





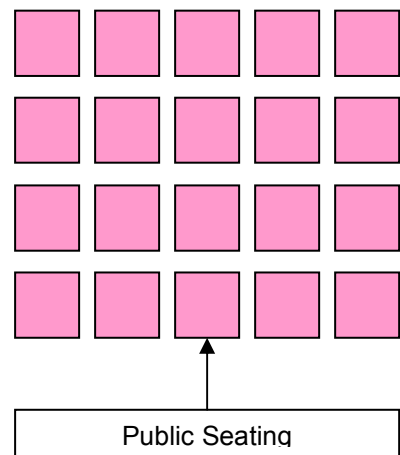
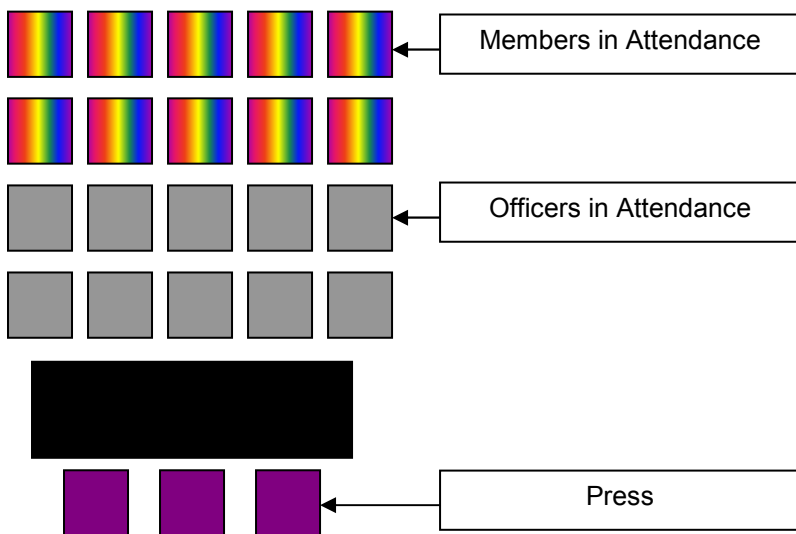
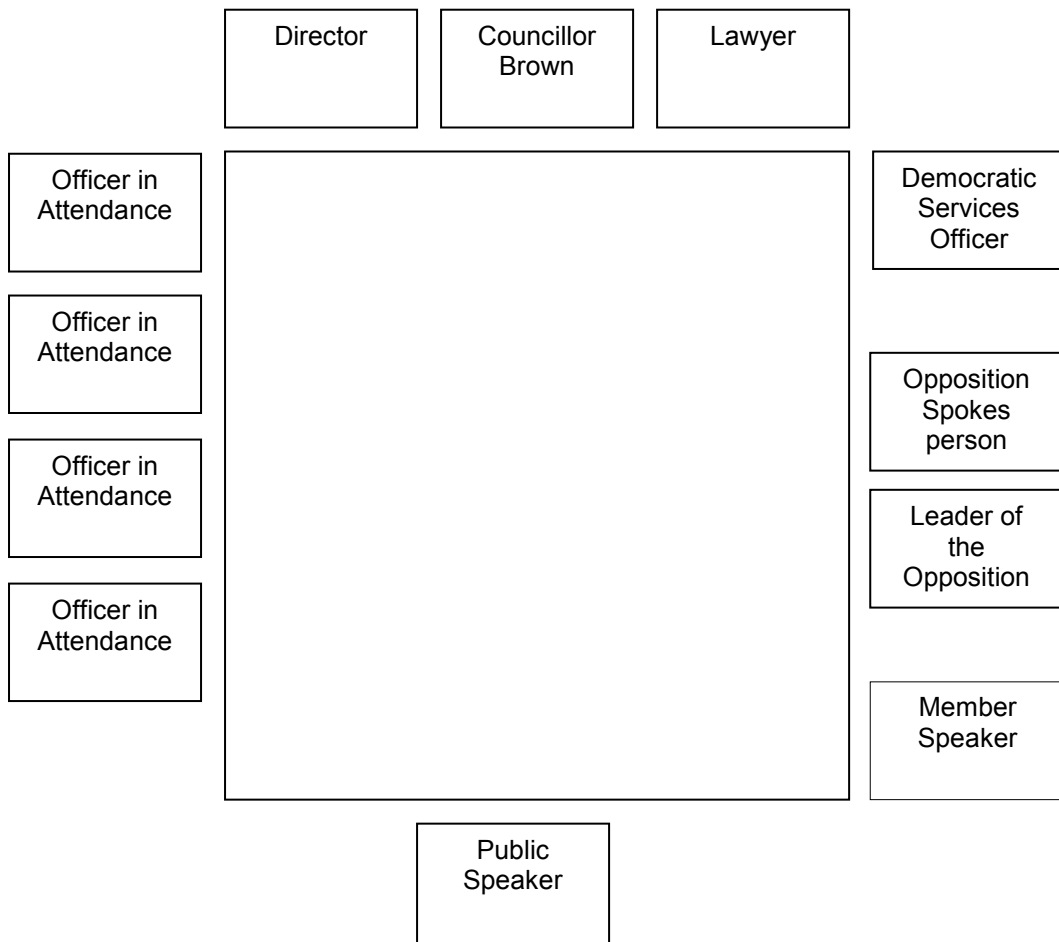
Brighton & Hove
City Council

Cabinet Member Meeting

Title:	Children & Young People Cabinet Member Meeting
Date:	8 September 2008
Time:	4.00pm
Venue	Banqueting Suite, Hove Town Hall
Members:	Councillor: Mrs Brown (Cabinet Member)
Contact:	Nara Miranda Democratic Services Officer 01273 291004 (voicemail only) nara.miranda@brighton-hove.gov.uk

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	An Induction loop operates to enhance sound for anyone wearing a hearing aid or using a transmitter and infra red hearing aids are available for use during the meeting. If you require any further information or assistance, please contact the receptionist on arrival.
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Democratic Services: Meeting Layout



AGENDA

34. PROCEDURAL BUSINESS

- (a) Declarations of Interest by all Members present of any personal interests in matters on the agenda, the nature of any interest and whether the Members regard the interest as prejudicial under the terms of the Code of Conduct
- (b) 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 exempt from disclosure and therefore not available to the public.

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

35. MINUTES OF THE PREVIOUS MEETING

Minutes of the previous meeting held on 21 July 2008 and the special meeting held on 31 July 2008 (copies attached).

36. CABINET MEMBER'S COMMUNICATIONS

37. ITEMS RESERVED FOR DISCUSSION

- (a) Items reserved by the Cabinet Member
- (b) Items reserved by the Opposition Spokesperson
- (c) Items reserved by Members, with the agreement of the Cabinet Member.

38. PUBLIC QUESTIONS

No public questions have been received.

39. WRITTEN QUESTIONS FROM COUNCILLORS

No written questions have been received.

CHILDREN & YOUNG PEOPLE CABINET MEMBER MEETING

40. PETITIONS

No petitions have been received.

41. DEPUTATIONS

No deputations have been received.

42. LETTERS FROM COUNCILLORS

1 - 2

(i) Tackling Child Poverty – Letter from Cllr Hawkes (copy attached).

43. NOTICES OF MOTIONS REFERRED FROM COUNCIL

No Notices of Motion have been received.

44. MATTERS REFERRED FOR RECONSIDERATION

No matters have been referred.

45. REPORTS FROM OVERVIEW & SCRUTINY COMMITTEES

No reports have been received.

