Language Therapy is pursuing this course of action.

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21. Physiotherapists are to be transferred to the community team in February and this presents a fresh opportunity to examine the interface of the physical therapies to stretch resources.
 22. Occupational Therapy is struggling with long waiting lists and times.
 23. Therapy services should be looking to work more closely across issues such as clinical governance where many examples of good practice appear in individual services.
 23. Therapy services still appear to be working in parallel rather than in an integrated way.
 24. Although there is no benchmarking standard for number of therapists, the services do not appear to be obviously under-resourced by comparison with similar services.
 25. Other services are increasingly looking to skill mix to provide additional capacity and provide direct intervention under supervision of qualified therapists. This has the potential to provide transformational change and is recommended in the NSF standard 8 as the development of a 'para-professional workforce'.

Key recommendations:

26. Twelve recommendations have been made encompassing the following:
 - 26.1 Data collection and records management.
 - 26.2 Information about services
 - 26.3 Capacity and Best use of Resources
 - 26.4 Skill mix
 - 26.5 Training
 - 26.6 Access
 - 26.7 Parent Participation
 - 26.8. Child and Family Centred Services
 - 26.9 Outcome focused Services
 - 26.10 Equity
 - 26.11 Gaps in services
 - 26.12 Fundamental Principles for inclusion in Service Specifications.

TERMS OF REFERENCE

1. A review of children's therapy services was commissioned by the PCT Commissioners and the Head of the Integrated Children's Development and Disability Services.
2. The purpose of this document and the requirements for the review are:
 - To make an analysis of current performance and capacity issues and to examine current care pathways across health and education and,
 - to make recommendations to develop further integration to provide the best service for the best value.
3. The terms of reference required the Advisor to work closely with service providers and to consult with as many other key stakeholders as possible within the available timeframe.
4. The review draws heavily upon the wealth of existing service information and papers made available to the reviewer including the views of parents/carers through the various consultations facilitated by Amaze, the local voluntary parent organisation.

METHODOLOGY

1. This review was conducted through questionnaires for providers and stakeholders . In addition a series of in-depth interviews was held with all providers and available stakeholders including parents.
2. In view of the tight three week timeframe there are gaps in stakeholder representation, however every effort was made to ensure that key stakeholders were included. Fieldwork visits consisted of in-depth interviews with providers and stakeholders, all of whom completed preparatory questionnaires and were generous with their time and knowledge.
3. The interviews allowed for a frank exchange of views and the opportunity to 'showcase' services and also to identify gaps in provision.
4. Providers, users and stakeholders wished their views to be reflected in the report and the author has made every attempt to encapsulate the themes and the exceptions that were highlighted.

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5. In the short timeframe it was not possible to gather a full range of views and an assumption is made that the opinions and recommendations are broadly representative.
 6. The list of interviewees is in appendix A

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NATIONAL CONTEXT

1. The review has taken direction from “**Commissioning a World Class Service** (DH 2007) which indicates that therapy services should deliver quality services and health outcomes, provide value for money, meet the needs of children and focus on outcomes rather than historical provision.

2. Other significant **national drivers influencing the shape of children’s services** include:
 - 2.1 2003 **Every Child Matters** (DH 2003), encompassing better co-ordinated and integrated services.
 - 2.2 The creation of **Children’s Trusts** bringing together statutory agencies to work together in the best interests of children and families. Brighton and Hove is well recognised as a trailblazer in this respect.
 - 2.3 **The Parliamentary Disabled Children’s Review** (SO 2007), recognised that disabled children are likely to have poorer outcomes across a range of indicators compared to their non disabled peers and more difficult transitions to adulthood with poorer employment and social prospects. This may have the consequence of preventing them integrating into and contributing to their communities. Their families are more vulnerable to breakup due to the pressures of providing care.
 - 2.4 **Improving the Life Chances of Disabled People** (DWP/DfES/DH 2005) sets the challenge of achieving equality for disabled people by 2025.
 - 2.5 **Removing Barriers to Achievement** (DfES 2004) promotes action to improve Special Educational Needs (SEN) provision in mainstream schools and encourage inclusion.
 - 2.6 **The National Service Framework (NSF) for Children, Young People and Maternity Services** (DH 2004) sets standards for children’s health and social care services especially around co-ordinated and integrated services with a special emphasis on the contribution of therapists and the role of the ‘para-professional’. Standards 6 and 8.
 - 2.7 **Palliative Care Services for Children and Young People in England** (DH 2007) has highlighted the needs of the many disabled children and young people who have life limiting and life threatening conditions.
 - 2.8 **Aiming High for Disabled Children** (DfES 2007) presents imperatives for disabled children and their families to lead lives like their non disabled peers, The three priority areas for action arising from this White paper are:
 - Access and empowerment.

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- Responsive services and timely support
- Improving quality and capacity.

2.9 **The Bercow Review** of services for Children and Young People 0-19 with Speech, Language and Communication Needs (DCSF 2008) determined 5 key themes:

- Communication is crucial.
- Early identification and intervention are essential.
- There needs to be a continuum of services designed around children and young people.
- Joint working is critical.
- The current system is characterised by high variability and a lack of equity.

These themes are central to providing quality therapy services across the disciplines.

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LOCAL POLICY DRIVERS

1. Draft Commissioning Strategy 2005/6

- 1.1 Following the Children's Trust service redesign process, a review was launched in November 2004 resulting in a strategy, which included the vision that by 2010 the life chances of all children in Brighton and Hove would be improved, so as to maximise their individual potential.
- 1.2 The standard for disabled children and young people and those with complex healthcare needs was that they should receive co-ordinated high quality child and family centred services based on assessed needs which promote social inclusion and where possible enable them and their families to live ordinary lives.

2. The Disability Strategy three years on – A stock take, July 2009

- 2.1 This review was undertaken to examine what has been achieved and to identify the key strategic issues.
- 2.2 There was evidence that some of the ambitions from the 2005 strategy had been fulfilled.
- 2.3 It was felt that developments in the integrated care pathway and in the integrated service represent significant achievement, while recognising that further challenges remain.
- 2.4 There is a need to clarify pathways for mild and moderate disabilities and complex medical needs.
- 2.5 The occupational therapy service is integrated across health and social care under one line manager and this should facilitate equipment issues across the home-school divide.
- 2.6 There is an effective integrated equipment store provided in house.
- 2.7 There was recognition of the importance of identifying specific targets and in having a clear evidence base.
- 2.8 The Children's Disability and Complex medical needs Partnership Board has been formed and is co-chaired by the Director of Amaze and a Head of Service.
- 2.9 The strong partnership with parent carers together with robust support and payment is a good example of partnership working.

3. Review of waiting lists.

A review of waiting lists for therapies was undertaken in June/July 2009 and

submitted to the PCT. As a result £50,000 was made available for 6 months to reduce waiting times for physiotherapy and occupational therapy from referral to initial assessment.

4. Review of Therapies

4.1 From July-September 2009 a review of therapies was undertaken resulting in proposals to support a development programme in the following areas.

- Training and development for practitioners and parents/carers
- Communication and information sharing protocols and standards setting.
- Development of service specifications.
- Ongoing work to evidence equity of provision in therapies and to highlight shortfalls.
- Enhancement of therapy provision for direct and indirect therapy.

4.2 There is a need to interpret national guidance from Aiming High for Disabled Children and Healthy Lives, Brighter futures to meet local requirements and establish key performance indicators. (DfES 2007)

4.3 Identification of significant issues were identified in relation to data collection, both in relation to the functionality of the integrated service (how data is collected and shared about individual families receiving services) and for strategic planning.

4.4 Brighton and Hove have a database for Children with Special Needs, known as the Compass and maintained by Amaze, the local voluntary parent organisation. The quality of information collected has improved significantly in terms of informing future commissioning.

4.5 Currently information is held on 1500 children and young people, with updated information (collected in the last 2 years) on 1000 families.

4.6 The integrated service and integrated care pathway have greatly improved the experience of parents and professionals in simplifying some of the previous complexities of navigating the system.

4.7 There is an integrated management structure with a single operational head of service with commissioning responsibilities for disability services.

4.8 The referral form to the service is based on the CAF and seeks to ensure consistent information is received regarding the needs of individual children.

4.9 The ICP provides a more planned and holistic model of assessment considered by a multidisciplinary team and each child has a single plan which co-ordinates different interventions and professionals and engages with parents and carers.

4.10 The range of support and/or intervention is dictated by assessed need, not age or address.

- 4.11 There remain different waiting lists for intervention/treatment and these continue to vary.
- 4.12 The Seaside View Child Development Service now houses most of the integrated team with the exception of the pre-school team (PRESENS).
- 4.13 The review recognises the need for further development of this model.
- 4.14 The issue of timely interventions highlighted in the 2005 review is being scrutinised by a review group of practitioners, managers and representatives from the community and voluntary sector and some short term funding has been allocated to improve waiting times for physiotherapy and occupational therapy.
- 4.15 Much work has been done to engage with and empower parents, using the Compass to provide information, services and support.
- 4.16 Parent training is an area for future development.

5. Background papers from parent/carer consultations

- 5.1 Brighton and Hove Children's Trust is fortunate in having very committed and involved parents who are keen to use their experience to inform and shape services.
- 5.2 Consultation events in December 2008 recognised the services and expertise of committed and responsive staff and highlighted examples of good practice.
- 5.3 Key findings were:
- a) The need to listen to parents and respond to their concerns
 - b) The value of honest open and empathetic communication.
 - c) Recognising the parent as 'expert' in understanding their child.
 - d) Transparent and accountable decision-making at all levels.
 - e) Training at all levels and in all settings, including for parents.
 - f) Additional resources,
 - g) Including parents in service planning and development
- 5.4 This is in concert with the focus in 'Aiming High for Disabled Children' (DfES 2007) for the development of a parent participation forum in every area to enable parents to be represented at all significant strategic meetings and to be actively engaged with commissioners and providers in shaping services

6. Benefits of a Multidisciplinary Therapy Service for Children and Young People in Brighton and Hove

- 6.1 Brighton and Hove Children's Trust has made considerable progress towards achieving integration.

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- 6.2 They have brought together Education, Health and Social Care in a single structure with a vision and purpose to improve life chances for all children, guided by the principles from Every Child Matters and subsequent Government guidelines.
- 6.3 In relation to disability they have elected to adopt an inclusive definition which includes:
- Profound and Multiple Disabilities
 - Complex Health Needs including acquired and/or life limiting conditions
 - Severe Learning Disabilities
 - Specific Learning Disabilities
 - Mild and Moderate Learning Disabilities
 - Speech and Language Difficulties
 - Sensory Impairment
 - Autistic spectrum Disorder
- 6.4 Paediatric therapists from Occupational Therapy, Physiotherapy and Speech and Language Therapy have knowledge and skills which are critical in contributing to the development of children in all of these groups.
- 7. Local Demographic information**
- 7.1 Trends and forecasts drawn from national studies indicate a consistent increase in need and demand for therapy services.
- 7.2 The prevalence of severe disability and complex needs has risen together with improved diagnosis.
- 7.3 This is due to a number of factors including increased survival of pre-term babies and increased survival of children following severe trauma or illness.
- 7.4 Children with life limiting conditions have better life expectancy due to improved treatment and support.
- 7.5 In addition, there has been a significant increase in the number of children identified with autism and a variety of special educational needs.
- 7.6 Identification of the need for therapy intervention is recognized by growing numbers of referrers across a range of agencies.
- 7.7 From the 2005 Strategy, it was estimated that, if 7% of the child population was disabled, there would be approximately 3646 disabled children in Brighton and Hove. Additionally the prevalence of autism is estimated to be 1%.
- 7.8 450 children were receiving services from the Developmental Child Health Services.

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7.9 268 children were open to the Disabled Children's team.

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NOVEMBER 2009 REVIEW OF THERAPY SERVICE

The provider perspective

1. Occupational Therapy

- 1.1 There are 5.6 WTE staff, well distributed through the grading structure from Band 6-8a for Health and similarly for Social Care with 1 WTE assistant and administrative support.
- 1.2 They have an open caseload of approximately 400 cases (Health) and 43 allocated, 11 duty cases (Social Care). This indicates a high caseload average per therapist
- 1.3 The waiting list is 92 (Health) and 18 (Social Care) with the longest waiting time at 33 weeks (Health) and 15 months (Social Care for adaptations).
- 1.4 Although additional funding was made available to address waiting lists, the service has had unforeseen difficulties with sick leave for individuals who were working to reduce the waits.
- 1.5 The numbers of referrals are increasing (especially for developmental co-ordination disorder)
- 1.6 Children with physical disabilities remain 'open' to the service with episodes of high or low intervention.
- 1.7 The referral criteria are standard for similar community services.
- 1.8 Referrals are accepted from other professionals but not from parents/carers and all referrals are processed through the multidisciplinary referrals panel.
- 1.9 Children/young people are seen across a range of settings including home and mainstream/special school.
- 1.10 There is an integrated community equipment store provided in-house which works well so that the provision for equipment at home is quite smooth. There are some difficulties with the provision of equipment at school due to constraints in funding streams.
- 1.11 Wheelchair services are provided through adult services under South Downs Health and are adequate for standard items.
- 1.12 Children and young people now have an expectation of more sophisticated, state of the art wheelchairs, not provided under the current arrangements.

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- 1.13 Whizzkidz are entering into partnerships with Trusts to provide children and young people with appropriate wheelchairs and may represent a way forward for children and young people to receive what they want.
- 1.14 Challenges for the service include:
- Providing a service to an increased number of children with physical disabilities in mainstream settings. These pupils formerly attended a local independent specialist school for PD, Chailey Heritage. With increasing inclusion in local mainstream settings, the team find it difficult to meet the needs of these pupils without having received any additional increase in resources.
 - Releasing staff from casework to provide training across other settings. The work of Professor David Sugden at Leeds University has demonstrated the efficacy of empowering teaching staff and parents to provide therapeutic programmes. The occupational therapist's could look at devolving responsibility for areas such as 'handwriting' to schools, with appropriate training and support.
 - The need for engineering backup for equipment maintenance across occupational therapy and physiotherapy.
- 1.15 The deployment of the physiotherapy team in the integrated disability service from February 2010 provides new opportunities for increased joint working and shared policies and protocols.
- 1.16 It will also present the chance to look at discharges within the services ensuring that an open caseload refers only to those children currently receiving an episode of care and that the review process is carefully managed so as not to unnecessarily burden the system and reduce capacity for new referrals to be seen.
- 1.17 The development of skill mix across the physical therapies would provide opportunities to use assistants in a number of areas
- Organising equipment issues
 - Assisting in running groups so as to free up a therapist for other more specialist work
 - Carrying out programmes under the direction of a qualified therapist in order to create opportunities for more direct work with children.

2. Physiotherapy

- 2.1 The Physiotherapy service has been provided from the acute hospital and has not been a community service as such.