46. PRIMARY STRATEGY FOR CHANGE

3 - 36

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

Contact Officer: Gil Sweetenham

Tel: 01273 293433

Ward Affected: All Wards

47. EARLY YEARS CAPITAL GRANT

37 - 42

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

Contact Officer: Caroline Parker

Tel: 01273 293587

Ward Affected: All Wards

48. SCHOOL ADMISSIONS ARRANGEMENTS- OUTCOMES AND ISSUES 2008/09

43 - 86

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

Contact Officer: Steve Healey

Tel: 29-3444

Ward Affected: All Wards

CHILDREN & YOUNG PEOPLE CABINET MEMBER MEETING

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

The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the 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 Nara Miranda, (01273 291004 (voicemail only), email nara.miranda@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

Date of Publication - Friday, 29 August 2008



**Brighton & Hove
City Council**

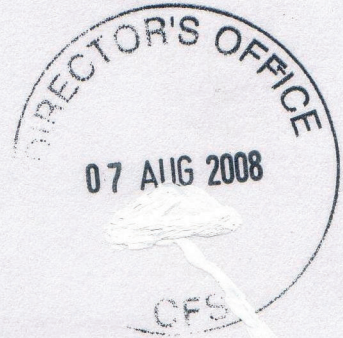
D:
COUNCILLOR PAT HAWKES MBE

Opposition Spokesperson for the Children & Young People's Trust
Deputy Leader,, Labour Opposition.

Brighton & Hove City Council
King's House
Grand Avenue
Hove BN3 2LS

Ms Di Smith
Director of Children's Services
Brighton & Hove City Council

5th August 2008



Dear Di,

Tackling Child Poverty: Invitation to submit expressions of interest in local authority led pilots.

I was interested to read of this government initiative aimed at reducing child poverty levels still further and helping the government to reach its goal of ending child poverty in the UK by 2020.

From the assessment criteria supplied by the government it would seem that Brighton & Hove is ideally placed to be able to submit a very creditable expression of interest in running one or more of the pilot schemes suggested. In particular, the government is looking at seaside towns, pockets of deprivation within affluent areas and deprived communities suffering higher than average rates of child poverty.

In Brighton and Hove there is above average poverty with 10,000 children living in low income households. Teenage pregnancy rates remain high and we have 4 electoral wards within the 25% most deprived in England.

I believe that the pilot programmes aimed at providing more accessible and affordable childcare, the distribution of early childcare grants in return for parental engagement with their local Children's Centre and funding to enable the authority to look at new ways of tackling the causes and consequences of child poverty are especially worthwhile pilot programmes to bid for.

This council has had a strong record of successfully bidding for and piloting government programmes that tackle social exclusion and using the experience gained to improve our service delivery in conjunction with our partner organisations.

I very much hope that the authority will be submitting an expression of interest to enable us to participate in one or more of these programmes.

Best wishes,

Councillor Pat Hawkes
Opposition Spokesperson for Children and Young People

CHILDREN & YOUNG PEOPLE CABINET MEMBER MEETING

Agenda Item 46

Brighton & Hove City Council

Subject:	Primary Strategy for Change		
Date of Meeting:	8 September 2008		
Report of:	Director of Children's Services		
Contact Officer:	Name:	Gil Sweetenham	Tel: 293433
	E-mail:	Gil.Sweetenham@brighton-hove.gov.uk	
Key Decision:	Yes	Forward Plan No. CYP 2365	
Wards Affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 In line with the Council's policy to ensure that all pupils are given every opportunity to excel, this report informs Members on the preparation of the Primary Strategy for Change which will inform our priorities for capital investment in primary schools for the next fourteen years. The report outlines the consultation that has / will be undertaken as part of the development of the Strategy for Change and seeks approval of the Strategy for Change document.

2. RECOMMENDATIONS:

- 2.1 That the Primary Strategy for Change be approved.
- 2.2 That the responses to the consultation undertaken during June, July and September be noted.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 On 10th October 2007 allocations for the Primary Capital Programme (PCP) were announced. Brighton and Hove were allocated £3.075 million for 2009/10 and £5.453million for 2010/11.
- 3.2 The Department of Children Schools and Families (DCSF) fully launched the Primary Capital Programme (PCP) in December 2007. At that time it published guidance on the preparation of a Primary Strategy for Change that Local Authorities would need to produce to access funding allocated as part of the programme.

- 3.3 The governments stated aims for the PCP is that it will create primary schools fit for 21st century learning at the heart of the community with a range of children's services in reach of every family.
- 3.4 The PCP is expected to deliver a strategic approach to capital investment supporting national policy aims and delivering world class standards and access to joined up services.
- 3.5 The DCSF see authorities rebuilding, remodelling or refurbishing at least half of all primary schools, including taking out of use at least 5% of school buildings in the worst physical condition.
- 3.6 The priorities for investment in any local authority are expected to be transformational in respect of teaching and learning in the primary sector.
- 3.7 The first stage of this transformational journey is to prepare a Primary Strategy for Change. This document comprises 5 core elements: the local perspective, baseline analysis, long term aims, approach to change and initial investment priorities. The most important aspect of the Strategy for Change is that it should set out our education vision for the primary sector for the next 14 years.
- 3.8 It is this vision that will inform the shape of the primary stock needed to deliver the vision rather than the other way around.
- 3.9 The Strategy for Change will take into account other initiative and funding streams such as the "myplace" initiative.
- 3.10 A copy of the Primary Strategy for Change is attached to this report at Appendix 1.

4. CONSULTATION

The Guidance produced by the DCSF on developing and agreeing a Primary Strategy for Change requires Local Authorities to consult on and gain wide agreement to the Strategy for Change. This consultation should include schools, potential promoters of new schools, sure start children's centres, parents, dioceses, primary care trusts and community health care providers and local early years child care providers.

The consultation draft document was prepared and circulated to primary head teachers, diocesan authorities members of the early years and extended schools teams.

Parents' views will be sought by making use of the parents' forum and the parents' forum website. We will make sure that parents of children with disabilities are included in this consultation by involving Amaze in the process.

A steering group was established to continue to develop the document as comments were fed back. The steering group comprises all relevant groups including head teachers.

The steering group met regularly between June and September 2008 to discuss the strategy and make suggestions on how it should be amended to meet the aspirations of all parties. They have played a significant part in developing the strategy for change.

Presentations were given at the Primary head teachers meeting on 6th May 2008. A drop in session was held at the Learning and Development Centre on 1st July 2008 to which all head teachers were invited.

To gain the views of pupils we will work appropriately with a group of pupils. We will ensure that the schools we work with represent a cross section of schools in the city to include Voluntary Aided schools, special schools and schools with nursery classes. We will work in partnership with the school councils when determining how to gain the views of pupils.

A summary of the consultation carried out is included at appendix 2.

5. FINANCIAL & OTHER IMPLICATIONS:

5.1 Financial Implications:

The satisfactory preparation and acceptance of the Strategy for Change by the DCSF will enable the authority to draw down PCP funding over the next 14 years. Initial allocations of £3.075million and £5.453million have been made available to Brighton and Hove for the two financial years starting in 2009/10. The DCSF have indicated that the funding for this initial two year period will be in the form of capital grant SCE(C) rather than as supported borrowing SCE(R).

Indications suggest that we would then expect to receive approximately £2.25 - £2.75 million a year for the following 12 years – subject obviously to any future spending reviews. There has been no indication yet from the DCSF on whether this funding would be in the form of SCE(C) or SCE(R).

The Primary Strategy for Change will be funded by the Primary Capital Programme and from existing capital funding streams. Individual projects arising from it will be included in the relevant year's capital programme and subject to the usual approval and reporting processes.

Finance officer consulted: Jeff Coates

Date: 04/08/08

5.2 Legal Implications:

There are no specific legal implications arising from this report. Individual scheme put forward under the Primary capital programme will be the subject of individual reports to cabinet and any legal implications will be highlighted at that time.

Lawyer consulted: Serena Kynaston

Date: 05/08/08

5.3 Equalities Implications:

The funding available under the PCP will enable the authority to provide services for children and young people within reach of every family.

5.4 Sustainability Implications:

This funding would give the authority the opportunity to make a considerable element of our primary education stock more environmentally sustainable. Any new extensions over £500,000 in value would require a BREEAM assessment at an early stage. This will ensure good practice in environmental design and management is followed. All new extensions to Brighton and Hove Schools utilise, where ever possible, environmental and sustainable principles such as higher than minimum insulation levels, the use of efficient gas condensing boilers, under floor heating, solar shading and natural ventilation. Materials are sourced from sustainable sources where ever possible.

5.5 Risk and Opportunity Management Implications:

The PCP is the best opportunity the authority has to make a step change in the provision of primary education and the condition of its primary stock. It is important that this opportunity is taken to ensure the continuing improvement in standards of education in the city.

There will need to be strong management of expectations within the programme as it will not be possible to undertake work at all schools within the city.

5.6 Corporate / Citywide Implications:

The funding available under this programme will enable the authority to make significant improvements to the standard of primary education within the city.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

Not applicable.

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 The DCSF requires member support to the Primary Strategy for Change.

SUPPORTING DOCUMENTATION

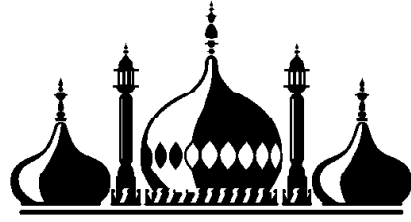
Appendices:

Appendix 1 The Primary Strategy for Change

Appendix 2 Summary of consultation responses

Documents In Members' Rooms

Background Documents



Brighton & Hove

**PRIMARY STRATEGY FOR
CHANGE
2008**

1 THE LOCAL PERSPECTIVE

Our vision is that

'Brighton and Hove should be the best place in the country for children and young people to grow up. We want to ensure that all our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be'. **(Brighton and Hove Children and Young People's Plan 2006 – 2009)**

Brighton and Hove has a pioneering reputation in relation to integrated services for children and young people. In 2006 it set about turning its vision for children and families into reality through the establishment of a Children and Young People's Trust (CYPT). The trust was created from the merger of the council's Children Families and Schools Directorate with the South Downs NHS Trust Children and Families Directorate. It sits at the heart of a powerful partnership working to improve the wellbeing of children, young people and families in Brighton and Hove.

Effective partnership working is also central to the development of a Primary Strategy for Change in Brighton and Hove. Our aim is to create primary schools equipped for 21st century learning, at the heart of the community with a range of children's services in reach of every family. We see the Primary Strategy for Change as an opportunity to transform primary schools through a coherent approach to capital investment over the next 14 years.

The fundamental aim is to improve educational standards and learning, close the gap and reduce inequalities and increase inclusion by targeting deprivation and making buildings fit for 21st Century communities and education.

Brighton and Hove is a City of great contrasts. We have areas of wealth and areas of distinct poverty. Many jobs are connected with tourism and leisure and are traditionally low paid. House prices are higher than the average cost for England and Wales yet projections for the city show a steady increase in new building over the next eighteen years. The shortage of employment opportunities for young people within the City is a concern as are issues related to drug taking and teenage pregnancy. To better provide services and focus on the needs of children and families the Children and Young people's Trust (CYPT) was formed in 2007 providing integrated service delivery through local areas.

The total population of Brighton and Hove is approximately 252,000 (Source ONS census projection data 2004), this compares to 247,800 in 2000. The proportion of the population aged between 0-19 and thus of greatest relevance to the planning of education provision is approximately 21% of this total.

2 BASE LINE ANALYSIS

2.1 The size and character of schools

Brighton and Hove City Council maintain a total of 56 primary schools, of which 12 are infant schools, 12 are junior schools and 32 are all through primary schools. Of the total 56 primary schools 41 are community schools, 8 are voluntary aided Church of England schools and 7 are voluntary aided Roman Catholic schools.

In January 2007 there were 16,185 pupils on roll full time at our primary schools and a further 870 at school part time, either in nursery classes or pending starting full time education. Of the full time pupils 9,126 (56%) were on roll at an all through primary school, 3,025 (19%) at an infant school and 4,034 (25%) at a junior school.

2.2 Educational standards

The percentage of Ofsted outstanding and good gradings for childcare and early education providers are above the average for England for both childcare and significantly above for nursery education inspections. From June 2005-May 2008, 90 private, voluntary and independent settings have been inspected. 79% have been judged good to outstanding for nursery education: 20% outstanding, 59% good and 17% satisfactory. At present there are no settings with an inadequate outcome. Outcomes from S5 inspections for the Foundation Stage in maintained schools have been very good and are improving. Over 2006-07 23% were outstanding, 58% good, 12% satisfactory and 8% inadequate. Over 2007-08 no foundation stage has been judged to be inadequate and 17% are outstanding, 75% good and 8% satisfactory

Brighton and Hove has more good and outstanding primary schools as assessed by OfSTED than the national average. Primary schools inspected since 2005 show that 21% are outstanding, above the national average, 47% good and 32% satisfactory. We have no primary

schools in an Ofsted category. Two schools were judged to require a notice to improve in 2006. Targeted support from the CYPT enabled the schools to make progress against their key issues and both schools were judged to be satisfactory when re-inspected in 2007

Data shows that in Key Stage 1 the L2+ trend in Reading and Writing is above both the national average and our statistical neighbours. Since 2005 our results in Reading have improved and in Writing have improved year on year, whilst nationally they have declined. In 2007, attainment in Writing was 1.6% above the national figure and in Reading in line with the national average. In mathematics at Key Stage 1, the percentage of children in Brighton & Hove achieving L2 has fallen 1% to 90%; however, this is still 1% above our target and in line with the national picture. The percentage achieving the more secure L2b has fallen by 1% to 75%: this is 1% ahead of the national figure. The percentage of more able pupils achieving L3 has increased by 2% to 29% which is 7% above that achieved nationally

Currently B&H has 7 schools that are below the 'floor target' for level 4 at Key Stage 2 in both mathematics and English and a further 6 in just mathematics. All of these schools are in our most deprived areas; Hollingbury, Moulsecoomb and Whitehawk. Pupils in these deprived areas are achieving an average of 71% English and 65% in mathematics. This contrasts with pupils not in the 30% most deprived areas scoring an average 86% in English and 82% in mathematics.

The Intensifying Support Programme continues to support primary schools below the 65% floor target for literacy and mathematics, and other schools causing concern. The schools supported have shown a 12% improvement over 2005-07 the duration of the programme. This is well above the overall CYPT trend of 4%

Primary school attendance has also improved year on year for the last five years: over the last two years it has been above the percentage for statistical neighbours and just below the national average. In 2007, attendance was 94.64 %, meeting our target, and current data indicates a continued improvement over 2007-08: 94.2% for the spring term 2008 compared with 93.8% for spring 2007

In 2007 there were 7 Children in Care in the Key Stage 1 cohort: the proportion attaining L2+ Reading was 29%, Writing 29% and maths 43%. Of the 13 pupils in the Key Stage 2 cohort 54% gained Level 4+ in English, 46% in Maths and 77% in Science. This reflects sustained improvements in English and Science over previous years and shows signs of a narrowing gap between CiC and their peers.

Significant improvements have been made in reducing both permanent and fixed term exclusions. Exclusions reduced significantly from 2005-06 to 2006-07. Local data indicates permanent exclusions reduced from 42 to 18 and this figure has reduced further over 2007-08: over the autumn and spring terms 2008 there has been a total of 7, compared to 15 for the same period in 2006-07. There were also fewer fixed period exclusions over 2006-07, 2419 compared with 2580 the previous year. A further reduction is evident over 2007-08: 1288 over September – March compared with 1736 for the same period last year.

Our School Improvement Strategy (2008-2013) sets out our vision and the strategies that our Children and Young People's Trust (CYPT) will employ to help headteachers and governing bodies ensure that every school is a good or outstanding school and that all pupils make the progress necessary to reach the highest possible standards. It links to Early Years Foundation Stage, Primary and Secondary Strategies, SEN and Disabilities Strategy and the Behaviour Strategy.