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- 2.2 The community team (3.467wte) is to be TUPE'd over to the integrated service from February 2010.
- 2.3 There is no designated administrative support.
- 2.4 This move represents further progress towards an integrated service and a fresh opportunity for this cohort of staff to work together with colleagues to plan a clinically co-ordinated service around the needs of children and families.
- 2.5 Current community caseload is approximately 220 with an additional 65 in special schools.
- 2.6 To date there had not been available capacity within the service to review the caseload in order to understand whether all these are active cases.
- 2.7 There appears to be a high ratio of cases per therapist (55:1) but without accurate caseload information this cannot be validated.
- 2.8 There were 128 new referrals in the last financial year, with 41 awaiting assessment as at 1.11.09.
- 2.9 Average waiting times stand at 6 weeks for preschoolers and 4 months for school age pupils, all of which falls within the 18 week waiting time target.
- 2.10 Short term additional resources have been provided to ensure reduced waiting times.
- 2.11 The physiotherapy assessment and intervention service has been based at the Child Development Centre for the past two years, where excellent working relationships have been established with other professional groups and where physiotherapy is very much part of the integrated care pathway.
- 2.12 The service is provided within the CDC, with one off visits to nursery/home for preschoolers and group sessions within the centre.
- 2.13 School age children receive an assessment and therapy service at the CDC with one off school visits to observe and/or advise. They are currently unable to provide group sessions to this age group.
- 2.14 An issue of inequitable provision was highlighted within schools, where Education fund additional hours to provide direct intervention for pupils with complex needs who have physiotherapy specified on their statements. There are other pupils who are not eligible for this enhanced provision but may have similar levels of need.
- 2.15 As with Occupational Therapy, the physiotherapists are struggling to meet the needs of those pupils who formerly attended Chailey Heritage School.
- 2.16 Physiotherapists provide direct input to Hillside, Downsview, Downsview Link College and Easthill Park Nursery, all of which are special educational settings.
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- 2.17 There is a paucity of explicit protocols and policies, probably as they have been a splinter group from an acute service, so there is no explicit information regarding eligibility, packages of care, discharge criteria etc.
- 2.18 However, with the proposed move to the disability service, it is probably advantageous to be in a position to make a fresh start based on an integrated approach.
- 2.19 The referral process is through the referrals panel with any professional able to make a referral. Parents cannot refer directly.
- 2.20 The physiotherapy team has not yet been fully involved in the Early Support programme or the CAF process.
- 2.21 Clinical Governance will need to be established with the implementation of clinical supervision, service audits and the consistent use of outcome measures.
- 2.22 User feedback and parent participation in shaping services should be introduced to meet the core offer (Aiming High for Disabled Children (DfES 2007).)
- 2.23 These clinical governance issues should be managed through multidisciplinary consensus and across services.
- 2.24 Challenges for the service include:
- Matching resources to demand when physiotherapy is seen to be a community service.
 - Urgent need for administrative support to allow efficient and appropriate use of resources.
 - Extending skill mix to allow for more direct work under supervision of qualified staff.
 - Available capacity for staff to develop policies and protocols for the service and to provide clinical supervision.

3. Speech and Language Therapy

- 3.1 The service consists of 25.66 SLT's supported by 3.06 administrative staff, configured into 3 locality teams and a complex needs team. There is a senior professional lead for the service who also carries a clinical caseload.
- 3.2 The current active caseload is approximately 2670 with annual referrals of around 1518.

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- 3.3 Average waiting times are 6-8 weeks for preschoolers and 6-8 weeks for school age children.
- 3.4 The service provides assessment, intervention, advice and training across a range of settings including health clinics, children's centres acute hospital, educational settings, (including specialist language unit, behaviour support facility, mainstream and special schools/nurseries), family homes and the child development centre.
- 3.5 Average caseloads per therapist are high
- Pre-school 1:68
 - School-age 1:200
 - Special school 1:122.
- 3.6 The service manages demand by providing a mainly consultative service from school age.
- 3.9 There are robust policies and protocols in place and the service has recently completed the Quality Self Evaluation Tool (Q-set) set up by the professional body (RCSLT 2008). Through this, the service demonstrated a rigorous system of Quality and Clinical Governance, including the implementation of clinical supervision and the use of outcome measures.
- 3.10 Additionally the service is looking proactively at a service specification including key performance indicators.
- 3.11 The service has reflected on what the Bercow Review (DCSF 2008) means for Brighton and Hove and have developed an action plan from the relevant recommendations. They need to share that plan with commissioners to agree priorities and secure any resources that may be required to implement the actions
- 3.11 An open referral system is operated so that parents can self refer.
- 3.12 Special Needs referrals are processed through the referrals panel in the integrated service but all other referrals go to the local teams.
- 3.13 This can make it difficult to understand the totality of need for SLT across the Trust.
- 3.14 Fragmentation of the teams into localities also reduces the flexibility of the service to respond to pressures such as fluctuations of demand and makes communication challenging across the service.
- 3.15 The therapists work across agencies and enjoy excellent working relationships across multidisciplinary boundaries.
- 3.16 **Challenges**
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- 3.16.1 The shift to inclusion for pupils with complex needs presents challenges in terms of:
- logistics (pupils having to be seen across a number of schools),
 - skills development for staff (supporting pupils and staff with high technology communication aids)
 - Inequity of provision(pupils with specific allocation of SLT time on statements receive a higher level of service)
- 3.16.2 Young children with identified special needs are well supported through the integrated care pathway. However there is not a comprehensive model of care for those with autism and their speech and language needs are being addressed in the community clinic settings. Therapists in these clinics may be newly qualified or inexperienced and not have the requisite knowledge and skills to meet these very complex needs.
- 3.16.3 It is felt that there needs to be a holistic approach to this condition in which SLT's would play a part.
- 3.16.4 The school service has presented challenges but the current model appears to be working well.
- 3.16.5 Pupils in secondary schools are also receiving this consultative service.
- 3.16.6 The SLT's have been working closely with the Speech and Language advisory teachers in a complementary way to provide an integrated and multidisciplinary service.
- 3.16.7 There is, however little opportunity to meet with parents, and communication is generally difficult. The idea of using telephone surgeries or drop-in's should be explored.
- 3.16.8 In the new children's hospital there has been an expansion of the beds in the neonatal unit to a maximum of 6 babies.
- 3.16.9 Together with the other responsibilities of working in an acute hospital, including services to inpatients and outpatients and the videofluoroscopy clinic, resources are stretched and this is an area of high clinical risk.
- 3.16.10 Additionally these highly specialist staff do outreach work and advise therapists in the community on complex cases.
- 3.16.11 Special schools have experienced gaps in service due to lack of cover for maternity leave and this can leave the most vulnerable children very exposed to clinical risk.

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- 3.16.12 Contact and communication with parents is an issue in these settings and the service needs to address this problem which is deeply felt by parents. Telephone surgeries or home visits during holiday times may be part of the solution.
- 3.16.13 Increased training for teachers and teaching assistants is a high priority for the service so that schools can deal with low level problems in the universal and targeted groups and free therapists to work with more complex speech, language and communication needs (Bercow Review (DCSF 2008)). However there are resource implications for this.
- 3.16.14 Small teams in a number of localities pose an ongoing problem for providing an equitable service so that there is not a postcode lottery as to what a child may receive.
- 3.16.15 It is important that team leads and the professional lead are able to have their views represented at a high level to ensure best practice, access and equity.
- 3.16.16 The service is coping with considerable pressures and would want to consider further skill mix developments.
- 3.16.17 The therapists believe that SLT assistants would enhance the service to children in mainstream and special schools and within children's centres. At present much of the intervention in schools is indirect. Employing SLT assistants would enable more direct intervention where indicated.
- 3.16.18 In children's centres there is insufficient time to focus on early intervention and preventative strategies or to provide effective training and support to early years settings to enable them to support individual SLT programmes.

Table 1 Information from providers. See appendix B

User views

4. In addition to the reviewed material from earlier consultations (Dec 2008), the reviewer met with representatives from Amaze, the parent organisation that provides the parent partnership function, runs the disabled children's register and other support functions and which is fulfilling the functions of the parent participation initiative under the Aiming High directive (DfES 2007). They have parent representation on various steering groups and seek to be actively involved with service delivery issues.
5. In July 2009, the Parent Carers Council provided a number of case studies to illustrate the difficulties that parent carers continue to experience. The issues highlighted included:
- Difficulties in effecting smooth transitions at key stages.
 - Understanding the model of SLT delivery to mainstream schools
 - A perceived lack of direct SLT intervention

- Lack of transparent information about what services can provide.
- Poor communication with parents
- Difficulty in understanding how the OT service works impacting on securing equipment for school.
- Delays in providing equipment resulting in frustration and distress for families
- But
- A very positive acknowledgement of the physiotherapy input received by a child and the quality of the communication with the family.

6. A frank and wide ranging discussion with the Amaze representatives indicated a helpful attitude that parents can bring to bear on shaping services. They would want to see:
- 6.1 A universal ethos that puts parents and children in the centre of the process (as proposed in the Early Support Programme and Aiming High (DfES 2007)), with a 'team around the child' approach
- 6.2 The appointment of 2 keyworkers and a service co-ordinator, through Aiming High funding and with a parent as part of the interview process is a positive step to enhancing this aspiration.
- 6.3 Improved communication, both with individual therapists and families, and in providing clear and transparent information about what services are able to offer (entitlement based on criteria) and referral and eligibility criteria to access therapies. (core offer as directed by Aiming High DfES 2007)).
- 6.4 Enhanced training for staff and parents.
- 6.5 Involvement of parents as co-trainers, to help therapists appreciate the family perspective and to acknowledge parents as the 'experts' for their children.
- 6.6 Parents believe that open and honest dialogue about individual children and service issues would be a positive factor in managing demand.

Stakeholder views

7. Special Schools

- 7.1 The interview with a head teacher was supported by completed questionnaires from school staff and a view from another school
- 7.2 The work of therapists is supported in this particular school by a number of teaching assistants (TA's) who have developed expertise in specific areas, such as Makaton and hydrotherapy.
- 7.3 The therapists are seen as an asset to the school and their skills and knowledge are respected and valued.

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- 7.4 There are challenges in terms of available space and time constraints in terms of the therapy allocation to the school.
- 7.5 Cover for maternity or sick leave is seen as an ongoing challenge for continuity of service.
- 7.6 Specific issues in relation to the individual therapies were reported as:
- 7.6.1 **Occupational Therapy**
- The time constraints mean that Occupational Therapist's are fully occupied with equipment issues and unable to assess and advise on other recognised therapeutic areas of OT expertise such as sensory issues and hand function.
 - More access to a technician to adapt equipment would be helpful
 - The provision of equipment in schools is an issue in terms of funding.
- 7.6.2 **Physiotherapy**
- The issue is how to integrate the programmes in school and who should carry out the programmes.
- 7.6.2 **For Speech and Language Therapy**
- The issues are time constraints and level of parent demand for direct intervention.
- 7.7 Therapists need to see themselves as a 'virtual team' who go into various setting and must be prepared to be flexible and responsive to the needs of those situations, in addition to meeting the needs of individual children.
- 7.8 The co-ordination of services is still seen as problematic and there is a need for a lead professional to lead on this process and be a point of contact for the family.
- 7.9 The issue of inequity was raised where some children may have very high levels of input determined through the Chailey school or parental demand.
8. **Outreach to mainstream schools**
- 8.1 Expertise from special schools is shared with mainstream schools to enable pupils to be included wherever possible, or to benefit from joint placements in special and mainstream schools.
- 8.2 This service requires the services of therapists and is working well in many respects.
- 8.3 The need for a co-ordinated approach between therapies requires further development.

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- 8.4 Greater transparency in determining therapy input is required so that teachers can understand the basis on which decisions are made.
- 8.5 The need for explicit models of service delivery and decision making is essential to maintain a fair and accessible system. Such models could then be presented to other providers of services to ensure equity.

9. Mainstream primary/infant schools

- 9.1 Similar issues were highlighted including the inequity of Chailey led provision. Services are valued and the work of individual therapists is highly regarded. Therapy resources are very limited and there is often a long delay in providing the written therapy programmes.
- 9.2 Teaching assistants are not given sufficient advice/modelling/training to be certain that they have the skills and competence to carry out programmes.
- 9.3 Some schools/teachers are more knowledgeable/skilled in relation to working with therapists and account should be taken of this when dispensing advice.
- 9.4 Thresholds for intervention and levels of therapy input should be clear, explicit and transparent so that schools can understand the decision making process.
- 9.5 Available information regarding service delivery would reassure schools that services are planned rather than reactive.
- 9.6 Schools require more timely and responsive services to ensure that identification and intervention can be put in place as early as possible.
- 9.7 With the inclusion of more complex children into mainstream settings schools need to feel that there is regular and planned support to help them meet the needs of pupils.

10. Community Paediatricians and the Child Development Service

- 10.1 There have always been strong links between the paediatricians, therapies, the preschool teaching service (PRESENS) and the social workers in the Disabled Children's Team, and the establishment of the Integrated Disability Service has cemented this.
- 10.2 This is complemented by the work of the specialist health visitors and the nursery nurses attached to the CDC.
- 10.3 It has enabled such initiatives as the single point of access through the multidisciplinary fortnightly referrals panel and the development of the integrated care pathway (ICP).
- 10.4 It is regarded as a strong team with many examples of good practice including the service to children with Down's Syndrome.

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- 10.5 The service never formally adopted the badge of the Early Support Programme as it was felt that they had comparable processes in place.
- 10.6 However, subscribing to the Early Support brand makes the model explicit for parents and others, ensures that families receive all the excellent resources of the programme and sets in train the nationally recognised approach of the 'team around the child'. This facilitates transitions and sets the standards of child and family centred services across all working practices.
- 10.7 Parents understand and identify with these principles on which Aiming High was predicated and it can only enhance children's services across the Trust to formalize this association.
11. **Identified challenges for the services**
The identified challenges for the services are as follows:
- 11.1 Resource implications in terms of supporting children on discharge from hospitals, and supporting children with life threatening and life limiting conditions in the community. Therapy services are fundamental to these support packages and there needs to be a strategic view as to how this can be provided.
- 11.2 The pressures on therapy time in special schools are exacerbated by providing services to increasing numbers of pupils from other areas, notably East and West Sussex.
- 11.3 Therapy resources do not benefit from the cross charges made between education authorities but there is the expectation that all pupils in a school will have their needs met, including receipt of therapies.
- 11.4 There is a piece of work to be done to estimate what percentage of therapy time is spent on pupils from other counties, and consequently how much more time might be made available to residents in Brighton and Hove if this was taken into consideration.

CONCLUSIONS AND RECOMMENDATIONS

1. Brighton and Hove Children's Trust has made significant progress toward integration.
2. Commitment from the top has ensured a whole system approach with structures put in place to build shared services and to focus a needs driven and holistic model around the needs of the child and family.
3. The children's trust has adopted integrated assessment and care pathways as core processes in the disability service.
4. These pathways will need to be monitored through the use of key performance indicators to achieve agreed outcomes.
5. The work of the Brighton and Hove Children and Young People's Trust continues to evolve and develop and the latest change in the structure for complex needs demonstrates an integrated service structure with a single head of Integrated Children's Development and Disability Services who manages all the therapies together with other key specialist services.
6. There is a committed workforce who are constantly striving to meet demand and provide quality services in order to contribute to the aspiration to improve life chances for children and young people.
7. Their individual contributions to delivering services to children and young people are recognised and valued.
8. There are many recognised and positive achievements in the journey to helping all young people achieve their potential.
9. The Trust has signed up to the Every Disabled Child Matters charter thereby pledging to fulfil those commitments.
10. There are a number of innovative and effective services including
 - a specialist outreach service to children with disabilities included in mainstream schools
 - Specialist services supporting pupils with Down's syndrome, all of whom attend mainstream schools
 - Many examples of multidisciplinary working practices.
 - SLT seconded into the behavioural unit (ACE) in line with ICAN recommendations regarding social exclusion.
11. Good practice, particularly regarding clinical governance should be shared across services and they should adopt a multidisciplinary approach to generic protocols.

12. There remain a number of challenges highlighted by providers and stakeholders and these form the basis of the following recommendations.

12.1 Recommendation 1: Data collection and Records management

- Data collection and records management remain an area of difficulty in terms of strategic and operational planning and management.
- There are differing IT systems that cannot communicate with each other and this will present a medium to long term problem in securing resources to fund a satisfactory solution and in finding an appropriate IT package that will meet the requirements.
- In the meantime it is important to foster a multidisciplinary approach to records management and this might be accomplished in a low tech way by combining all therapy files (where possible) so that is only one folder for every child.
Ref. :Recommendation 78 Laming Report
'Within a given location, health professionals should work from a single set of records for each child'

12.2 Recommendation 2: Information

- There should be development of the 'core offer'. This is a statement of the services and standards that families can expect in relation to their disabled children.
- Greater transparency about decision making is a theme that has been highlighted by parents and stakeholders.
- Families are envisaged to access information that is easily available, relevant and accurate to various stages in the child's life, co-ordinated across all local services and user focussed.
- This information should be developed in partnership with parents and children/young people to ensure that it meets their needs. Ref. Aiming High for Disabled Children (DfES 2007)

12.3 Recommendation 3: Capacity and Best use of Resources

12.3.1 In response to the requirement of benchmarking for this review, there is no valid formula for determining the correct ratio of therapists in any given area. Circumstances are so variable that needs cannot be easily matched or benchmarked. The therapy establishment will be influenced by the demography in terms of indices of deprivation, but also in terms of locally available supportive resources, eg strong teams of advisory teachers, well trained Early Years

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practitioners who are able to identify developmental difficulties and provide early intervention.

12.3.2 An effective model is one where therapists empower others with skills and knowledge in order to achieve good outcomes at universal and targeted / specialist levels.