2.3 Surplus places

We have a high level of surplus places in primary schools in certain parts of the City and a real and increasing shortage in others.

The West Area has the least surplus places and the East Area has the highest. What is less evident from Table 1 below is the spread of the surplus places within the areas.

Both the Central and East Areas have pockets of significant surplus places (individual schools with up to 50% surplus places) but there are also areas where there is pressure for places. The pockets of significant surplus places tend to coincide with the historic social housing areas such Hollingbury, Whitehawk and Moulsecoomb. In the rest of these areas the pattern mimics that of the west area more.

In the West Area there are only two schools with surplus places just above the 25% mark (again these are in the historic social housing areas) with the majority of the area having a manageable level of surplus places. However there is significant and increasing pressure for school places in the area south of the Old Shoreham Road between Boundary Road in the west and the West Pier in the east.

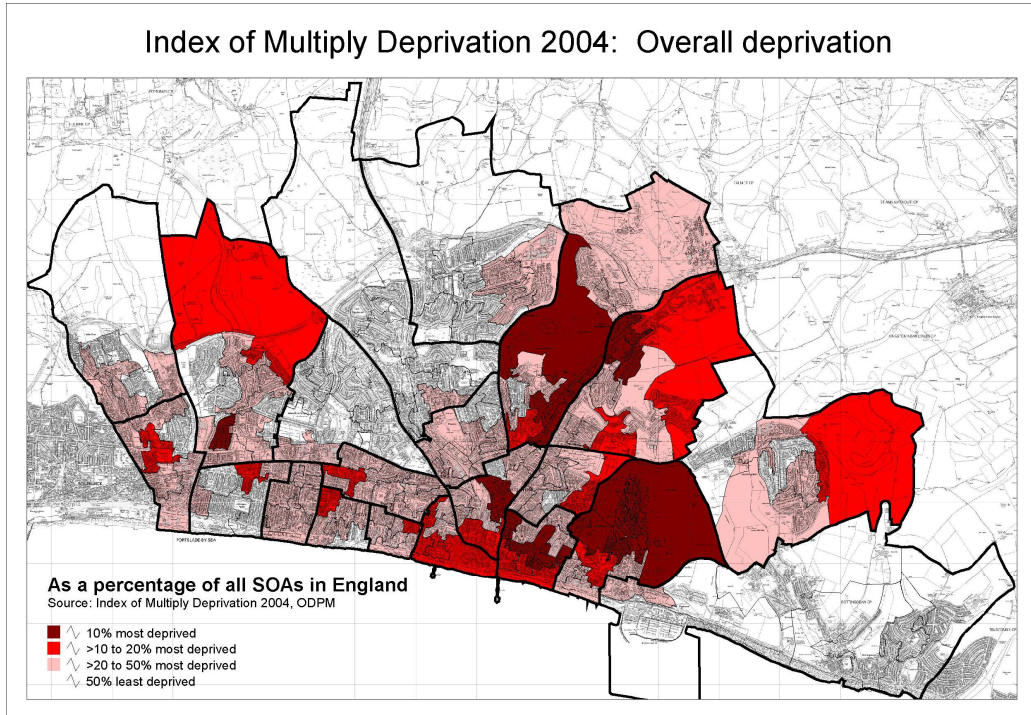
The DCSF, Ofsted, Audit Commission and all stakeholders acknowledge that a certain number of places need to be unfilled in order to allow for flexibility, the exercise of parental preference and unforeseeable changes in patterns of admission. Generally, a figure of 10% unfilled capacity is regarded as acceptable across all phases and across an area. This can be summarised in the statement that all surplus places

are, by definition, unfilled but not all unfilled places are surplus. The current position within each area is shown in Table 1 below:

TABLE 1

Surplus places in primary schools – 2007				
Primary Schools by area	East	Central	West	Total in B&H
Schools in Area	14	23	19	56
NOR April 07	4124	6383	5678	16185
Net Capacity	5035	6945	6015	17995
Unfilled Places (see note 1)	926	681	451	2058
% Unfilled Places	18%	10%	7%	11%
Number of schools with 10% or more places unfilled	2	3	3	8
% of schools with 10 % or more places unfilled	14%	13%	16%	14%
Number of schools with 25% or more places unfilled	3	5	2	10
% of schools with 25% or more places unfilled	21%	21%	10%	18%
Number of schools with 25% or more places unfilled and with at least 30 unfilled places	3	4	0	7
% of schools with 25% or more places unfilled and with at least 30 unfilled places	21%	17%	0%	12%

(1 Only unfilled places are counted by DCSF. Deficits in number of places are excluded.)



2.4 Demand for school places

The pattern of school places across the city of Brighton and Hove is largely historical with places being available in parts of the city where the large centres of population used to be. There is particular pressure in the central areas of Brighton and Hove and to address this issue a number of expansions are proposed including the creation of new primary provision in Hove.

Generally it is the coastal frontage of the city where there is most pressure on primary places. Given the expected level of development discussed in the previous section it is likely that at least one and possibly two additional forms of entry will be required in this part of the city during the life of this strategy.

At the present time demographic projections suggest that there is already a need for additional places in south central Hove regardless of major housing developments that may take place in the city in the future. There is limited scope for further developing existing school sites since the majority of schools in this part of the city have little outside space and no green space at all. Work is underway to look for a suitable site for a new primary phase school in this part of the city.

2.5 The condition and suitability of school buildings

The council uses external consultants to undertake condition and suitability surveys of its school property portfolio on a rolling

programme. Consequently we have clear understanding of the needs of our schools in terms of condition and suitability.

In terms of condition related matters, the latest condition surveys, undertaken in 2006, show that a total of £29million would be required to rectify all condition related matters in our schools, of which £17 million relates to the primary stock. However it would be fair to say that no one building within the city is in a poor enough condition to justify replacement of the entire school purely as a result of its condition.

The suitability of all schools is also surveyed on a rolling programme that ensures that no suitability survey is more than 5 years old. The surveys show that there is a considerable difference in suitability of schools across the city. This is to be expected since the primary stock varies considerably from Victorian schools to a school completed just over three years ago. The main issues faced by the users of the buildings are rooms that are too small and poor heating and ventilation which affects teaching and learning. Many of the buildings are old, inflexible and make teaching a modern curriculum difficult.

We also have a considerable number of schools that are housed in listed buildings. This adds to the problems when considering how best to address the issues. Demolition of listed building is not generally an option and therefore we have to find creative solutions to make these buildings more flexible and more suitable. In line with other urban authorities outside play space is an area of concern since many schools have less than the minimum of outside play space and a number of schools have no green play space at all. As with condition there are no schools where the suitability issues are so bad that replacement could be justified on suitability issues alone.

2.6 Information Communication Technology (ICT)

The suitability survey of primary schools identifies 8 schools with inadequate ICT infrastructure at present. Only one has no network at all and no access to other ICT facilities.

2.7 Inclusion and access

The SEN and Disability strategy, 2006 to 2010, approved by the CYPT Board in June 2007, promotes the development of inclusion and an increase in the number of pupils with statements of special educational needs attending mainstream schools with appropriate support. Delivery of that strategy will review SEN support and provision with a view to developing more inclusive practice within the City.

As part of the SEN review officers and headteachers of special schools are working together to meet the needs of children with SEN locally as inclusively as possible.

DDA audits were undertaken of all mainstream and special schools within the city to identify the work necessary to make all schools fully accessible. We are working towards delivering full accessibility in all schools but there is still a long way to go.

2.8 Extended services

Of the 60 schools that accommodate primary age children in the city, 43 will be meeting the extended schools core offer by September 2008. The remaining 19 schools will meet this by 2010. With regard to youth services, we have provided one centre that enables us to meet the extended school offer and the youth offer required by Section 507B of the Education Act 2006. However we need additional accommodation to be able to offer this in other parts of the city.