12.3.3 Occupational Therapy

- Annual referral rate :160, compared to 116 in the previous year.
- The head of service concedes that the service is a good service establishment in comparison to geographical neighbours.
- The integration of health and social care services is a strength
- Waiting times are unacceptably long.
- The waiting list should be validated and measures put in place for a system of discharges and easy re-entry to the service to allow throughput.

12.3.4 Physiotherapy

- Annual referral rate around 130
- The service has estimated that each therapist holds a caseload of 55.
- Williams. J (1991) identified a formula for calculating a national caseload for physiotherapy, based on the prioritisation of severity of cases. However, a total number not exceeding 45 per 1.0 wte therapist was recommended.
- This work is quite old, predicated on direct 1:1 work and precedes the current working practice of providing advice and programmes to other members of the children's workforce.
- In light of this the current establishment is possibly adequate on current referral rates.

12.3.5 Speech and Language Therapy

- Annual referral rate around 1520
- The service reports the following caseload weighting.
- Pre-school 68:1
- School age 200:1
- Special school 122:1

- Despite the high ratio the service manages demand by providing a mainly advisory and consultative service to school age pupils.
- Prevalence data (M. Harshore 2006) based on 6-10% of children having a persistent communication disability or a specific speech and language impairment would suggest that the referral rate is low for the size of the population
- This suggests that the processes for identification within the universal population may need to be reviewed.

Ref: World Class Commissioning (DH 2007)

12.4 **Recommendation 4: Skill mix**

12.4.1 Different working practices should be explored to make the best use of available resources. These may include:

- Increasing the use of group sessions.
- Working in virtual teams, such as the work currently under development, where SLT's are working with Specialist advisory teachers for Speech and Language to develop a service delivery model.
- Scrutinising the deployment of therapists in the outreach teams to create a wider spread of knowledge and skills.

12.4.2 The formal transfer of physiotherapy to the community service offers fresh opportunities for the 'physical therapies' to examine their practices and rationalize their services.

- This requires a detailed analysis of referrals and new ways of working to minimize waiting times.
- Other services have met this challenge by offering drop-in clinics for triage of concerns, joint assessment clinics, or looking to collaborate with new services such as podiatry to manage simple conditions.

14.4.3 Services should consider the introduction of further skill mix in their structures.

- Physiotherapy has no administrative support. Consequently a highly skilled and scarce resource is deployed for a significant proportion of time in carrying out administrative functions.
- The introduction and development of assistants or support workers, referred to in the NSF as 'para-professionals' could provide more direct intervention to

children, assist in running groups, thus freeing up therapists' time and be useful in areas such as providing equipment.

- There are many well established precedents for this, not least the use of teaching assistants in schools or the Occupational Therapy assistants who manage patient discharge from hospitals together with co-ordinating the equipment needs.
- Physiotherapy assistants in special schools who carry out programmes are valued in many services and SLT assistants who work similarly across mainstream and special schools.
- The recruitment of support practitioner can also mitigate the disruption to services for leave of absence including maternity leave and may provide cover to bridge the gaps.

14.4.5 The current establishment across the services is stretched and commissioners might consider investment in this area as 'value for money' and an innovative approach to developing a skilled workforce that can meet emerging needs. (References: World Class Commissioning (DH 2007) NSF Standard 8 (DH 2004) Bercow Review (DCSF 2008).

14.4.6 The proposal of such a development was received with cautious optimism by parents and stakeholders, particularly when they were told of the competency framework for SLT support practitioners that has been developed by the Royal College of Speech and Language Therapists.

14.5 Recommendation 5: Training

14.5.1 The need for an extension to current availability of training is an iterative theme of this project.

14.5.2 Therapists wish to secure ongoing opportunities to extend their own knowledge and skills to provide quality services.

14.5.3 There is an expectation that therapists will be appropriately skilled and specialised to meet increasingly challenging complexity in the disabled population (Ref : NSF Standard 8 (DH 2004)

14.5.4 The children's workforce needs to receive training in the key developmental aspects that therapies embrace, both in early years settings to aid early identification and intervention, and in schools who are including disabled children and the special schools with the most complex and vulnerable pupils.

14.5.5 Training and empowering others should be central to service delivery particularly when services are becoming increasingly advisory.

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- 14.5.6 Parents are anxious to be empowered by the skills and knowledge of therapists to manage their children's needs appropriately.
- 14.5.7 A business case in the summer proposed various options to establish training as a priority.
- 14.5.8 The commissioners will wish to examine all possible options as this is an expensive initiative.
- 14.5.9 The options of increasing establishment and developing training packages were set out in the business case.
- 14.5.10 A further option is to map training requirements and buy in the necessary training when required. There are many reputable trainers and packages on the market that are able to differentiate training outcomes to the relevant groups. References: NSF Standard 8 (DH 2004) Bercow Review (DCSF 2008)

14.6 Recommendation 6: Access

- 14.6.1 Referrals to physiotherapy and occupational therapy can only be made by other professionals and not directly by parents. This is an historic practice and uses other professionals to gate keep services. It also serves to increase frustration and anxiety in parents who seek professional advice.
- 14.6.2 Access to services should be open and transparent.
- 14.6.3 All services should accept referrals from parents and schools
- 14.6.4 Users should be able to access published waiting times.
- Ref: Aiming High for Disabled Children (DfES 2007)

14.7 Recommendation 7: Parent Participation

- 14.7.1 The disabled children's national indicator N.I. 54 is key to the system transformation for disabled children and their families.
- 14.7.2 This is the fourth strand of the core offer and will look at parental experiences of services and the extent to which they are delivered according to core offer standards.
- 14.7.3 The initial pilot and subsequent survey across 30 local authorities (LA's) reinforce the fact that parents want to be consulted, listened to and feel more supported.
- 14.7.4 Parents in Brighton and Hove through Amaze have made these views known and have signalled their willingness to work in partnership to achieve these aims.
- 14.7.5 All efforts should be made to extend the existing good practice by ensuring parent representation at operational and strategic levels.

Ref : Aiming High for Disabled Children (DfES 2007)

14.8 Recommendation 8: Child Centred Services

- 14.8.1 The model of therapy provision needs to be more child and family centred beyond the integrated care pathway in the Child Development Centre.
- 14.8.2 The implementation of the Early Support Programme and its principles and the Common Assessment Framework (CAF) will ensure that practitioners work to a 'team around the child' approach in all settings.
- 14.8.3 This also enables the appointment of keyworkers and/or lead professionals to help families co-ordinate and navigate services where appropriate.
- 14.8.4 This smooth co-ordination is particularly important at key transition stages, an area highlighted by parents as being difficult.

Ref. Aiming High for Disabled Children (DfES 2007)NSF Standard 8 (????)

14.9 Recommendation 9: Outcome focused services

- 14.9.1 Agreed outcomes should be specified in service level agreements or service specifications.
- 14.9.2 Systems for reporting on outcome measures should be agreed across services.

Ref : Aiming High for Disabled Children (DfES 2007) World Class Commissioning (DH 2007)

14.10 Recommendation 10: Equity

- 14.10.1 The issue of high input packages determined by Chailey school or parental demand leads to a very unfair system for resource allocation. Therapists and stakeholders agree that the system should be fair to all.
- 14.10.2 A further review of services from Chailey is to be carried out in the future.
- 14.10.3 Currently Chailey is funded by local commissioners but eligible children are attending local schools.
- 14.10.4 The situation appears to be one where Chailey are given the resources but local therapists are required to meet the needs.
- 14.10.5 It is important that resources are carefully scrutinised to ensure that local provision is appropriately enhanced to provide services.
- 14.10.6 Any agreed outreach from Chailey should be specified by commissioners so that there is a common standard for service delivery.

Ref: World Class Commissioning DH 2007)

14.11 Recommendation 11: Gaps in service

- 14.11.1 The lack of a comprehensive strategy for autistic spectrum condition is a conspicuous absence in commissioned services.
- 14.11.2 The National Autistic Society (NAS 2009) confirms a prevalence of 1% making the identification and effective intervention of the disorder a public health priority.
- 14.11.3 For the purposes of this review, the significant contributions of OT and SLT should be factored in to any proposed whole system solution.

Ref: NSF Standard 8 (DH 2004) Bercow Review (DCSF 2008)

14.12 Recommendation 12: Fundamental Principles for inclusion in service specifications

- 14.12.1 Packages of therapy should be determined by the level of need in the child / young person.
- 14.12.2 Easy and defined access to services.
- 14.12.3 Measurable outcomes demonstrating impact of interventions.
- 14.12.4 Timely assessments and interventions.
- 14.12.5 Defined models of care/care pathways.
- 14.12.6 Child and family centred services.
- 14.12.7 Equity and consistency.
- 14.12.8 Value for money
- 14.12.9 Best possible quality, evidenced by quality measures
- 14.12.10 Compliance with national standards and direction i.e. NSF Standard 8, Aiming High for Disabled Children, Bercow Review.
- 14.12.11 Parent and child participation in shaping services
- 14.12.12 Appropriate information and training for wider workforce and parents
- 14.12.13 Provision of clear and explicit information for users in a variety of accessible forms
- 14.12.14 Multidisciplinary working with a focus on the 'team around the child'.

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CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 51

Brighton & Hove City Council

Subject:	Standards in Early Years Foundation Stage and Key Stages 1-5, 2008-09		
Date of Meeting:	24th March 2010		
Report of:	Director of Children's Services		
Contact Officers:	Name:	Linda Ellis	Tel: 29-3686
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Key Decision:	No	Forward Plan No: N/A	
Wards Affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides an overview of the standards achieved by children and young people in Brighton & Hove over 2008-09, as indicated by their attainment in the Early Years Foundation Stage Profile, tests at the end of end of Key Stages 1-2, teacher assessment at KS3 and GCSE and Advanced level examinations. A report per key stage is provided, and key successes and priorities for further development are identified. **Appendices 1-7** to this report consist of information on standards presented to the Children and Young People's Trust Board on 01 February 2010.
- 1.2 At the 20 January 2010 CYPOSC meeting, Councillor Pat Hawkes submitted a member's question regarding educational standards across the city. Councillor Hawke's letter is re-printed as **Appendix 8** to this report. **Appendix 9** to this report contains information provided in direct response to Councillor Hawkes' questions.

2. RECOMMENDATIONS:

- 2.1 That the Children and Young People's Overview and Scrutiny Committee:
- (1) notes and approves the report and its appendices;
 - (2) considers how best to respond to Councillor Hawkes' letter with regard to the information contained in the report and its appendices (in particular **Appendix 9**).

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The report presented to Children and Young People's Trust Board was largely based on provisional data which became validated in spring 2010. References are made to the November 2009 Annual Performance Assessment summary of findings and the autumn term National Strategies note of visit which confirm the key points made in the report.

4. CONSULTATION

- 4.1 The report has been formulated in consultation with CYPT staff with responsibility for Early Years Foundation Stage and Key Stages 1-5

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

There are no direct financial implications arising from the recommendation in this report.

Finance Officer Consulted: Andy Moore

Date: 19.01.10

Legal Implications:

- 5.2 There are no legal implications

Lawyer Consulted: Serena Kynaston

Date: 19.01.10

Equalities Implications:

- 5.3 The gap between the attainment of pupils with disadvantage and others is in many instances closing but remains a focus for the CYPT.

Sustainability Implications:

- 5.4 The improving results add to the sustainability of the City.

Crime & Disorder Implications:

- 5.5 A strong link has been identified between the crime and disorder of young people and their educational achievement. In the longer term, improved educational achievement is likely to have a positive impact on reducing the level of this aspect of crime and disorder.

Risk and Opportunity Management Implications:

- 5.6 None.

Corporate / Citywide Implications:

- 5.7 None.

SUPPORTING DOCUMENTATION

Appendices:

1. Standards Report for Children and Young People's Trust Board, 2009
2. Foundation Stage data

3. KS1 data
4. KS2 data
5. KS3 data
6. KS4 data
7. KS5 data
8. Councillor Hawkes' letter (originally tabled at CYPOSC 20.01.10)
9. Additional detailed information requested by CYPOSC in response to Councillor Hawkes' letter

Documents in Members' Rooms

1. None

Background Documents

1. School Improvement Strategy
2. Children and Young People's Plan, 2006-09

Agenda Item 51 Appendix 1

CHILDREN & YOUNG PEOPLE'S TRUST BOARD

Agenda Item

Brighton & Hove City Council

Subject:	Standards in Early Years Foundation Stage and Key Stages 1-5, 2008-09		
Date of Meeting:	1 February, 2009		
Report of:	Director of Children's Services		
Contact Officers:	Name:	Linda Ellis	Tel: 29-3686
		Hilary Ferries	Tel: 29-3738
	E-mail:	Linda.ellis@brighton-hove.gov.uk	
		Hilary.Ferries@brighton-hove.gov.uk	
Key Decision:	No	Forward Plan No: N/A	
Wards Affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides an overview of the standards achieved by children and young people in Brighton & Hove over 2008-09, as indicated by their attainment in the Early Years Foundation Stage Profile, tests at the end of end of Key Stages 1-2, teacher assessment at KS3 and GCSE and Advanced level examinations. A report per key stage is provided, and key successes and priorities for further development are identified.

2. RECOMMENDATIONS:

- 2.1 That the Children and Young People's Trust Board notes and approves the report.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The report is largely based on provisional data which will become validated in spring 2010. References are made to the November 2009 Annual Performance Assessment summary of findings and the autumn term National Strategies note of visit which confirm the key points made in the report.

4. CONSULTATION

- 4.1 The report has been formulated in consultation with CYPT staff with responsibility for Early Years Foundation Stage and Key Stages 1-5

5. FINANCIAL & OTHER IMPLICATIONS:

5.1 Financial Implications:
There are no financial implications

Finance Officer Consulted: Andy Moore

Date: 19/01/2010

- Legal Implications:
5.2 There are no legal implications

Lawyer Consulted: Serena Kynaston

Date: 19/01/2010

- Equalities Implications:
5.3 The gap between the attainment of pupils with disadvantage and others is in many instances closing but remains a focus for the CYPT.

- Sustainability Implications:
5.4 The improving results add to the sustainability of the City.

- Crime & Disorder Implications:
5.5 A strong link has been identified between the crime and disorder of young people and their educational achievement. In the longer term, improved educational achievement is likely to have a positive impact on reducing the level of this aspect of crime and disorder.

- Risk and Opportunity Management Implications:
5.6 None.

- Corporate / Citywide Implications:
5.7 None.

SUPPORTING DOCUMENTATION

Appendices:

1. Standards Report for Children and Young People's Trust Board, 2009
2. Foundation Stage data
3. KS1 data
4. KS2 data
5. KS3 data
6. KS4 data
7. KS5 data

Documents in Members' Rooms

1. None

Background Documents

1. School Improvement Strategy
2. Children and Young People's Plan, 2006-09

Standards Report for Children and Young People's Trust Board - 2009

1. Introduction

1.1 Overall there was much to celebrate regarding the achievement of children and young people over 2008-09. Achievement in the Early Years Foundation Stage rose and the gap has been narrowed. High standards have been maintained in Key Stage 2 (KS1) and maths and science have risen in Key Stage 2 (KS2), with a slight drop, replicated across the country, in English. In Key Stage 3 (KS3) teacher assessment replaced statutory tests making comparison with previous years difficult: however, teacher assessment broadly indicated a satisfactory level of performance across the core subjects. Results once more improved a little in Key Stage 4 (KS4) but remain below the national average and in Key Stage 5 (KS5) results were again variable across the four schools with sixth forms.

1.2 The following section of the report evaluates the outcomes in each key stage. This is followed by the identification of key successes and priorities for improvement.

2. Key Stage reports

2.1 Early Years Foundation Stage (EYFS)

2.1.1 The Early Years Foundation Stage Profile describes a child's development and learning achievements at the end of the academic year in which they have reached the age of five. It is based on ongoing observation and assessment in six areas of learning - there are no tests.

2.1.2 2,547 pupils across the city completed the Foundation Stage Profile.

2.1.3 The Early Years Outcomes duty includes two targets for local authorities. We are required to show that outcomes for children at the end of the Foundation Stage are improving (the overall achievement target) and that we are narrowing the gap between the lowest achieving children and the rest of the city.