2.9 Children Centres

Brighton & Hove has an integrated model of service delivery. There is a city wide structure based on integrated Sure Start Under 5s Community Teams which include health visitors who support all children under five and their families across the city. The aim is to ensure that all children receive the services they need wherever they live. Increasingly these services are being delivered from children's centres.

There are currently fourteen children's centres in Brighton & Hove, six of which are full offer children's centres and eight gateways. Where possible Children's Centres have been either co-located with or based on school sites.

The full offer children's centres offer a full range of services provided by Sure Start Under 5s Community Teams, including advice and information, health and family support services, home visiting, and childcare. The gateway children's centres offer advice and information and host some services based on local needs such as parent and toddler groups and health visiting clinics.

Phase three children's centres will be developed during 2008 – 2011. It is anticipated that there will be two further children's centres. Services delivered at existing children's centres will be reviewed, developed and consolidated during this period.

2.10 Early Years Provision

All three and four years olds are entitled to free, part-time early years provision before they become of compulsory school age. Parents can choose to send their children to private, voluntary, independent or maintained providers including nursery schools, nursery classes and reception classes. All early years providers must have regard to the Early Years Foundation Stage from September 2008. The EYFS is a single, play-based framework for early learning and care for children aged from birth to five. It places a strong emphasis on a safe and stimulating physical environment inside and outside. From September 2010 the free entitlement increases from 12.5 hours to 15 hours which can be taken flexibly over three days.

2.11 Common Assessment Framework

We have already introduced the use of the Common Assessment Framework (CAF) in our pre-school services to identify children in early years who need additional help to achieve the five ECM outcomes. In the autumn term, we will be extending that training to school staff. This is planned for delivery in multi-disciplinary clusters working alongside the statutory, community, voluntary and independent services who are the local partners to those schools. Together with the ongoing reconfiguring of the CYPT area teams to support this wider preventive CAF economy, we are in a very strong position to ensure that, from early next year, every child or young person who needs additional help will start receiving it at the earliest possible stage and that services will be configured around their individual need as long as they need it on their journey from birth to adulthood.

2.12 School Meals

While not all schools within B&H have full production kitchens, all pupils within B&H who wish to are able to have a hot midday meal that meets the government's nutritional standards.

3 LONG TERM AIMS

3.1 Our Vision

Brighton and Hove's vision for its children and young people is simple and ambitious – we want Brighton and Hove to be the best place in the country for them to grow up. Our Children and Young People's Plan (CYPP) sets out how we are seeking to make this vision into a reality by focussing on our priorities and how we work together.

Brighton and Hove was one of the first authorities in the country to establish a Children's Trust with fully operational integrated services. The Children and Young People's Trust (CYPT) sits at the heart of an effective partnership involving schools, general practitioners, hospitals, the police and community and voluntary organisations.

Integrated children's services are delivered largely through three area teams, Central, East and West, supported by a number of city-wide services. These area teams are increasingly demonstrating improved multi agency working and joined up thinking together with ensuring early and effective intervention and prevention.

The vision for area working is based on empowering communities of schools to create a new learning culture that will benefit individual students and their communities as a whole. By harnessing the power of schools to a collective agenda we have established an environment where schools support and learn from one another and are able to work with others to provide extended services.

The city has established ten geographical clusters of schools which work together for planning purposes. These clusters of schools link with service teams and partner agencies in each of the three areas to improve the delivery of services to children, young people and families. Each cluster has a steering group comprising of local stakeholders who determine their local action plan addressing local issues and contributing to the city wide agenda.

Through cluster and area working we are able to ensure that our primary schools are playing a lead role at the heart of their communities with a range of children's services in reach of every family. The development of the Primary Strategy for Change will provide us with the opportunity to increase access to extended and community services.

3.2 Strategic Principles

To help achieve our vision we have identified the following principles which will underpin our strategic direction and decisions.

3.2.1 Develop the role of schools within their communities.

Primary schools should be at the heart of a community providing both the venue and facilities for learning in the community not just for school age children. Primary schools will further develop 'cluster' working through the achievement of local action plans identifying local solutions to local need. These plans will ultimately generate the future Children and Young Peoples Plan for the City. The cluster teams will develop to provide the skills necessary to better provide within each locality.

3.2.2 Promote high quality learning for children.

Primary schools should have rooms, equipment (including "virtual learning environments "and communications) and facilities which are fit for delivery of a 21st century curriculum.

3.2.3 Raise Standards

The CYPP identifies specifically the need to improve standards and achievement across all key stages and support transition from early years into secondary school, in particular provision for vulnerable groups. The plan includes success criteria to improve the value added score for key stage 1 to 2 and key stage 2 to 4. Also highlighted in the plan is the need to ensure that all primary schools are involved in the Planning and Review Meeting process.

Further targets within Enjoy and Achieve include the need to raise the quality of early years provision for all children aged 0 to 5, especially the most disadvantaged. Specific success criteria include increasing the percentage of children reaching a 'Good' level of development at the end of the Foundation stage to 53% (40% in the 20% most disadvantaged parts of the city).

3.2.4 Closing the Gap

The CYPT has embarked on activity to target multi-agency support to schools and families who reside in disadvantaged areas of the city, to implement the recommendations from the SEN and Disability Strategy, and to raise achievement of LAC across all Key Stages. Our plans include the specific involvement of children, young people and their parents/carers in their education focusing on personalised learning and emotional well being especially at transition.

Effective action is being taken to enable and encourage children and young people to attend and enjoy school. Significant improvements have been made in reducing both exclusions and attendance. Programmes are in place to ensure this progress continues and that the gap in achievement between groups from differing circumstances reduces year on year.

3.2.5 Enhance Inclusion.

Primary schools should be places where everyone can be included, because their basic needs can be met. This means full disabled access and disabled toilets; a safe, accessible place to store and administer essential medicines such as insulin for children with diabetes; equipment which allows individual needs to be met so everyone can take part in learning activities; and in some cases space for special facilities to provide for groups of children with particular special needs. In addition we aim for all schools to be fully accessible in terms of compliance with the Disability Discrimination Act, 1995 (DDA) for pupils and adults.

3.2.6 Create healthy schools

Primary schools should provide opportunities for sport and physical activity. This will include specifications in design that will enable pupils to access the new health standards and which create environments that help establish the factors associated with good physical health.

3.2.7 Provide opportunities for children to learn how to live a healthy life

Primary schools will implement the Brighton and Hove Food Strategy and Transforming School Meals Strategy and increase the involvement of children in this implementation. This will include the upgrading of kitchen and dining facilities to increase the uptake of healthy school meals.

3.2.8 Provide diversity, choice and respond to the views of parents

New schools may be subject to the requirement for competition and, thus, the possibility of working with new partners and creating Trust schools will be considered as part of that process. We will work with all stakeholders and strategic partners, such as the dioceses, in building a pattern of provision that responds to parental preferences. Any proposal that will drive up standards and improve the life chances of the children in Brighton and Hove will be thoroughly explored and considered.

3.2.9 Explore opportunities for creating all-through primary schools

All through Primary schools minimise the detrimental impact of transition sometimes found between separate infant and junior schools. We are reviewing the position of all infant and junior schools to ascertain if there are good educational reasons for creating all through primary schools where two schools occupy the same or immediately adjacent sites. In addition we will consider the possibility of creating individual all through primary schools from infant and junior schools that are separated by significant barriers to access such as main roads and railway lines.

3.2.10 Increase Multi – Agency service delivery

Primary schools participation in cluster working and multi-agency service delivery will continue to expand as schools increasingly become centres for local provision. As part of the PCP we will increase locality placement of service teams using surplus accommodation and future developments to place services at the heart of the community.