2.1.4 We have exceeded our target for achievement. This is based on the percentage of children achieving 6 points in each of the Personal, Social and Emotional Development (PSED) and each of the Communication, Language and Literacy (CLL) scales, and 78 points or over in total. The diagram below shows that this has continued to rise. We are ranked 34th in the country and are above the national average.

	2006	2007	2008	2009	National 2009	Trend
Achievement 6+ PSED and 6+ CLL and 78 points	47	51	52	56	52	9% increase since 2006

2.1.5 The second target, to narrow the gap between the median score and the bottom 20%, has still not been reached, but the gap has been narrowed by 4% this year, which is pleasing.

	2006	2007	2008	2009	National 2009
Narrowing the gap	34	35	36	32	34

2.1.6 Children are receiving high quality Early Years education and care, and the percentage of Brighton & Hove pre-school settings which have been judged by Ofsted as good or outstanding is 83%.

2.1.7 Our priorities for this year include:

- Introduce the Communication, Language and Literacy Development (CLLD) programme in 10 schools from September 2009
- Introduce Every Child a Talker (ECAT) programme in targeted settings from April 2010
- Continue to offer comprehensive training programme to embed Early Years and Foundation Stage (EYFS)
- Continue to support and challenge settings through quality improvement scheme
- Improve continuity into Year 1 through training, pilot use of audit tool, CLLD programme and use of EYFS profile data agreement.
- English as an Additional Language (EAL) - ensure all teachers and practitioners are confident in making accurate judgements for children with EAL through training and joint observations. Train bilingual assistants in observation and assessment.
- Boys - track progress and support provision in targeted schools
- Target and monitor support to vulnerable settings

2.2 Primary

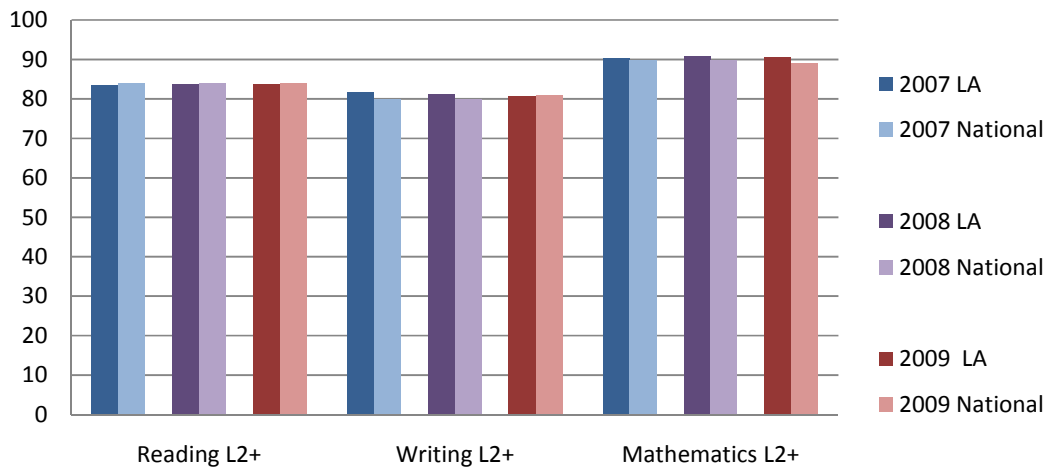
Key Stage 1

2.2.1 This has been another very successful year for Key Stage 1 (KS1). Early data shows that high standards have been maintained and results in all subjects at all levels are in line with or above the national average for

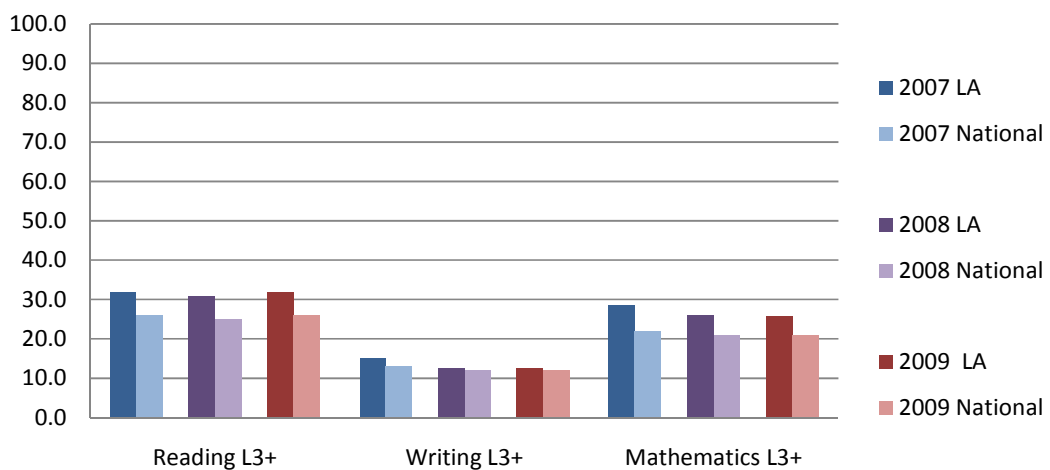
2009. Level 3 reading and maths are particularly high. There are no national indicators for KS1, but areas of note are shown below:

- The percentage of pupils achieving level 3 in reading improved to match the previous highest level of 31.8% in 2007.
- There was also a significant improvement in attainment of level 2b or above in reading which rose to 72.9%, its highest over past 5 years.
- Mathematics at all levels is down slightly from 2008 although still above the national figure at level 2 and above and well above it at level 3.
- Reading at level 2 and above is below the national average as in previous years, but is still improving.

Key Stage 1 Level 2+ 2007-2009



Key Stage 1 Level 3+ 2007-2009

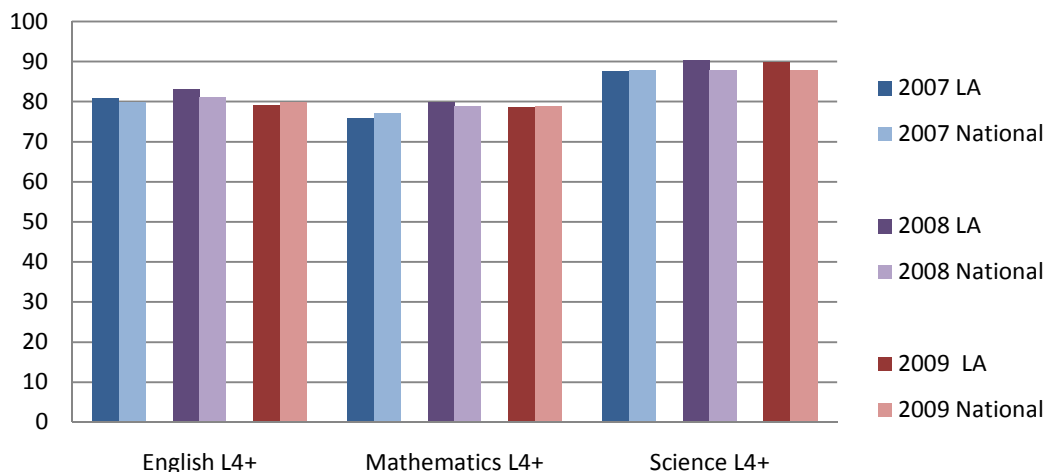


Key Stage 2

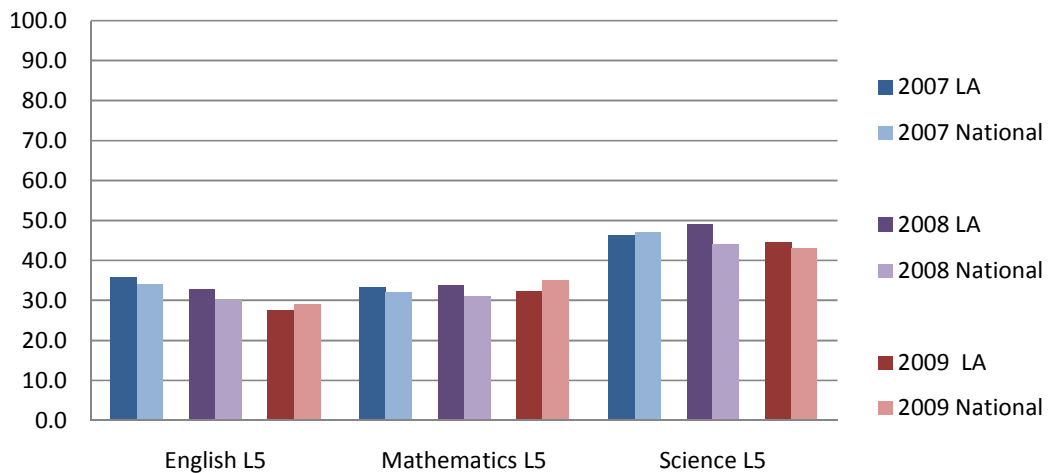
2.2.2 There have been some great successes this year: St Mark's have shown a huge improvement and Peter Gladwin achieved 100% in English and Science. St. John the Baptist and St. Martin's have also made huge gains and our consistently high achieving schools have maintained their very high standards. In 2008 we had three schools below the joint English and maths floor target of 55%. We are delighted that two of these have now risen above the floor. However, six other schools have dipped below the floor this year. Following discussions with School Improvement Partners (SIPs) and consultants, all these schools will receive intensive support to enable them to rise above the floor in 2010 and beyond.

2.2.3 We are above the national results in both L4+ and L5+ for mathematics and science. Year on year change for English & Maths is good in comparison with others. 89% of pupils made two levels of progress in English over KS2.

Key Stage 2 Level 4+ 2007-2009



Key Stage 2 Level 5 2007-2009



2.2.4 in terms of our statistical neighbours, we have improved our ranking for combined English & Maths L4+ coming 3rd overall, 2nd for boys and 3rd for girls. We have also improved our ranking for L4+ maths to 3rd overall and in particular for girls' maths: it now ranks joint 2nd.

2.2.5 Gender

At KS2 the ratio of boys to girls is 51:49 - this is the reverse of 2008. The local authority gender balance is not reflected in all schools as there are imbalances of gender in many ranging from 65:35 B:G to 36:64 B:G.

At KS1 the balance of gender is 49:51 B:G, also the reverse of KS2. The overall picture of girls doing better at English and boys at maths and science remains.

2.2.6 Children in Care

There were 13 pupils in care at KS1 and 10 at KS2 being assessed in 2009. Because numbers are so small, it is not possible to compare statistically with their peers. However, we have looked at their progress using the measure of 2 levels progress or more through KS2. This year in KS2 all 10 pupils made 2 levels of progress in English and 8 made two levels of progress in mathematics – this is as good or better than the overall local authority figure.

2.2.7 Ethnic groups

There were 446 pupils (19%) who were assessed in KS2, similar numbers to 2008. Most groups are small, many less than 10 pupils, and almost all less than 50 pupils. At KS1 501 or 22% were not White British. This group is increasing and the greatest number are those who are white from any other background – often Eastern European.

There has been a positive improvement in this area especially in the percentages of ethnic minorities making two or more levels of progress from

KS1 in both English and mathematics. However, in KS1 the Bangladeshi, Sudanese and White/Black African attained well below in all subjects. In KS2 the White/Black, Bangladeshi, any other Asian background and Black British groups continue to do less well than all pupils in the local authority although in some areas they have improved.

2.2.8 Gifted and Talented

20% of pupils were identified as being gifted and talented at the end of KS2 compared with 18% in 2008. These pupils attained more highly than pupils as a whole for all subjects and levels both at KS1 and KS2. 85% made 2 or more levels of progress in English and 89.4% in maths, much higher than the LA as a whole. Progress in maths has increased significantly 2.8% more.

2.2.9 Children with SEN

3.5% of pupils had a statement in 2009 slightly more than 2008 and 27% were on School Action (SA) or School Action+ (SA+) at end KS2, 1% more than in 2008:

- The pupils with statements attained more highly at KS2 than those in the previous year and more progressed 2 levels in KS2, especially in English where nearly 2/3rds progressed 2 levels
- At KS2 pupils with SA and SA+ show improvement on the previous year in L4+ science, and at L5 in reading,
- The percentage of pupils attaining below level 3 at KS2 for maths 5% has reduced whilst English and science remains the same

2.2.10 Priorities

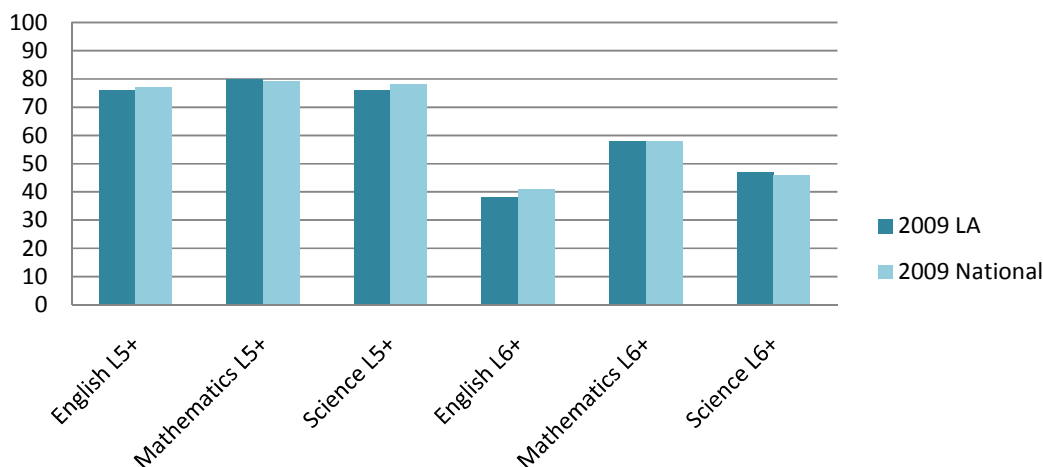
All schools below the floor target have been visited by SIPs and / or consultants and are working on tailored programmes, including ISP, ISP leadership, and intensive maths support. We have a range of projects to support schools across the city and these have been allocated according to the schools' priorities for improvement.

2.3 Secondary

Key Stage 3

2.3.1 Key Stage 3 (KS3) tests were not statutory in 2009 so this year the only data available is from teacher assessment which cannot be reliably compared with either 2008 teacher assessment or test results. Teacher assessment indicates that in English 75.9 % gained level 5+ and 38.1% gained level 6+. In maths 78.9% gained level 5+ while 57% achieved level 6+. 76.1% gained level 5+ in science and 46.5% level 6+.

Key Stage 3 Teacher Assessment 2009



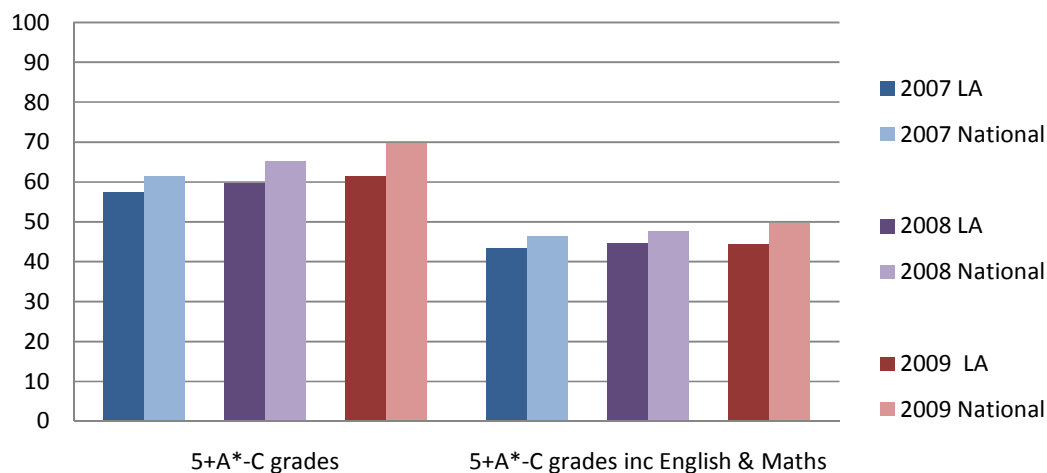
2.3.8 Though KS3 does not now have the same significance in relation to national indicators it is essential that pupils make good progress in this Key Stage to ensure they are well-placed to achieve well in KS4. Thus one of our priorities is to continue to support schools in further improving levels of attainment and achievement in KS3.