Providing multi-disciplinary support close to schools and the children and families enables more effective and early intervention. Area working is now delivering:

- Improved multi-agency working and joined-up thinking
- early and quality intervention
- community agendas
- dissemination of good practice
- Setting and achieving challenging targets
- Responses to challenges and opportunities together, pooling of ideas and resources towards the achievement of shared Area goals
- Radical and successful ways of tackling problems within an area
- demonstrating achievements in the widest possible context
- Shared knowledge, expertise, energy, enthusiasm and experience
- Shared effective use of all available resources within an area.

3.2.11 Enable every child to enjoy and achieve success throughout their education

Primary schools will maximise any opportunity to develop learning environments which promote high educational standards for all children and create opportunities to raise achievement across the board. A particular focus will be on the achievement of vulnerable children and those from deprived backgrounds. This will be achieved by focussing on families and individuals rather than particular areas of the City.

3.2.12 Make schools safer

Primary school sites will be accessed by more people from the community hence school designs will incorporate safety features and layouts that do not put children at risk. We will use designs that enable children to feel safe. We will also try to ensure that schools can be accessed safely by local children on foot or by bike, with good use of traffic restrictions in the immediate area (such as 20mph zones and safe parking arrangements), foot and cycle paths and storage facilities for cycles.

3.2.13 Reduce surplus places

We plan to maintain a margin of a minimum 5% unfilled places in the area as a whole in order to retain some flexibility for the planning of school places for parental preference. We will also seek to achieve higher levels of occupancy in schools where there significant surplus capacity. This will help to ensure that these schools can achieve improvements in pupil attainment and school performance. The position of all schools with more than 25% surplus places will be reviewed. Where there is no evidence that suggest there will be a sustained revival in pupil numbers consideration will be given to removing capacity from the school.

3.2.14 Use quality designs

We will seek high-quality designs that provide flexible indoor and outdoor spaces, use less energy, are sustainable and minimise impact to the environment. As part of our continuing consultation we will engage with secondary schools, colleges, early years settings and youth centres to determine the potential for combining budgets to deliver a greater range of provision from our primary sites. Early discussions with secondary and primary schools have identified a genuine enthusiasm explore the possibilities of 0 – 19 campus based education and extended services.

3.2.15 Use ICT for whole-school improvement

ICT will be at the heart of a developing a primary curriculum which provides rich, active and creative learning experiences to motivate and engage all our young learners. It is intended to take best advantage of new technologies such as Virtual Learning Environments which include Learning Platforms to increase parental involvement, enable new and flexible ways of working, empower teachers and enable pupils to personalise their curriculum. The ICT strategy and facilities will be a key strand in initiatives targeting hard-to-reach communities and families.

3.2.16 Work with partners and stakeholders

A steering group will take on a wider remit to oversee the development of the Primary Capital Programme (PCP). Key stakeholders will be represented on the group and their advice will guide the choice of schools and projects. Not all schools can benefit from the building programme hence a formula approach will be used to select individual schools. Each will be assessed against the factors determined by the Department for Children, Schools and Families (DCSF). The elements of the formula will be condition, suitability, standards, and deprivation and surplus places. The formula will be reviewed regularly and updated as appropriate throughout the duration of the PCP.

The steering group will agree the programme and monitor and evaluate the projects. The purpose of the group is to promote transparency and fairness. Membership includes representatives of the key stakeholders and partners: the diocesan boards; head teachers and input from elected members. As circumstances will change during the life of the strategy the formula for selecting eligible schools will be reviewed and revised as appropriate throughout the Primary Capital Programme.

3.2.17 An effective communication strategy

Alongside the development of the Primary Capital Programme will run a communications strategy ensuring that communities, stakeholders and partners are continuously informed of progress and changes.

3.2.18 Help schools who are not part of the Primary Capital Programme

Not all schools can benefit from the primary capital programme. Those not included will be encouraged to work towards an agreed Development Plan, using their devolved formula capital and any other funding streams, including any that the local authority and other

partners may be able to make available, that can be accessed.

4 APPROACH TO CHANGE

4.1 Capacity Building and Change Management

The creation of the CYPT established the processes by which we plan to change the delivery of our services and build greater capacity to provide for the 21st century needs of our children and families. The vision of the CYPT to largely provide services through area working is based on empowering communities of schools to create a new learning culture that will benefit individual students and their communities as a whole. The PCP will enable restructure and redesign of existing school centres to provide more suitable accommodation for the delivery of this vision.

4.2 Planning, Monitoring and Evaluation

The CYPP is one of a number of city wide strategies that aim to improve the well being of children and Young People. These plans come together under the umbrella of Brighton and Hove's 2020 community strategy. Improvement plans involve more than one organisation and will usually address areas of concern such as SEN, behaviour in schools or teenage pregnancy. Plans in this category also include joint commissioning strategies, such as the one for disabled children and young people and local area plans produced by multi disciplinary teams. Improvement plans set out detail and assist the CYPT in meeting its priorities.

The Children and Young Peoples Trust as commissioner of services will have an important role in the delivery of a new primary school for Hove. This piece of work is at an early stage of development and it will be important to build capacity to take this work forward.

An important element of taking the Strategy for Change forward will be to undertake reviews of schools, or clusters of schools. These reviews will include looking at standards of attainment, deprivation information, demographic trends, building condition and suitability issues, early years, childcare and extended provision information etc. The outcomes of these reviews will inform priorities going forward.

We will develop a scoring matrix that will be used to determine which projects are taken forward as priority projects. It is intended that the scoring matrix will include the following elements; sufficiency of school places (under provision and surplus places); building needs (sufficiency and condition); early years and extended school provision; school standards and deprivation indices.

As part of taking the Strategy for Change forward a school organisation steering group has been created and will remain in place for the 14 years of the programme.

The group will be used to steer the reviews of schools and determine which priorities should be looked at in detail. They will be used as a consultative tool when considering school mergers or other school organisation matters. Information on the availability of funding and other resources will be provided to the group to assist in informing proposals and recommendations.

Recommendations will be presented to elected members who will make the decisions on how to proceed. The lead member for Children's Services will play an important part in the decision making process. Where necessary, statutory consultations on school organisation matters will be instigated following discussions with Members. Members will consider the outcomes of formal consultation and the outcomes of any statutory notices.

If appropriate, decisions on other organisational matters such as the formation of Federations and Trusts will be taken locally by school governors in partnership with the Local Authority or Diocesan body as appropriate.

4.3 Consultation

A programme of full consultation has been established to provide for initial comment followed by more substantial involvement of all stakeholders throughout the summer term 2008. Initial findings are reflected in these proposals. We recognise that we are still in the initial stages of our consultative process which when finally complete will determine our ultimate strategy and action plan for the next fourteen years.

A steering group has been established and a primary headteacher is to be seconded to champion this work for one day per week during the summer term. At this stage the steering group includes building officers, early years officers, extended schools officers, school advisors and representatives from the diocese although it is recognised that as the programme develops we will encourage input from members, school governors and other community partners such as the Police. Going forward it is intended that a steering group will continue throughout the 14 year programme to respond to the inevitable changes that will occur. Membership of the steering group will change relative to the priority needs and projects at any one time. This will ensure that projects and the programme as a whole have the support they need to ensure delivery of the long terms aims.

The full consultation will be completed by 31st August 2008. The final Primary Strategy for Change is now scheduled on the councils' forward plan for approval by cabinet in September 2008. At all points in this process comments will be accepted and amendments may be made to the Strategy for Change. This will ensure that the Strategy for change has the necessary political and corporate support to ensure that change will be achieved and that the outcomes for children and the community as a whole will be delivered.

4.4 Achieving Educational Transformation

In order to develop and deliver the Primary Strategy for Change a programme of local area reviews will begin in September 2008. This programme will identify with schools and their communities practical and innovative solutions to the more effective delivery of local education and community access and provision.