Key Stage 4

2.3.9 At Key Stage 4 (KS4), there was slight decline in the percentage gaining 5+ A*-C grades including English and maths, from 44.5% in 2008 to 44.3% in 2009. This means we are below the national average which increased 2.2 percentage points to 49.7% in 2009. This outcome was unexpected from monitoring evidence and was the result of surprisingly low results in two schools, in English and maths respectively.

2.3.10 There was a further improvement in the percentage gaining 5+A*-C grades, the figure rising from 59.6% to 61.4%. The trend has been one of small annual improvements but the figure remains below the national average. There were further small improvements in the percentages gaining 5+ A*-G, 1+A*-G and the percentage gaining any qualification. However, there was a small drop in the percentage gaining 2+ A*-C science qualifications, from 40.6% in 2008 to 38.8% this year, some schools reporting difficulties regarding materials provided by the examination board. 59.4% made 3 levels of progress in English and 49.5% in maths. Average points scores were similar to 2008.

GCSE 2007-2009



2.3.11 Pupils made better than average progress from KS2-4 in five of our secondary schools according to contextual valued added data. In two of these schools exceptional progress was made: Falmer and Dorothy Stringer.

2.3.12 In 2008 there were 3 schools below the floor target. One of these achieved over 30% in 2009 but another school that was above the floor target in 2008 fell below it in 2009. Both Falmer and Patcham High School have made good progress and both have praised the support they have received.

2.3.13 – Brighton & Hove is ranked 7th by several measures in relation to our eleven statistical neighbours.

2.3.14 – Children in Care (CiC)

The percentage of CiC gaining 5+A*-C including English and maths improved 5.6% to 7.9% in 2009. However, the gaps between CiC and the outcomes for all pupils remain wide, reflecting the national picture though it should be noted that there is only a small number of pupils in this group

2.3.15 - Ethnic groups

Most of the larger ethnic groups performed at a higher level than the Local Authority average and the figure for the White group by the main measures. The percentage of the Black group (NI108q) gaining 5+A*-C including English and maths increased from 52.4% to 54.2% while the Mixed group (NI108g) remained at the same level as in 2008. The Asian group (NI108u) decreased slightly to 45.8%. As for CiC, there is a relatively small number of pupils in these groups so the statistics should be treated with some caution.

2.3.16 – Gifted and Talented

While there was a small decrease in the percentage of students gaining 5+A*-C including English and maths, the attainment of Gifted and Talented pupils was very substantially above the figure for all pupils at 84.2%.

2.2.17 – Free School Meals (FSM)

There was a pleasing improvement in the attainment of pupils eligible for Free School Meals by all the main measures and the gaps between their attainment and that of other pupils narrowed from 30.1% to 26% in relation to the percentage gaining 5+A*-C including English and maths

2.2.18– Special Educational Needs (SEN)

The attainment of statemented SEN pupils improved by all the main measures, though the picture for non-statemented SEN pupils was more mixed. The SEN/non-SEN gap regarding the percentage gaining 5+A*-C including English and maths narrowed in 2009 from 47.3% to 43.8%

2.3.18 - Areas

Central, East and West all improved by most measures in 2009 though improvement was less strong in the West

2.3.19 A key priority is to improve the rate of improvement in KS4. Actions to be taken include identifying with headteachers the reasons for slow progress, sharing the best practice in schools where progress has been good, further improving the quality of teaching and learning, accelerating progress towards a wider curriculum offer at KS4 and continuing to work with the five schools on the Securing Good programme.

2.4 Key Stage 5

2.4.1 Results once again varied across the four schools with sixth forms though there were some excellent whole-school and individual successes. At two of the schools the average point scores for advanced level was at a higher level than in 2008 and in one case was very close to the figures for one of the local sixth form colleges. Average point scores declined at the other two schools.

2.4.2 Value added data indicates student's progress is stronger on advanced level (A2) courses than on advanced supplementary (AS) courses across all four schools, this reflecting the national picture.

2.4.3 A priority is to improve students' achievement across the four schools with sixth forms and in the future this will be helped by the Challenge and Support initiative which is designed to identify where additional support is required and involve the School Improvement Partner in commissioning this support.

3. Key Successes

3.1 Early Years Foundation Stage

- Exceeding achievement target and national results
- Narrowing the gap to 32.2ppts, which is better than national

3.2 KS1 and KS2

- Maintaining standards in all subjects at KS1 and significant improvement in all subjects at KS2 overall in the last three years
- Above the national results in both L4+ and L5+ for mathematics and science.
- Reduction in the gaps between all pupils and groups such as ethnic minorities, those with SEN or EAL at KS1 and KS2

3.3 KS3, KS4 and KS5

- Encouraging teacher assessment outcomes in each of the core subjects in KS3, especially in English at level 5+ and science at level 6+
- A small increase in the percentage gaining 5+ A*-C grades at KS4
- Strong KS2-4 contextual value added scores in two schools
- Improved outcomes in two National Challenge schools at KS4
- Improved performance by some pupil groups at KS4 with gaps narrowing – Children in Care, Free School Meals and SEN
- Improved A2 results at two of the schools with sixth forms, as reflected in average point scores for 2009

4. Priorities

4.1 Early Years Foundation Stage

- Narrow the gap between those living in the 30% most disadvantaged super output areas and the rest of the city
- Raise standards in Personal, Social and Emotional Development, particularly in areas of high disadvantage

4.2 KS1 and KS2

- Raise the standard of writing in KS1 and KS2 especially for boys
- Improve the progress made in mathematics through KS2 especially for girls
- Improve the standards and progress of the Black African groups at KS1 and 2
- Ensure that no schools are below the Government's floor targets
- Maintain the good levels of progress in our schools

4.3 KS3, KS4 and KS5

- Continue to improve levels of achievement and attainment in KS3 across the core subjects
- Accelerate improvement in achievement and attainment in KS4 so that a higher percentage attain 5+ A*-C including English and maths and 5+ A*-C grades, the percentage gaining 2 or more A*-C grades in science is improved, and CVA is improved across schools, by focusing on the priorities identified in the autumn 2009 Standards “conversation”
- Continue to support National Challenge schools so all four rise above the floor target by 2011
- Further narrow the gap at KS4 between results for all pupils and those for specific groups, for example FSM, Children in Care and SEN
- Improve levels of attainment and achievement in all schools with sixth forms at both A2 and AS, and on vocational courses

Setting AOL Score List

End of FSP / 2009 / Brighton and Hove
<FSP Settings>

% of pupils with 6 SPs* or more

	Number of Pupils	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
3328 : Aldrington CE Primary	30	86.7	66.7	66.7	96.7	96.7	96.7	93.3
2040 : Balfour Infant School	117	92.3	84.6	83.8	93.2	96.6	96.6	95.7
2163 : Bevendean Primary School	49	79.6	69.4	69.4	81.6	89.8	87.8	77.6
518756 : BRIGHTON & HOVE HIGH SCHOOL	17	94.1	70.6	70.6	82.4	100	94.1	100
521735 : Brighton & Hove Montessori	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
514932 : Brighton College Pre-Prep School	20	100	60.0	60.0	80.0	95.0	100	100
2001 : Carden Primary School	59	30.5	25.4	25.4	32.2	22.0	42.4	18.6
2037 : Carlton Hill Primary	28	50.0	42.9	39.3	57.1	71.4	89.3	78.6
7034 : Cedar Centre	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2044 : Coldean Primary	40	80.0	52.5	52.5	65.0	75.0	97.5	67.5
2007 : Coombe Road Primary	41	58.5	46.3	39.0	56.1	70.7	92.7	75.6
3341 : Cottesmore St.Mary's RCP	60	88.3	68.3	66.7	93.3	95.0	100	86.7
2064 : Davigdor Infants' School	120	82.5	63.9	63.0	82.5	89.2	88.3	89.2
512031 : Deepdene School	5	100	100	100	100	100	100	100
2010 : DOWNS INFANT SCHOOL	118	87.3	60.2	57.6	83.9	93.2	92.4	97.5
7016 : Downs Park School	1	0.0	0.0	0.0	0.0	0.0	100	100
7006 : Downs View School	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LA Scores *1		80.1	57.7	55.8	72.5	83.3	89.8	83.5

Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

* SP - Scale Points

*1 Please note that applying groups to this report does not affect the LA figures

Setting AOL Score List

End of FSP / 2009 / Brighton and Hove
<FSP Settings>

% of pupils with 6 SPs* or more

	Number of Pupils	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
2155 : Elm Grove Primary	60	68.3	48.3	41.7	85.0	93.3	88.3	98.3
2165 : Fairlight Primary School	40	72.5	55.0	55.0	47.5	77.5	75.0	77.5
518331 : Funland Pre-School	1	0.0	0.0	0.0	0.0	0.0	100	0.0
2065 : Goldstone Primary	62	93.5	56.5	54.8	75.8	96.8	98.4	75.8
2066 : Hangleton Infant School	90	78.9	68.9	64.4	82.2	92.2	91.1	91.1
2017 : Hertford Infants School	53	98.1	36.5	36.5	78.8	98.1	100	96.2
530387 : Lancing preparatory School at Mowden	9	88.9	77.8	77.8	88.9	88.9	100	88.9
2018 : Middle Street Primary.	30	80.0	50.0	50.0	73.3	76.7	90.0	70.0
2100 : Mile Oak Primary School	83	84.3	56.6	54.2	68.7	94.0	95.2	86.7
2002 : Moulsecoomb Primary School	44	84.1	2.3	2.3	27.3	27.3	75.0	34.1
538483 : New Road Montessori	1	100	100	100	100	100	100	100
3316 : Our Lady Lourdes R.C.V.A.P.	30	93.3	76.7	76.7	96.7	100	96.7	100
2022 : Patcham Infant School	90	85.6	80.0	76.7	88.9	96.7	88.9	90.0
2114 : Peter Gladwin Primary	28	74.1	77.8	74.1	74.1	77.8	70.4	81.5
538477 : Poppies Nursery	1	0.0	0.0	0.0	0.0	0.0	100	0.0
2081 : Portslade Infants	113	85.8	51.3	49.6	67.3	78.8	91.2	93.8
538489 : Pumpkin Patch	1	100	0.0	0.0	100	100	100	100
LA Scores *1		80.1	57.7	55.8	72.5	83.3	89.8	83.5

Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

* SP - Scale Points

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Setting AOL Score List

End of FSP / 2009 / Brighton and Hove
<FSP Settings>

% of pupils with 6 SPs* or more

	Number of Pupils	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
2156 : Queens Park Primary School	45	82.2	53.3	53.3	62.2	71.1	80.0	77.8
538518 : Roundabout Nursery	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1002 : Royal Spa Nursery	1	0.0	0.0	0.0	0.0	100	100	100
2164 : RUDYARD KIPLING PRIMARY SCHOOL	36	80.6	38.9	36.1	63.9	66.7	83.3	75.0
2157 : Saltdean Primary School	67	80.6	41.8	41.8	52.2	62.7	97.0	44.8
3329 : St Andrew's C E Primary School	60	68.3	56.7	51.7	58.3	78.3	73.3	90.0
516168 : St Aubyns Preparatory School	9	100	77.8	77.8	100	100	100	100
3305 : St Bartholomew's CE Primary	29	86.2	48.3	48.3	72.4	89.7	86.2	89.7
3318 : St Bernadette's Catholic Primary School	30	86.7	56.7	56.7	66.7	93.3	96.7	100
3311 : St John The Baptist RC School	30	83.3	56.7	56.7	80.0	86.7	73.3	73.3
3314 : St Joseph's R.C. Primary	13	84.6	61.5	53.8	53.8	92.3	92.3	84.6
2027 : St Luke's Infant	85	82.4	62.4	60.0	77.6	76.5	87.1	78.8
3304 : St Margaret's CE Primary	30	76.7	76.7	70.0	80.0	90.0	100	83.3
3308 : St Martin's CE Primary School	28	82.1	60.7	60.7	78.6	75.0	100	100
3313 : St Mary Magdalen C Primary	29	27.6	13.8	13.8	41.4	62.1	89.7	58.6
3344 : St Mary's Catholic Primary	31	87.1	38.7	38.7	48.4	67.7	100	96.8
517848 : ST MARYS HALL	1	100	0.0	0.0	0.0	100	100	100
LA Scores *1		80.1	57.7	55.8	72.5	83.3	89.8	83.5

Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

* SP - Scale Points

*1 Please note that applying groups to this report does not affect the LA figures

Setting AOL Score List

End of FSP / 2009 / Brighton and Hove
<FSP Settings>

% of pupils with 6 SPs* or more

	Number of Pupils	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
3315 : St Paul's C.E. Primary School	30	93.3	66.7	66.7	86.7	86.7	100	93.3
2079 : ST PETER'S COM. INFANT SCHOOL	30	86.7	63.3	63.3	80.0	93.3	93.3	90.0
3317 : St. MARK'S C.E.P. SCHOOL	30	30.0	23.3	20.0	40.0	60.0	66.7	60.0
2029 : Stanford Infant School	90	92.2	80.0	76.7	84.4	100	98.9	98.9
511065 : THE DHARMA SCHOOL	5	100	60.0	60.0	80.0	100	100	100
584339 : The Drive Prep School	2	100	50.0	50.0	50.0	100	100	100
511145 : THE FOLD SCHOOL	4	25.0	25.0	25.0	50.0	100	100	50.0
538511 : Tinysaurus Nursery	1	0.0	0.0	0.0	0.0	0.0	100	0.0
580333 : Torah Nursery	1	100	100	100	0.0	0.0	100	100
2093 : West Blatchington Primary & Nursery	72	77.8	47.2	45.8	63.9	83.3	94.4	91.7
2096 : West Hove Infant School	119	81.5	67.2	64.7	73.9	89.9	94.1	91.6
2036 : Westdene Primary School	60	86.7	66.7	63.3	81.7	81.7	96.7	90.0
2006 : Whitehawk Primary	59	66.1	42.4	40.7	52.5	66.1	86.4	57.6
582192 : Windlesham School	17	88.2	82.4	76.5	82.4	100	100	100
2158 : Woodingdean Primary	57	82.5	54.4	52.6	75.4	91.2	86.0	87.7

LA Scores *1	80.1	57.7	55.8	72.5	83.3	89.8	83.5
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Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

* SP - Scale Points

*1 Please note that applying groups to this report does not affect the LA figures