The CYPT's future provision of ICT will address the need for online parents transactions (parent pay, school admissions etc); city wide learning platform, opportunities for activity based clubs to make more use of ICT; and links for parents to access school information, children's homework, school news, community events and pupil assessment scores. Implementation will start this year on access to schools Virtual Learning Environment (VLE) enabling children to log on while at libraries, childcare facilities, after school clubs and at home.

The Draft School Improvement Strategy 2008 to 2013 details the strategies that will lead to improvement and the realisation of the Brighton and Hove vision for its children and young people. The strategy includes current information about support and challenge for schools and identifies how we will lessen substantially the gap between the outcomes for different groups.

4.5 Every Child Matters

Our CYPP identifies five improvement priorities against each of the Every Child Matters outcomes. Success criteria have been set so that we can see how we are improving outcomes for children and young people and report our progress to the CYPT Board and other interested groups.

The PCP offers the opportunity to work towards schools being used throughout the day, including the provision of multi-agency services. By improving school based resources in this way the provision of extended service will be achieved more quickly. Schools that provide broad community services are an essential resource. Co-location of

early years provision and children's centres will be accommodated wherever possible on primary school sites.

4.6 Finance

The Council is committed to joining up funding sources to ensure that proposals under the PCP are truly able to provide a centre for community activity. Schools benefiting from PCP funding will be expected to contribute their Devolved Formula Capital towards the cost of the project. We will continue to make use of NDS and Schools Access Initiative funding for primary schemes to further increase the funding available for this programme and consequently the benefits to the schools. We will also join up extended schools and early years/sure start funding to ensure that where necessary additional services can be provided.

The Local Authority will work with diocesan partners to make the best use of Devolved Formula Capital from the Voluntary Aided sector. We will also work with them on the Local Coordinated Voluntary Aided Programme (LCVAP) which will assist in meeting targets at all schools. We accept that clarity is required at national level regarding the VAT implications of the PCP, in particular how this affects VA schools. We will endeavour to ensure that VA schools are not disadvantaged in the programme as a result of this.

We have recently been reasonably successful in securing \$106 contributions from developers for providing additional school places. This practice will continue and the funding secured will also be used to enhance the PCP funding where developments increase capacity locally.

4.7 Procurement

In 2000 the council started to look at different ways of procuring schools projects. A pilot PPC2000 partnering agreement was started in 2001. This partnering agreement delivered 3 very challenging school projects on time and to budget. It was granted Constructing Excellence demonstration project status as a result of the success of the projects. Since 2001 we have delivered a number of successful school projects, both new build and remodelling/refurbishment, using this approach.

It is our intention to enter into a further strategic partnering agreement to deliver PCP projects. The benefit of this approach is the early involvement of all parties, including the schools. This ensures that schools needs are fully explored and understood at the start of the

project, and also has the benefit of 'no surprises' at the end of the project.

The partnership will be audited during its life to ensure that ensure that it is delivering on its objectives. This will include a looking at how Best Value is reviewed and achieved.

The partnering agreement has within it Key Performance Indicators (KPI's) that ensure continuous adherence to high standards. Progression of the partners to further projects is not guaranteed, it is based on excellent performance and improvement in KPI results.

4.8 Design

Design excellence is inherent in the process adopted by Brighton and Hove. We have a team of in house architects who have a wide knowledge of school design matters. They are experienced at working in a school setting and are experienced in distilling ideas from schools and pupils into workable projects. They have a very good understanding of BB99 and how this can best be applied to meet the needs of individual schools and their communities.

Development of any design brief will be undertaken in a collaborative manner, involving a client officer of the Local Authority, the school (including its staff and pupils), representatives from early years and extended schools, the architects and other members of the partnering group. This approach will ensure that the needs of all parties are fully understood at the start of the process and enable a holistic approach to the design from the outset. As a result of this process issues such as personalisation, sustainability, accessibility and pupils with special educational needs will be addressed.

The Primary Strategy for Change is for all primary schools in the city; however PCP funding is to be targeted at significantly improving 45% - 50% of schools. We will work with schools that will not benefit directly from PCP funding to ensure that all schools are brought up to the necessary standard to deliver 21st century education.

We will continue to support all schools by providing technical, professional and legal advice relating to maintaining their school premises. This will assist schools in prioritising programmes of work. We will continue to work with schools to ensure that resources are targeted appropriately to maintain the infrastructure in a good state of repair.

4.9 Initial Investment Priorities

The schemes embrace all of the principles identified in this document, the project brief will include looking at the schools holistically to ensure that once complete the buildings are fit for 21st Century Education providing for their communities, raising standards and providing the very best in teaching and learning.

The initial investment priorities for Brighton and Hove are focused on the need for school places locally to serve the community. As detailed earlier in this document the location of school places in Brighton and Hove is largely historic, significant demographic changes now mean that this pattern of provision needs revision. Since 2003 we have been experiencing a growth in the number of live births across the city as a whole, in certain areas this growth is significant and indications are that this situation is set to continue for some time. As an example, in the area served by one infant and junior school the number children born each year and registered with GP's has more than doubled since 2002.

As a consequence of this our initial investment priorities have to address this need for school places locally. We will be providing additional forms of entry at existing popular and successful schools in Hove to meet the increasing local demand for places. While accepting that, in terms of addresses, children are far more mobile in the first four years of life than at any other stage of their childhood, the local demand for places in Hove will not be met even by this proposed expansion. Therefore to avoid having to send children to schools outside of their local areas we are also looking for sites for a new school in the area to meet the expected need in the future.

Only once we have been able to provide this additional accommodation will we be able to remove the surplus capacity within other parts of the city where there is no sign of an increase in pupil numbers. It is vital to the city that we approach the strategy in this way to avoid the necessity for disruption to pupils and families caused by there being no capacity at their local schools.

CONCLUSION

The Primary Capital Programme provides an opportunity to deliver the very best primary schools and increase opportunities for all of our children and young people and their families. Planned in conjunction with other funding such as BSF, 14-19 and Extended Schools and within the multi agency locality delivery of our CYPT we will be able to create the vision promoted throughout this document.

The Primary Strategy for Change

Consultation summary - August 2008

The DCSF required Authorities to consult widely on the development of their Primary Strategy for Change. The draft document was sent with consultation questionnaire to the following:

Consultee	Specifically		method
Nursery Schools	Headteachers head@royalspa.brighton-hove.sch.uk head@tarnerland.brighton-hove.sch.uk		
Primary Schools	Headteachers head@aldrington.brighton-hove.sch.uk head@balfour-inf.brighton-hove.sch.uk head@balfourjun.brighton-hove.sch.uk head@benfield.brighton-hove.sch.uk head@bevendean.brighton-hove.sch.uk head@carden.brighton-hove.sch.uk head@carltonhill.brighton-hove.sch.uk head@coldean.brighton-hove.sch.uk head@coomberoam.brighton-hove.sch.uk head@cottesmore.brighton-hove.sch.uk head@davigdor.brighton-hove.sch.uk head@downsinf.brighton-hove.sch.uk head@downsjun.brighton-hove.sch.uk head@elmgrove.brighton-hove.sch.uk head@fairlight.brighton-hove.sch.uk head@goldstone.brighton-hove.sch.uk head@hangletoninf.brighton-hove.sch.uk head@hangleton-jun.brighton-hove.sch.uk head@hertfordinf.brighton-hove.sch.uk head@hertfordjun.brighton-hove.sch.uk head@middlestreet.brighton-hove.sch.uk head@mileoak.brighton-hove.sch.uk head@moulsecoomb.brighton-hove.sch.uk head@lourdes.brighton-hove.sch.uk head@patchaminf.brighton-hove.sch.uk head@patchamjun.brighton-hove.sch.uk head@gladwin.brighton-hove.sch.uk head@portslade-inf.brighton-hove.sch.uk head@queenspark.brighton-hove.sch.uk head@kipling.brighton-hove.sch.uk head@st-andrews.brighton-hove.sch.uk head@st-bartholomews.brighton-hove.sch.uk head@stberns.brighton-hove.sch.uk head@stjohn.brighton-hove.sch.uk head@st-josephs.brighton-hove.sch.uk head@stlukesinf.brighton-hove.sch.uk head@stlukesjun.brighton-hove.sch.uk		