Appendix 3

KS1 2009

School Name	No on Roll	L2+ %			L2B+ %			L3+ %		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Aldrington CE Primary	30	90.0	90.0	96.7	76.7	76.7	90.0	46.7	6.7	40.0
Balfour Infant	118	96.6	95.8	98.3	88.1	86.4	94.1	49.2	13.6	38.1
Bevendean Primary	47	66.0	66.0	91.5	61.7	36.2	70.2	10.6	0.0	14.9
Carden Primary	48	81.3	75.0	87.5	64.6	43.8	68.8	22.9	0.0	18.8
Carlton Hill Primary	29	69.0	48.3	75.9	37.9	34.5	51.7	24.1	0.0	24.1
Cedar Centre	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Coldean Primary	33	78.8	72.7	72.7	57.6	48.5	33.3	12.1	0.0	9.1
Coombe Road Primary	41	85.4	87.8	90.2	70.7	61.0	75.6	24.4	12.2	19.5
Cottesmore St Mary's RC Primary	61	93.4	93.4	96.7	90.2	60.7	86.9	37.7	9.8	31.1
Davigdor Infant	89	93.3	89.9	98.9	87.6	79.8	86.5	50.6	28.1	38.2
Downs Infant	119	98.3	96.6	98.3	95.8	86.6	90.8	48.7	27.7	43.7
Downs Park	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Downs View	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Elm Grove Primary	60	86.7	83.3	88.3	83.3	66.7	83.3	45.0	13.3	41.7
Fairlight Primary	47	72.3	68.1	85.1	57.4	42.6	68.1	23.4	12.8	19.1
Goldstone Primary	58	75.9	86.2	93.1	56.9	58.6	69.0	24.1	6.9	19.0
Hangleton Infant	90	88.9	90.0	91.1	80.0	67.8	72.2	31.1	12.2	20.0
Hertford Infant	44	70.5	75.0	84.1	68.2	61.4	59.1	25.0	9.1	15.9
Hillside	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Middle Street Primary	30	96.7	86.7	96.7	76.7	43.3	80.0	36.7	0.0	36.7
Mile Oak Primary	75	76.0	57.3	77.3	57.3	30.7	49.3	14.7	0.0	5.3
Moulsecocomb Primary	48	37.5	43.8	64.6	29.2	8.3	45.8	0.0	0.0	0.0
Our Lady of Lourdes RC Primary	30	90.0	93.3	83.3	83.3	76.7	83.3	43.3	26.7	36.7
Patcham Infant	90	94.4	93.3	98.9	84.4	78.9	87.8	48.9	26.7	47.8
Peter Gladwin Primary	28	78.6	78.6	92.9	78.6	67.9	78.6	32.1	7.1	14.3
Portslade Infant	90	84.4	77.8	95.6	77.8	42.2	80.0	32.2	0.0	23.3
Queens Park Primary	44	97.7	97.7	97.7	90.9	86.4	90.9	29.5	15.9	36.4
Rudyard Kipling Primary	36	86.1	75.0	80.6	72.2	33.3	63.9	13.9	0.0	0.0
Saltdean Primary	48	72.9	70.8	91.7	66.7	41.7	68.8	8.3	0.0	2.1
St Andrew's CE Primary	60	95.0	96.7	96.7	81.7	70.0	81.7	26.7	8.3	23.3
St Bartholomew's CE Primary	28	75.0	53.6	89.3	64.3	50.0	64.3	35.7	3.6	28.6
St Bernadette's RC Primary	30	96.7	93.3	100.0	90.0	90.0	96.7	36.7	43.3	30.0
St John the Baptist RC Primary	30	90.0	86.7	83.3	73.3	63.3	63.3	23.3	13.3	16.7
St Joseph's RC Primary	24	75.0	25.0	66.7	45.8	16.7	29.2	16.7	4.2	4.2
St Luke's Infant	83	84.3	84.3	96.4	77.1	62.7	83.1	36.1	13.3	33.7
St Margaret's CE Primary	29	89.7	79.3	89.7	89.7	72.4	79.3	34.5	24.1	17.2
St Mark's CE Primary	22	50.0	50.0	72.7	31.8	27.3	45.5	4.5	0.0	4.5
St Martin's CE Primary	29	69.0	58.6	86.2	48.3	31.0	58.6	17.2	0.0	3.4
St Mary Magdalen RC Primary	29	58.6	62.1	79.3	55.2	34.5	58.6	20.7	0.0	13.8
St Mary's RC Primary	29	82.8	79.3	93.1	69.0	58.6	75.9	27.6	6.9	20.7
St Paul's CE Primary	30	100.0	93.3	100.0	66.7	60.0	83.3	33.3	16.7	26.7
St Peter's Community Infant	30	86.7	86.7	93.3	73.3	76.7	90.0	43.3	36.7	43.3
Stanford Infant	90	92.2	95.6	96.7	84.4	74.4	93.3	52.2	15.6	35.6
West Blatchington Infant	59	55.9	40.7	81.4	28.8	16.9	47.5	3.4	0.0	3.4
West Hove Infant	120	97.5	97.5	96.7	90.0	85.8	95.0	42.5	31.7	37.5
Westdene Primary	60	98.3	98.3	100.0	85.0	83.3	88.3	46.7	25.0	41.7
Whitehawk Primary	38	55.3	52.6	78.9	42.1	18.4	52.6	2.6	0.0	2.6
Woodingdean Primary	58	72.4	74.1	86.2	53.4	43.1	62.1	20.7	3.4	19.0
LA Overall	2321	83.8	80.8	90.6	72.9	60.0	75.7	31.8	12.5	25.7

Appendix 4

KS2 2009 School Results

School	Number of Pupils	% Achieving Level 4 and Above						% Achieving Level 5						% Progressing 2 or More Levels From KS1		
		Reading	Writing	English	Maths	Science	English & Maths	Reading	Writing	English	Maths	Science	English	Maths	% Matched	
															EN	MA
Aldrington CE Primary	30	90.0	73.3	90.0	86.7	86.7	83.3	53.3	23.3	36.7	46.7	56.7	100.0	86.2	96.7	96.7
Alternative Centre for Education	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0
Balfour Junior	96	96.9	71.9	92.7	83.3	96.9	81.3	70.8	15.6	35.4	42.7	64.6	90.0	78.7	93.8	97.9
Benfield Junior	88	83.0	43.2	67.0	68.2	88.6	55.7	40.9	2.3	8.0	20.5	34.1	88.6	66.3	89.8	90.9
Bevendean Primary	51	80.4	49.0	70.6	70.6	78.4	58.8	25.5	3.9	5.9	17.6	15.7	93.3	80.4	88.2	90.2
Carden Primary	57	84.2	54.4	78.9	84.2	100.0	75.4	52.6	5.3	22.8	43.9	71.9	87.5	78.6	98.2	98.2
Carlton Hill Primary	30	76.7	63.3	70.0	76.7	83.3	63.3	46.7	16.7	36.7	30.0	40.0	92.3	68.0	86.7	83.3
Cedar Centre	7	0.0	0.0	0.0	0.0	28.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.3
Coldean Primary	28	89.3	57.1	82.1	67.9	92.9	67.9	64.3	10.7	35.7	7.1	10.7	92.3	69.2	92.9	92.9
Coombe Road Primary	51	86.3	41.2	56.9	82.4	84.3	56.9	29.4	0.0	11.8	29.4	25.5	66.0	87.2	92.2	92.2
Cottesmore St Mary's RC Primary	63	96.8	90.5	96.8	96.8	98.4	93.7	65.1	36.5	46.0	42.9	58.7	90.0	71.2	95.2	93.7
Downs Junior	124	93.5	65.3	89.5	82.3	88.7	79.8	56.5	12.9	27.4	36.3	42.7	90.2	75.2	98.4	97.6
Downs Park	7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	28.6	28.6
Downs View	7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.3	14.3
Elm Grove Primary	64	90.6	73.4	87.5	78.1	90.6	75.0	51.6	15.6	26.6	25.0	43.8	96.6	83.3	92.2	93.8
Fairlight Primary	30	80.0	30.0	56.7	63.3	96.7	43.3	26.7	0.0	13.3	13.3	26.7	84.6	69.2	86.7	86.7
Goldstone Primary	64	92.2	54.7	87.5	85.9	92.2	79.7	64.1	18.8	23.4	26.6	40.6	98.1	83.3	84.4	84.4
Hangleton Junior	94	89.4	58.5	81.9	71.3	92.6	67.0	58.5	25.5	31.9	25.5	35.1	86.2	69.9	100.0	98.9
Hertford Junior	31	80.6	32.3	61.3	61.3	71.0	51.6	22.6	0.0	3.2	0.0	16.1	58.6	46.7	93.5	96.8
Hillside	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Source: NCER (provisional data)

NB: figures for progress from KS1 are not as comprehensive as the data available from RAISEonline, as we do not have prior attainment data for all pupils

School	Number of Pupils	% Achieving Level 4 and Above						% Achieving Level 5						% Progressing 2 or More Levels From KS1		
		Reading	Writing	English	Maths	Science	English & Maths	Reading	Writing	English	Maths	Science	English	Maths	% Matched	
																EN
Middle Street Primary	31	90.3	71.0	90.3	71.0	93.5	71.0	58.1	3.2	25.8	22.6	38.7	92.9	67.9	90.3	90.3
Mile Oak Primary	68	85.3	36.8	70.6	89.7	95.6	67.6	32.4	2.9	5.9	30.9	45.6	81.8	93.8	97.1	95.6
Moulsecob Primary	49	81.6	24.5	57.1	59.2	77.6	49.0	38.8	0.0	2.0	26.5	32.7	94.7	82.5	77.6	81.6
Our Lady of Lourdes RC Primary	32	93.8	68.8	84.4	84.4	100.0	75.0	43.8	12.5	21.9	31.3	59.4	87.5	67.7	100.0	96.9
Patcham Junior	95	94.7	68.4	87.4	95.8	94.7	86.3	45.3	5.3	17.9	36.8	46.3	75.3	87.9	97.9	95.8
Peter Gladwin Primary	25	100.0	96.0	100.0	92.0	100.0	92.0	64.0	20.0	44.0	48.0	76.0	100.0	100.0	100.0	96.0
Queens Park Primary	42	83.3	57.1	76.2	64.3	95.2	57.1	50.0	0.0	14.3	23.8	45.2	76.9	46.2	92.9	92.9
Rudyard Kipling Primary	56	75.0	42.9	53.6	64.3	87.5	48.2	21.4	12.5	16.1	21.4	32.1	75.9	70.4	96.4	96.4
Saltdean Primary	65	89.2	61.5	80.0	83.1	96.9	75.4	61.5	16.9	33.8	40.0	58.5	95.2	84.4	96.9	98.5
Somerhill Junior	96	88.5	65.6	84.4	83.3	90.6	79.2	64.6	20.8	34.4	38.5	58.3	94.0	77.4	86.5	87.5
St Andrew's CE Primary	64	89.1	85.9	90.6	85.9	93.8	82.8	70.3	40.6	56.3	53.1	62.5	98.3	95.1	93.8	95.3
St Bartholomew's CE Primary	19	94.7	78.9	89.5	89.5	94.7	84.2	57.9	10.5	26.3	15.8	36.8	100.0	92.3	73.7	68.4
St Bernadette's RC Primary	32	93.8	87.5	93.8	87.5	100.0	84.4	71.9	40.6	56.3	50.0	71.9	96.6	89.7	90.6	90.6
St John the Baptist RC Primary	30	96.7	86.7	93.3	90.0	96.7	83.3	60.0	26.7	46.7	50.0	40.0	100.0	96.7	96.7	100.0
St Joseph's RC Primary	28	78.6	50.0	67.9	78.6	92.9	67.9	7.1	3.6	0.0	21.4	21.4	65.2	79.2	82.1	85.7
St Luke's Junior	88	88.6	85.2	86.4	81.8	92.0	79.5	58.0	34.1	45.5	37.5	47.7	90.2	81.9	93.2	94.3
St Margaret's CE Primary	27	85.2	81.5	85.2	77.8	92.6	77.8	48.1	14.8	40.7	22.2	33.3	92.3	80.0	96.3	92.6
St Mark's CE Primary	20	85.0	75.0	80.0	75.0	100.0	60.0	50.0	10.0	15.0	5.0	35.0	94.1	88.9	85.0	90.0
St Martin's CE Primary	22	86.4	86.4	86.4	95.5	90.9	81.8	54.5	22.7	31.8	18.2	22.7	100.0	85.7	95.5	95.5
St Mary Magdalen RC Primary	32	71.9	53.1	65.6	75.0	87.5	50.0	37.5	12.5	18.8	25.0	21.9	95.7	80.0	71.9	78.1
St Mary's RC Primary	32	81.3	87.5	84.4	65.6	75.0	62.5	31.3	15.6	28.1	15.6	25.0	100.0	66.7	84.4	84.4
St Nicolas CE Junior	63	84.1	41.3	71.4	77.8	84.1	66.7	47.6	11.1	20.6	31.7	49.2	88.1	78.0	93.7	93.7

Source: NCER (provisional data)

NB: figures for progress from KS1 are not as comprehensive as the data available from RAISEonline, as we do not have prior attainment data for all pupils

School	Number of Pupils	% Achieving Level 4 and Above						% Achieving Level 5						% Progressing 2 or More Levels From KS1		
		Reading	Writing	English	Maths	Science	English & Maths	Reading	Writing	English	Maths	Science	English	Maths	% Matched	
															EN	MA
St Paul's CE Primary	30	96.7	73.3	96.7	90.0	96.7	90.0	56.7	0.0	3.3	43.3	66.7	95.8	96.3	80.0	90.0
Stanford Junior	91	95.6	83.5	92.3	85.7	93.4	84.6	76.9	30.8	50.5	56.0	67.0	96.4	82.6	91.2	94.5
West Blatchington Primary	49	75.5	34.7	59.2	67.3	79.6	53.1	24.5	2.0	8.2	20.4	18.4	71.7	64.6	93.9	98.0
West Hove Junior	126	88.9	80.2	83.3	79.4	92.9	76.2	54.0	43.7	49.2	34.1	55.6	90.2	75.5	88.9	87.3
Westdene Primary	63	92.1	71.4	85.7	87.3	92.1	84.1	60.3	27.0	36.5	52.4	58.7	95.2	87.1	98.4	98.4
Whitehawk Primary	36	55.6	11.1	33.3	47.2	55.6	27.8	16.7	0.0	5.6	0.0	5.6	74.2	69.7	86.1	91.7
Woodingdean Primary	60	85.0	70.0	81.7	83.3	93.3	76.7	45.0	25.0	35.0	46.7	43.3	91.2	84.7	95.0	98.3
LA Overall	2399	86.7	62.7	79.2	78.7	89.8	71.4	50.3	16.7	27.7	32.4	44.6	88.6	78.4	91.4	92.2

Appendix 5 KS3 2009 TA Results by School

School	Number of Pupils	% English Level 5+	% Maths Level 5+	% Science Level 5+	% English & Maths Level 5+	% English Level 6+	% Maths Level 6+	% Science Level 6+	% 1 Level Progress English	% 1 Level Progress Maths	% 1 Level Progress Science	% 2 Levels Progress English	% 2 Levels Progress Maths	% 2 Levels Progress Science	% 3 Levels Progress Maths	Average % Matched
Alternative Centre for Education	7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Blatchington Mill	310	83.5	83.2	82.6	76.1	39.7	64.8	52.3	85.3	94.6	81.7	27.2	68.7	31.6	12.0	93.3
Cardinal Newman	343	83.7	82.5	89.2	73.8	42.3	68.8	65.0	79.6	93.4	89.4	23.5	63.5	30.8	8.9	93.2
Cedar Centre	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	0.0	60.0	0.0	0.0	40.0	0.0	25.0
Dorothy Stringer	345	93.3	88.4	82.9	86.1	62.6	73.6	56.5	91.6	96.3	70.4	32.7	73.5	29.6	17.6	95.7
Downs Park	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Downs View	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Falmer High	130	45.4	65.4	45.4	40.0	7.7	27.7	20.8	64.1	90.0	52.2	15.7	30.8	12.4	5.6	82.6
Hillside	7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	71.4
Hove Park	301	65.8	79.7	72.4	60.1	36.9	54.8	44.9	81.3	94.4	76.0	16.5	67.6	25.5	11.5	89.4
Longhill High	242	74.8	76.9	74.8	68.6	31.4	53.7	37.2	84.9	88.4	67.7	23.1	50.9	15.8	5.6	95.2
Patcham High	181	70.2	75.7	72.9	61.9	35.4	37.6	36.5	79.3	87.8	66.3	26.2	43.3	23.0	1.8	95.2
Patcham House	9	0.0	33.3	22.2	0.0	0.0	22.2	0.0	20.0	100.0	20.0	0.0	33.3	0.0	0.0	48.1
Portslade Community College	178	68.5	73.6	79.2	57.9	24.7	51.1	42.1	74.6	86.3	79.2	13.1	49.1	32.4	4.7	95.9
Varndean	248	81.5	80.6	73.4	75.0	37.9	54.8	42.3	86.1	93.6	67.9	21.4	52.0	22.8	7.0	91.8
LA Overall	2316	75.9	78.9	76.1	68.5	38.1	57.0	46.5	82.0	92.0	74.0	23.2	58.8	26.0	9.3	92.1

Source: KS2 test results - NCER; KS3 teacher assessment results - schools

NB: figures for progress from KS2 are not as comprehensive as the data available from RAISEonline, as we do not have prior attainment data for all pupils

Appendix 6

2009 Key stage 4

Gender=All Pupils

Centre	NOC	Percentage of Pupils Achieving											QCA		
		3+ A*-A	5+ A*-C	5+ A*-G	1+ A*-G	Any Qual	5+ A*-C incl A*-C GCSE E&M	5+ A*-C incl Level 2 E&M	5+ A*-G incl Level 1 E&M	2+ A*-C Science	MFL Lvl 2	MFL Lvl 1	MFL Any	APS	Capped APS
Alternative Centre for Education	18	0.0	0.0	16.7	61.1	83.3	0.0	0.0	16.7	0.0	0.0	0.0	0.0	80.7	78.6
Blatchington Mill School	299	48.2	76.9	95.0	98.7	99.0	62.2	62.2	94.3	66.6	46.2	60.5	60.9	484.4	347.0
Cardinal Newman School	339	33.9	74.0	96.8	98.8	99.1	56.0	56.0	96.5	40.1	46.3	56.6	56.6	424.1	338.0
Dorothy Stringer School	331	39.0	85.8	98.2	100.0	100.0	65.9	65.9	97.6	45.6	40.5	50.8	50.8	594.5	358.2
Downs Park Special School	13	0.0	0.0	0.0	23.1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	92.3	105.1	98.6
Downs View Special School	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Falmer School	103	4.9	50.5	93.2	100.0	100.0	25.2	35.9	92.2	30.1	7.8	26.2	26.2	362.3	278.3
Hillside School	6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hove Park School	298	12.8	44.0	89.9	94.3	96.3	26.2	34.6	87.2	38.6	46.6	83.2	83.2	333.8	276.6
Longhill School	229	15.3	58.1	93.9	98.7	99.1	40.6	40.6	92.1	26.6	19.7	33.6	51.5	410.0	297.4
Patcham High School	191	13.6	56.5	94.2	95.8	96.9	35.6	37.7	94.2	38.7	14.1	23.6	23.6	368.1	295.8
Patcham House Special School	13	0.0	0.0	30.8	100.0	100.0	0.0	0.0	30.8	0.0	0.0	0.0	0.0	126.6	126.6
Portslade Community College	181	7.2	38.1	89.0	98.9	99.4	24.9	34.3	88.4	27.1	17.7	38.7	38.7	297.1	256.1
The Cedar Centre	21	0.0	0.0	33.3	81.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	140.9	139.9
Varndean School	246	27.6	61.4	92.3	98.0	98.4	45.9	45.9	92.3	30.5	21.5	30.1	30.1	399.3	307.3
	2296	25.0	61.4	91.4	96.6	98.0	44.3	46.8	90.2	38.8	31.9	47.1	49.5	411.9	305.7

Capped Average Points is based on a pupil's best eight GCSE/GNVQs.

[] denotes actual figures due to a divisor of zero.

< denotes data which is protected due to a small cohort size. Protected values are not included in totals.

Large numbers are formatted to fit in the column width by rounding and formatting as thousands or millions. For example 987,123 is shown as 987K1 and 1,450,000 is shown as 1M5.

Centres NOR: End of KS4;
 Pupils Pupils At End of Key Stage;
 Qualifications Discounting: All Exam Sessions;
 Filters Show as: Percentages;

Appendix 7

2009 Key stage 5

Gender=All Pupils

Centre	NOC	NOE	Percentage of Pupils Achieving												Avg QCA		Avg UCAS	
			Any			1 or more			2 or more			3 or more			points per		points per	
			A	A-B	A-E	A	A-B	A-E	A	A-B	A-E	A	A-B	A-E	pupil	entry	pupil	entry
Blatchington Mill School	46	148.3	26.1	50.0	100.0	21.7	41.3	100.0	6.5	26.1	89.1	2.2	6.5	63.0	597.1	185.2	222.8	69.1
Brighton Hove & Sussex Sixth Form Coll	813	2969.8	48.7	76.9	100.0	45.9	74.5	99.9	23.4	55.4	97.0	11.8	37.3	87.3	787.2	215.5	309.7	84.8
Cardinal Newman School	169	578.3	37.9	65.1	100.0	32.5	61.5	100.0	20.1	42.0	96.4	9.5	28.4	81.7	710.6	207.7	275.9	80.6
Hove Park School	59	177.5	15.3	28.8	100.0	11.9	25.4	100.0	10.2	15.3	81.4	6.8	6.8	55.9	533.6	177.4	152.7	50.8
Portslade Community College	40	122.8	27.5	50.0	100.0	27.5	50.0	100.0	5.0	22.5	77.5	0.0	7.5	65.0	557.0	181.4	187.8	61.2
Varndean College	549	1861.8	43.4	65.4	99.8	37.5	60.7	99.6	21.1	43.7	91.1	12.6	28.1	73.0	713.0	210.2	272.4	80.3
	1676	5858.5	43.6	68.9	99.9	39.5	65.5	99.8	20.9	47.2	93.8	11.1	30.7	79.8	735.6	210.4	283.2	81.0

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Tom Hook,
Head of Scrutiny,
Brighton & Hove City Council

7th January 2010

Dear Tom,

Audit Commission 'Oneplace' report – Secondary School performance in Brighton & Hove.

I am writing to request that the Children and Young People Overview and Scrutiny Committee look in detail at the findings of the Audit Commission in relation to secondary school performance across Brighton and Hove. These findings were recently published in the Commission's 'Oneplace' report published on the 10th December 2009 and contain some worrying criticisms. In summary the report indicates that in Brighton and Hove's secondary schools;

- Achievement by Black children is low by national standards.
- At 16, fewer young people achieve 5 good GCSEs, including English and mathematics, compared to other similar areas or the UK as a whole.
- The rate of improvement is not as fast as in other similar areas.
- Fewer than average youngsters achieve 2 or more good GCSEs in science.
- Fewer than average schools have a good standard of behaviour.
- The gap in educational achievement between children from disadvantaged backgrounds and those living in more affluent areas is not being narrowed.

The recommendation to Cabinet on the 14th January 2010 merely requests that officers take the issues of concern highlighted by the Audit Commission into account within their general service delivery. Given the very serious nature of the specific concerns relating to the City's secondary schools I would request that the Committee considers the following proposals;

Tel/Fax: (01273) 291159

Email: pat.hawkes@brighton-hove.gov.uk

Labour Member for Hollingdean & Stanmer Ward

- That a report is requested to come to CYPOSC detailing the performance across all secondary schools that will give an indication of trend of educational performance over the past two years.
- That an action plan is requested for consideration by CYPOSC based on the above report that will demonstrate how resources will be targeted to address the specific concerns raised in the Audit Commission report.
- That the Committee considers how educational achievement and school performance trends across the city as a whole can be better reported to all councillors on a regular basis.
- That the Committee considers how the issue of below average standards of behaviour in some Brighton and Hove secondary schools can be examined.
- That the Committee also considers how the issue of closing the educational achievement gap between areas of disadvantage and other areas can be examined in more detail by looking at current council practice along with relevant deprivation indices.

I believe that all of our young people need the very best start in life and as councillors we must assure ourselves that all steps necessary are being taken to achieve this. I do hope that the Committee will give serious consideration to these requests.

Yours sincerely,



Councillor Pat Hawkes

Lead Labour Opposition Councillor for Children and Young People.

Tel/Fax: (01273) 291159

Email: pat.hawkes@brighton-hove.gov.uk

Labour Member for Hollingdean & Stanmer Ward

Agenda Item 51 Appendix 9

This appendix provides further information about GCSE results as requested by the Children and Young People's Overview and Scrutiny Committee on 20th January

Performance of ethnic groups

Most of the larger ethnic groups performed above the national average and the figure for the white group by the main measures. The percentage of the Black/Black British group (48 pupils) gaining 5+A*-C including English and maths 54.2% in 2009 and 57.9% of the Mixed / dual heritage group (107 pupils). The Asian group (48 pupils) achieved above the LA average and 45.8% gained the 5 good GCSEs including maths and English this is below national average. The relatively small number of pupils in some of these groups means that the statistics should be treated with some caution.

Standards at GCSE

The 2009 Ofsted judged our children's services to be performing well overall. Whilst recognising that achievement at age 16 is below that of similar areas (we are 8th in the group of 11 areas deemed similar to us for the headline measure) the report also states that proportion of young people who achieve qualifications by age 19 is significantly higher than those other areas. We have a high proportion of pupils staying in education at 16.

Citywide the performance in GCSE examinations was not satisfactory in 2009 although it was variable across the schools. Patcham High, Falmer High and Dorothy Stringer increased their results markedly. There are individual improvement plans for each school that is of concern and our monitoring shows that we are predicting a better result in 2010.

There was slight decline in the percentage gaining 5+ A*-C grades including English and maths, from 44.5% in 2008 to 44.3% in 2009. This means we are below the national average which increased 2.2 percentage points to 49.7% in 2009. This outcome was unexpected and we failed to meet our target for the year by a considerable margin partly the result of surprisingly low results in two schools, in English at Hove Park and mathematics at Varndean. In both schools immediate action was taken to ensure improvement. Some other schools that did not meet their target and overall we are nearly 2% down on our citywide target.

At Varndean the headteacher undertook a review of the reason for unexpected maths results and we have provided an experienced and effective consultant to support developments in the mathematics department. Likewise in Hove Park analysis of grades and exam answers has led to an action plan which is ably supported by our English consultant. Our monitoring in both schools shows that these problems are being resolved.

Narrowing the gap in educational achievement

This is high priority for the Advisory service and schools are challenged to improve in this regard by their School Improvement Partners.

Free School Meals (FSM) is the proxy indicator for disadvantage and there was a pleasing improvement in the attainment of pupils eligible for Free School Meals by all the main measures and the gaps between their attainment and that of other pupils narrowed from 30.1% to 26% in relation to the percentage gaining 5+A*-C including English and maths

The attainment of statemented SEN pupils improved by all the main measures, though the picture for non-statemented SEN pupils was more mixed. The SEN/non-SEN gap regarding the percentage gaining 5+A*-C including English and maths narrowed in 2009 from 47.3% to 43.8%.

Use of resources

The majority of funding is devolved to schools through a formula which includes numbers of children, their age, the level of need of those pupils (special educational needs and FSM) and the size and nature of the buildings that need to be maintained by the school. Schools with the lowest performance receive additional funding and have support of consults and advisers to accelerate their improvement.

The role of the schools advisory service within Children's Services is to challenge schools where there is underperformance and support them to improve. There is a published strategy for School Improvement which structures the work of the teams working with schools.

The Standards fund resource is allocated to schools to an agreed formula which is based on passed performance. We employ specialist staff who will work with English, mathematics and science teachers. This is a very small team and their time is allocated according to need to improve. One of the difficulties in Brighton & Hove is our rapid turnover of staff especially in mathematics but also in English. We know that the cost of housing is a significant feature in this .

The report from the annual review of our services by senior advisers from the National Strategies states:

'The LA has a clear structure for assigning support for schools' 'The LA knows its schools well and is clear about their strengths' 'The LA supports schools through a wide range of targeted programmes to raise standards and accelerate the rate of progress'

In 2008 there were 3 schools where less than 30% of pupils achieved 5 good GCSEs including English and mathematics. Both Falmer and Patcham High School have made good progress (with Patcham achieving 36%) and both have praised the support they have received.

Portslade Community College did not improve its examination results but a recent Ofsted report says that :
'The newly appointed principal has made a good start in bringing together the senior and middle leaders and has set out a clear direction for improving the school's performance.' Also '...the local authority has provided targeted and appropriate support to the school.'

Each school receiving support from the National Challenge programme has been assigned an experienced adviser and significant funding which has been used mostly for additional staffing in core subjects. Falmer and Portslade CC each have 20 days adviser support and Hove Park and Patcham 12 days. In addition Falmer has a consultant headteacher to support the acting head for 2 days each week and Portslade CC and Hove Park will also have 2 day a week support from consultant headteachers starting this term. The advisory service subject consultants are focussed on supporting English, mathematics, science and ICT teachers in each of the 4 schools and they are in the Supporting Good programme. Each school has had additional Education Welfare Officer support and governors have received training.

All schools in the National Challenge programme have a Raising Attainment Plan which is monitored every 6 weeks and the headteachers and chairs of governors are further challenged and supported at a 6 weekly meeting with the Assistant Director for Learning Schools and Skills and key officers from finance, human resources and school and communities teams.

Redress poor standards of behaviour

There are no schools in which behaviour is less than satisfactory. The statement that the standard of behaviour is poor in our schools is erroneous. The OnePlace report uses a statistic derived from schools Ofsted reports. One of our schools have outstanding behaviour, three good and five are satisfactory. The proportion that are good is less than half which is not acceptable and therefore we have a strategy 'Securing Good' in which all five schools are participating. In a recent inspection of our advisory service this was deemed to be appropriate and the schools are participating well. The criteria for determining a 'good' behaviour judgement have been made more challenging in the revised Ofsted framework so that whilst 2 recently inspected schools have improved they maintain a satisfactory grade.

The key to improved behaviour is good quality teaching that engages pupils and a curriculum that meets their needs. Our schools are making significant changes to the range of courses available from age 14 and the curriculum for the first three years in school is also changing.

We have also published a more general Behaviour Strategy and this has resulted in fewer exclusions, a reducing number of fixed term exclusions and increased attendance at school.

Standards in science

The National Indicator 84 concerns the proportion of young people attaining 2 science grades at A*-C level and in Brighton and Hove this proportion is well below national average. This indicator was included when the National Curriculum changed so that 2 sciences were no longer required but students were *expected* to study **core** science and **additional** science. In Brighton & Hove a significant number of students (540 or 26%) are entered for only one science GCSE. This is much lower than the national picture and certainly does not meet the expectation of the national curriculum. A small number of students 124 across 4 schools are entered for 3 science qualifications. Of those entered for at least 2 sciences, 52% gain an A*-C grade which is close to the national average.

The poor performance in this national indicator is due to the much lower than expected number of students who study 2 science GCSE. Without 2 science qualifications at A*-C grades students cannot study science at a higher level. The advisory service is working with schools on a project to improve the experience that students have in the science curriculum in Years 7-9 so that more young people will opt for the subject in Year 10.

CHILDREN & YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 52

Brighton & Hove City Council

Subject: Traveller Education Team Report 2008/09
Date of Meeting: 24 March 2010
Report of: The Director of Children's Services
Contact Officer: Name: Jackie Whitford/Hilary Ferries Tel: 482671/29-3738
E-mail: Jackie.whitford@eastsussex.gov.uk
hilary.ferries@brighton-hove.gov.uk
Wards Affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This is the annual report 2008/09 outlining the work of The Traveller Education Team. Traveller Education works in consortium with East Sussex County Council and Brighton & Hove Council and it exists to support the educational entitlement of Gypsy, Roma and Traveller (GRT) children and young people. The Traveller Education Team works collaboratively with other departments within Children's Services and schools to improve health and educational outcomes for Gypsy Roma Traveller (GRT) population and to contribute to the local authority's responsibilities under The Race Relations Amendment Act and Community Cohesion".

2. RECOMMENDATIONS:

- 2.1 That members note the contents of this report.

3. BACKGROUND INFORMATION

- 3.1 Lady Plowden initially acknowledged the plight of Traveller children - "Traveller children's needs are extreme and largely unmet". (Plowden Report 1967.)
- 3.2 National funding became available from the 1970s and via specific (ring fenced funding) from 1986. Local authorities were encouraged to submit bids for this funding.

- 3.3 A specialist and designated Traveller Education service covering East Sussex and Brighton & Hove has been funded since 1992. Following Local Government Reorganisation (LGR) in 1997 Brighton & Hove agreed to enter into a consortium agreement with East Sussex to share the existing provision and funding. This arrangement has continued to date and is one of the few consortia arrangements (nationally) to have survived since 1997.
- 3.4 Following the Criminal Justice and Public Order Act 1994 (with cessation of responsibility on LAs to provide sites) B&H saw an increase number of Travellers resorting to the City and in unauthorised encampments with an increase in highly mobile children to cater for.
- 3.5 In 1994 Traveller Education obtained funding from both East Sussex and Brighton PCT to resource an outreach unit "mobile clinic classroom" to provide some multi agency outreach health provision and early year's provision to highly mobile Travellers. This funding has continued.
- 3.6 Recent Inspections have been "good".

4. CONSULTATION

- 4.1 Produced in consultation with lead officer from The Traveller Education Team, East Sussex County Council and Brighton & Hove Council responsible for those areas of service.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The report updates on the work of the Traveller Education Team. In 2008/09 as part of the consortium agreement Brighton and Hove City Council paid East Sussex County Council £46k and it is important that the agreement is reviewed regularly to ensure there are no additional costs to the council.

Finance Officer Consulted: Paul Brinkhurst Date: 12 February 2010

Legal Implications:

- 5.2 There are no legal implications arising from this report

Lawyer Consulted: Serena Kynaston Date: 22.2 10

Equalities Implications:

- 5.3 There is a gap between the achievement of this group and other groups in Brighton and Hove. This report demonstrates how Brighton and Hove have commissioned work to narrow the gap.

Sustainability Implications:

- 5.4 The improving results add to the sustainability of the City.

Crime & Disorder Implications:

- 5.5 A strong link has been identified between the crime and disorder of young people and their educational achievement. In the longer term, improved educational achievement is likely to have a positive impact on reducing the level of this aspect of crime and disorder.

Risk and Opportunity Management Implications:

- 5.6 None.

Corporate / Citywide Implications:

- 5.7 None.

SUPPORTING DOCUMENTATION

Appendices:

1. TET Annual Report 2007/08 for Brighton & Hove, including attainment data for the previous three years

Documents in Members' Rooms:

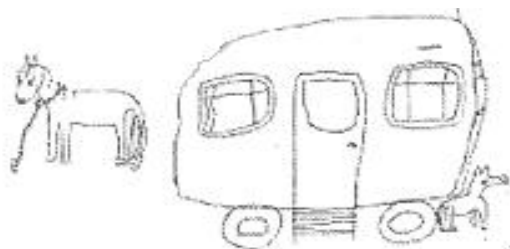
None

Background Documents:

None

Agenda Item 52 Appendix 1

EAST SUSSEX TRAVELLER EDUCATION TEAM IN CONSORTIUM WITH BRIGHTON & HOVE



ANNUAL REPORT 2008/09 FOR BRIGHTON & HOVE

Context

The context remains similar to previous years and as outlined in earlier reports. However, there has been a higher level of turbulence in the mobility of Brighton & Hove Travellers this past year due to the temporary closure of Horsdean Transit Site. The average length of stay in one location reduced to **7 days** - the previous reporting year was 17 days. And with very short and insecure patterns of unauthorised encampments, Traveller Education staff encounter resistance from highly mobile families to placing their children in school. This increased turbulence has necessitated additional service input in order to support both the pupils and schools in achieving successful inclusion and continuity of educational provision as the families move/are moved around.

Unauthorised Traveller Encampments - September 2008 to July 2009 (see appendix A)

Support provision

For agreed pupil/school support arrangements and protocol ref document "Traveller Education Service Provision in Brighton & Hove"

Service Delivery 08/09

1. Advice, training and resources re cultural awareness and successful inclusion were provided as follows:

- Training provided to 150 Yr 2 Trainee Teachers - Lecture on *Meeting needs of Traveller pupils in schools* - Brighton University
- Training provided to Healthy Schools Team
- Training provided for PHSE Co ordinators
- Training/workshop delivered at TA/MSA Conference
- Training provided as part of INSET for 5 schools
- Training provided to Health Visitors and EY practitioners
- Exhibition provided for Brighton & Hove Healthy Schools Conference
- Lessons were taught/modelled re cultural awareness and storytelling/literacy in 6 school settings
- PHSE Lessons were taught/modelled in Foundation Stage using Persona Dolls - 10 nursery settings, 2 in reception classes
- Advice and resources given to an additional 10 schools.

2. Projects - Gypsy Roma and Traveller History Month

June 2009 was the second national Gypsy, Roma and Traveller History Month as funded by the DCSF. As part of this year's focus, there was a national storytelling competition. All Traveller pupils we were supporting during June engaged with this; and their storytelling entries (some written, some scribed, some taped) were submitted. During June, we launched our new DVD "Coming and Going" which documents aspects of history, culture and identity of Traveller groups. 80 people, mostly Travellers attended the launch. During this month together with a local advocacy group Friends Families and Travellers, we showed "Coming and Going" at The Duke of York Cinema, Brighton.

In addition, we held an "Achievers Award" tea party event for Brighton & Hove Traveller pupils and their families.

3. Curriculum Development

We have worked collaboratively with the PHSE - Healthy Schools Team to produce new KS1 materials on Traveller Awareness which has been disseminated to all primary schools, together with training to encourage and enable schools to use the materials.

4. Early Years

Our collaborative working with Early Years providers has developed this year. Our Early Years Coordinator has developed a training programme for EY practitioners, which will be part of their rolling training programme and we will provide 2 sessions per year. We also produced and provided, materials for City and Early Years and Childcare Equality Trainers to use in their equalities training with child minders.

Our mobile outreach provision has been supported and enhanced since June 09 by a BME designated Health Visitor plus a BME early years worker who visits all encampments jointly with our peripatetic Early Years Teacher and Traveller Welfare Officer.

5. Communication Review

During the year, we have reviewed and revised the Brighton & Hove website on "Travellers"

6. Statistics for 2008/9

Primary Secondary Total

Pupils enrolled in school all/part 07/08 <i>% attendance - actual/possible</i>	44 78%	15 80%	59
<u>TES supported pupils- teaching/welfare</u>	40	11	52
<i>Schools with Traveller pupils</i>	11	6	17
<u>TES supported schools</u>	11	6	17
Fairground/circus children supported with distance learning	9	1	10
Highly mobile children resorting to the area who we tried to engage but did not attend any school	17	9	26
<i>EOTAS</i>	0	1	1

Plus Early Years:

Nos of -5s provided with outreach play activities = 84

Nos of -5s enrolled in nurseries or nursery classes 12

ACHIEVEMENT- 2008 / 2009

Three Traveller children in Brighton & Hove schools were awarded prizes in the GRT History Month National Storytelling Competition. 1st prize in KS1 went to Aisha Adams, Fairlight School, Marion McCarthy and Amanda McCarthy, Rudyard Kipling School won second prize and highly commended in their respective age groups. All the prize winning stories have been published and are available for purchase.

ATTAINMENT - SATs/GCSE/OTHER QUALIFICATIONS

Key Stage	School	English	Maths	Science
2				
M B	Bevendean Primary	3	3	3
C. PS	West Blatchington Primary School	3	4	3
L T	Bevendean Primary	4	4	4

Key Stage 4 - GCSEs	Points Awarded	School	English	Maths	Science	Other Qualifications
B B	34	Dorothy Stringer	D	C	C	Cert in Preparation for working life - U 1st Diploma in sport (BTEC) - Pass Level 2
A H	20	Cardinal Newman	E	F	E	Art - E Additional Science - G Religious Studies - F Home Economics & Child Development - E

M G	16	Cardinal Newman	F	F	D	History - U DT Graphic Products - F Italian - F Additional Science - G Religious Studies - G
J M	45	Longhill High	D	F	E	RE - D Technology resistant materials - D Cert. in Preparation for working life - Level 2 1 st Certificate Sport BTEC - Pass Level 2 NVQ Level 1 Horticulture

Jackie Whitford

Co-ordinator, Traveller Education.

November 2009

Appendix 1.1

Unauthorised Encampments - statistics provided by Traveller Liaison Team

	Irish Travellers	English Gypsies	Mixed Irish and English	Mixed Romany & English	Unknown
60 unauthorised encampments in B&H (463 days of unauthorised occupation of land)					
Broken down as follows:	32	6	20	1	1

	Up to 1 week duration	Up to 2 weeks duration	2-3 weeks duration	> 3 weeks duration
Average stay was 7 days. Maximum stay was 32 days.				
Broken down as follows:	38	8	9	5
These unauthorised encampments were on 24 different locations, including Horsdean* - the council's transit site for Travellers.				

Horsdean Transit Site. was closed for major refurbishment works from January 2009 to June 2009.

Brighton & Hove City Council has identified a preferred site for 14 residential pitches. Site investigations are currently taking place prior to any planning application being submitted.

Appendix 1.2

Attainment Data for Traveller Pupils - 2006 – 2009

Below is the attainment data for the previous three years. The small number of pupils means that this is not statistically significant, but does give a picture of the individual results.

2006 / 2007 Attainment

Key St	NC Y6	School	English	Maths	Science	
2						
MM		St John the Baptist Catholic Primary School	4	3	4	
Key St 4 GCSEs	National Curriculum Yr 11 Total Points awarded		English	Maths	Science	Others
TD	4	Dorothy Stringer	E	F	G	
RL	35.5	Dorothy Stringer	D,D Lit	D	D	Art C, Drama C, History E, R.S. E, Sport E
SC	79	Varndean School	A,B Lit	D	CC	Art B, D/T C, History C, Psychology D, R.S. D

2007 / 2008 Attainment

Key Stage 2	NC Y 6	School	Eng.	Maths	Science	
CG		Benfield Junior School	4	4	4	
SL		Hertford Junior School	3	B	4	
Key Stage 4 GCSEs	National Curriculum m Yr 11 Total Points awarded		Eng	Maths	Science	
BC	5	Hove Park	U	G	E	
HH	21	Cardinal Newman	D	F	E	

2008 / 2009 Attainment

Key Stage 2	NC Y6	School	English	Maths	Science	
M B		Bevendean Primary	3	3	3	
C. PS		West Blatchington Primary School	3	4	3	
L T		Bevendean Primary	4	4	4	
Key Stage 4 - GCSEs	National Curriculu m Yr 11 Total Points awarded Points Awarded	School	English	Maths	Science	Other Qualifications
B B	34	Dorothy Stringer	D	C	C	Cert in Preparation for working life – U 1st Diploma in sport (BTEC) – Pass Level 2
A H	20	Cardinal Newman	E	F	E	Art – E Additional Science – G Religious Studies – F Home Economics & Ch Development - E

M G	16	Cardinal Newman	F	F	D	History – U DT Graphic Products – Italian – F Additional Science – G Religious Studies – G
J M	45	Longhill High	D	F	E	RE – D Technology resistant materials – D Cert. in Preparation for working life – Level 2 1st Certificate Sport BT – Pass Level 2 NVQ Level 1 Horticultu

**AGENDA ITEM 53a Children and Young People's Overview and Scrutiny
(CYPOSC) Work Programme June 2009- March 2010**

Issue	Date	Reason for the agenda item	Outcome and Monitoring
Update on the Falmer Academy	17 June 2009	Opportunity to receive an update and identify whether future issues need to come to CYPOSC	To come back to CYPOSC 18 November 2009
Sure Start Children's Centre's Self Evaluation City Wide Summary	17 June 2009	Information on early years equalities	Noted and further information requested on breastfeeding and IT issues
Ad-hoc Panel report- reducing alcohol related harm to children & young people	17 June 2009	Feedback to CYPOSC and the Committee to endorse the report	Report endorsed to go to CYPT Board, Cabinet, Council & Licensing Committee
Consultation on the CYPP proposed workshop	17 June 2009	The Committee to submit its comments to the Plan (1 of the 10 budget and policy framework items)	Workshop arranged for the 7 July 2009.
Draft Work Programme	17 June 2009	To be agreed by the Committee	Work Programme agreed
4 th Quarter PIR	16 September 2009	Standing item- CYPOSC to review underperforming items	Noted the report and requested further information on the Teenage Pregnancy Action Plan
Ofsted Inspection reports	16 September 2009	Standing item – Portslade CC to be reviewed	Noted the report and the improvements made by PCC
An Update on Safeguarding	16 September 2009	Updating CYPOSC on the national and local changes	Noted the report and recommended that the budget for 2010/11 should take the Trusts challenges into account
Corporate Parenting	16 September 2009	Information requested on Councillors responsibilities	Agreed the recommendations and recommended that good outcomes for LAC should be considered with the budget setting process
Universal Free School Meals	16 September 2009	Report requested – 17/6/09, from Cllr. question	Noted the report, receive an update on the take up and the progress on the cashless system in a year's time

**AGENDA ITEM 53a Children and Young People's Overview and Scrutiny
(CYPOSC) Work Programme June 2009- March 2010**

Issue	Date	Reason for the agenda item	Outcome and Monitoring/Dates
St. Mary's School Closure	16 September 2009	Report requested – 17/6/09, from Cllr. Question	Noted the report and take no further action
Work Programme	16 September 2009	The Committee to review the updated work programme	Agreed and Quality of Care and Attainment of CiC to be added to the Work Programme
Teenage pregnancy including teenage conception action plans	18 November 2009	Directorate (1 of 10 PCT priorities)	Noted the report and take no further action
Childhood Obesity	18 November 2009	Directorate (1 of 10 PCT priorities)	Noted the report and requested further information on which activities were happening after schools
Building schools for the future	18 November 2009	Directorate	Noted the report
CYPT Budget Strategy	5 January 2010 – Budget meeting	CYPOSC to examine plans for the budget	Further information requested and comments to be forwarded to OSC
An Update and Review of therapy Services for Disability service	20 January 2010	Committee asked for this item to return to CYPOSC (25/3/2009)	Action Plan to come back to CYPOSC for the 24 March and whether the CYPT were investigating allocating additional investment onto therapy services.
Children's Rights Convention and CYPT Equalities Arrangements	20 January 2010	CYPOSC agreed (25/3/2009)	Further information in respect of Traveller children to come to CYPOSC for the 24 March

**AGENDA ITEM 53a Children and Young People's Overview and Scrutiny
(CYPOSC) Work Programme June 2009- March 2010**

Issue	Date	Reason for the agenda item	Outcome and Monitoring/Dates
Child Poverty- CYPP & LAA	20 January 2010	CYPOSC agreed (25/3/2009)	To have 1 or 3 places on the child poverty sub-group of the city's LSP; Cllr. Wakefield-Jarrett put herself forward
School Examination and test results Response to Cllr. Hawkes letter	24 March 2010	Report requested – 20/1/2010 Cllr. Question -Concern over CAA report	
Action Plan from the Review of Therapy Services meeting on the 28 January 2010	24 March 2010	Report requested by CYPOSC at 20/1/2010 meeting	
Update on Traveller Education Service (TES) in B&H with reference to Achievement Programme Model	24 March 2010	Update from previous report heard at CYPOSC in January 2009	
Approved Budget for 2010-2011	24 March 2010	Report requested by CYPOSC at 20/1/2010 meeting- follow up on the approved budget	
Work programme discussion – to more closely mirror items on the CYPT Board agenda	24 March 2010	Work programme development	

Suggestions for Future Ad-hoc panels:

- Council support for families affected by recession – focus on NEETs
- Quality of Care & Attainment of Children in Care- what are the challenges, are other LA's increasing attainment, (timing needs to be correct on this)

**AGENDA ITEM 53b- Children and Young People's Overview and Scrutiny
(CYPOSC) Work Programme June 2010- March 2011**

Issue	Date	Reason for the agenda item	Outcome and Monitoring
Learning Schools Provision - 14-19 years – reflects new responsibilities that the Council will have from 01 April 2010	16 June 2010	Suggested by the Directorate	
Schools Exclusions Scrutiny Report	16 June 2010	CYPOSC to endorse the report before it goes to any other committees	
Changes to CYPT S75 arrangements and CYPT governance	16 June 2010	Important changes to the governance and working structure of CYPT – in response to legislative changes and emerging best practice	
Interventions with complex family situations (Team Around the Child) TAC/ Family Intervention project (FIP)/ Family Pathfinder agenda- WORKSHOP ?	Suggested timescale Autumn- 15 September 2010?	Suggested by the Directorate	
In-house provision of Foster care placements	Possibly remove - as the service is performing well ?		
6 monthly update from the Cabinet Member and Director – and changes to Governance arrangements	15 September 2010	Suggested by the Directorate	
Annual PIR – to come after immediately after or prior to CYPT	15 September 2010	Standing item	
Local Safeguarding	10 November 2010	Suggested by the Directorate	

**AGENDA ITEM 53b- Children and Young People's Overview and Scrutiny
(CYPOSC) Work Programme June 2010- March 2011**

Issue	Date	Reason for the agenda item	Outcome and Monitoring
Annual CYPP Report	26 January 2011	CYPOSC to follow up	
Review the Children & Alcohol Scrutiny Report	26 January 2011	From CYPOSC Agenda	
Next steps of Academies	26 January 2011	Suggested by the Directorate	
CYPT Budget proposals	January tbc	Feed into the budget proposals	
Review recommendations from Schools Exclusions	23 March 2011		

Suggestions from CYPOSC Members

1. Trends in the recruitment of Heads, senior and other staff in schools (strength and size of fields). To be included in the Standards report 24 March 2010
2. Impact and outcomes of the first year of the new inspection frameworks (Ofsted and SIAS). To be included in the Standards report 24 March 2010

(Members were keen to keep the 2 suggestions for the Ad-hoc Panels listed below and the Interventions with complex family situations)

Suggestions for Future Ad-hoc panels:

- Council support for families affected by recession – focus on NEETs
- Quality of Care & Attainment of Children in Care- what are the challenges, are other LA's increasing attainment, (timing needs to be correct on this)