	<p>head@stmargarets.brighton-hove.sch.uk head@stmarks.brighton-hove.sch.uk head@smartins.brighton-hove.sch.uk head@stmarymags.brighton-hove.sch.uk head@stmarys.brighton-hove.sch.uk head@stnicolas.brighton-hove.sch.uk head@stpauls.brighton-hove.sch.uk head@stpeters.brighton-hove.sch.uk head@saltdean.brighton-hove.sch.uk ben.parkhurst@somerhill.brighton-hove.sch.uk office@stanfordjun.brighton-hove.sch.uk head@wblatchinf.brighton-hove.sch.uk head@wblatchjun.brighton-hove.sch.uk head@westdene.brighton-hove.sch.uk head@westhove-inf.brighton-hove.sch.uk head@whovejun.brighton-hove.sch.uk head@whitehawk.brighton-hove.sch.uk head@woodingdean.brighton-hove.sch.uk</p>		
Secondary Schools	<p>Headteachers jfelkin@blatchingtonmill.org.uk head@newman.brighton-hove.sch.uk head@stringer.brighton-hove.sch.uk stuartmcl@falmer.brighton-hove.sch.uk tbarclay@hovepark.org.uk hstride@longhill.brighton-hove.sch.uk psargent@patchamhigh.org.uk m.tait@pcc-web.com andyschofield@varndean.co.uk</p>		
Special Schools	<p>Headteachers mark.whitby@ace.brighton-hove.sch.uk head@cedarcentre.brighton-hove.sch.uk head@downspark.brighton-hove.sch.uk head@downsview.brighton-hove.sch.uk head@hillside.brighton-hove.sch.uk head@patchamhouse.brighton-hove.sch.uk</p>		
Colleges	<p>Principals c.thomson@bhasvic.ac.uk prin@ccb.ac.uk office@varndean.ac.uk</p>		
Diocesan Authorities	<p>Roman Catholic Diocese of Arundel and Brighton, (Mary Reynolds email schools@dabnet.org) Anglican Diocese of Chichester (Jeremy Taylor, by post)</p>		
Early Years facilities			
Children's Centres			
Healthy Schools & Extended Services Strategy Group	<p>adhadley@aol.com, a_marchant@hotmail.com., Anita Ransley/MAIL/BHC@BHC, Annie McCabe/ELL/HTH/BHC@BHC, caspar.murphy@impact-initiatives.org.uk, Chris</p>		

	<p>Owen/ELL/BSQ/BHC@BHC, david.standing@hoveymca.org.uk, dennis@coomberoam.brighton-hove.sch.uk, Ellen Jones/ELL/KH/BHC@BHC, Giles Hippisley/MAIL/BHC@BHC, Gillian Cunliffe/ELL/KH/BHC@BHC, James Dougan/MAIL/BHC@BHC, Jan Sutherland/CR/KH/BHC@Exchange, Jayne Babb/CR/KH/BHC@BHC, jonathan@amazebrighton.org.uk, Judith Macho/EH/BSQ/BHC@BHC, Julia Basnett/MAIL/BHC@BHC, kate.lawson@bhcpct.nhs.uk, Katherine.Gregory@falmer.brighton-hove.sch.uk, Kathy Box/ELL/KH/BHC@BHC, lesley@foodmatters.org.uk, Lisa Simmonds/EH/HTH/BHC@BHC, martina.pickin@bhcpct.nhs.uk, Nigel Barrell/MAIL/BHC@BHC, Nigel Hancock/SCH/HTH/BHC@BHC, Nigel Jenner/ELL/HTH/BHC@BHC, RGolding@hovepark.org.uk, stuart.johnson@hoveymca.org.uk, Sally Wadsworth/SCH/KH/BHC@BHC, Sarah Costelloe/MAIL/BHC@BHC, Stephen Kelly/MAIL/BHC@BHC, Sue Drummond/CR/KH/BHC@BHC, Thurstan Crockett/CR/KH/BHC@BHC, Tina Owens/MAIL/BHC@BHC, Vicky Jenkins/ELL/HTH/BHC@BHC</p>		
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This initial consultation document was sent out prior to the submission of the Primary Strategy for Change to the DCSF and generated a small number of written responses from schools and early year's partners.

Comments were wholly supportive with a small number of points raised requiring clarification:

- The implications for separate Infant and Junior Schools
- City population projections
- The tension between removal of surplus places and the expansion of popular schools
- Clarity on potential financial expectation for the programme
- Concern for schools not directly benefiting from the Primary Strategy for Change funding

To answer these points and to further discuss the potential for our future development within the City meetings were held with Primary, Secondary and Special school headteachers and a further meeting with headteachers of separate Infant and Junior schools. A number of informal meetings were also held with individuals and cluster groups.

A drop in session was held on 1st July 2008 to which all head teachers were invited. This session was designed to give all head teachers the opportunity to raise any questions they had on the Primary Strategy for Change.

The consultation process is continuing with parents, school councils and diocesan authorities.

The representative steering group will further consult with relevant parties as plans for the development of individual schemes as part of the comprehensive citywide strategy come forward.

CHILDREN & YOUNG PEOPLE CABINET MEMBER MEETING

Agenda Item 47
Brighton & Hove City Council

Subject: Early Years Capital Grant
Date of Meeting: 8 September 2008
Report of: Director of Children's Services
Contact Officer: Name: **Caroline Parker** Tel: **293587**
E-mail: caroline.parker@brighton-hove.gov.uk
Key Decision: Yes Forward Plan No: CYP 2676
Wards Affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To agree a Brighton & Hove strategy for allocating the Sure Start Early Years Capital Grant from the Department of Children Schools and Families (DCSF) over the next three years. This is a ring-fenced grant aimed at private, voluntary and independent childcare providers with national aims to:
- improve the quality of the learning environment in early years settings to support delivery of the Early Years Foundation Stage, with a particular emphasis on improving play and physical activities; and ICT resources;
 - ensure all children, including disabled children, can access provision;
 - enable private, voluntary and independent providers to deliver the extension to the free entitlement for 3 and 4 year olds and to do so flexibly.

2. RECOMMENDATIONS:

- 2.1 That the following strategy for the funding be agreed:
- To improve outcomes for young children and to narrow the gap for the most disadvantaged children by targeting funding on those groups with the worst environments identified in a citywide audit of rented premises or where capital alterations are needed to include children with disabilities.
 - To support the Council's childcare sufficiency duty by targeting funding on settings which offer affordable childcare, where childcare places are needed to meet local demand. This will include ensuring that sessional providers can offer the increased entitlement to 15 hours of flexible, free early years provision and could include expanding the number of places where there is clear evidence of unmet demand.
 - To link with the Primary Capital Strategy by aiming to relocate groups in the poorest multi-purpose accommodation into purpose built premises on school sites where possible, taking into account the local demand for

places and the quality of existing provision.

- 2.2 That all landlords and providers allocated funding should agree to funding conditions including opening for a minimum of 15 hours a week, 38 weeks a year to fit with the extension of the free early years entitlement, to commit that the premises will be used for childcare for at least 5 years, and to not raise the rent above inflation as a consequence of the improvements.
- 2.3 That the following initial funding priorities for the first year's funding of £1,062,000 (this can be carried into 2009/10) and that the Cabinet Member for Children and Young People should agree individual grants to providers. The initial allocation be agreed as follows:
- a) £312,000 for grants of up to £50,000 for groups identified in the citywide audit as needing improvements to their internal and external areas which can be made with a small grant. The first priority will be for groups in multi-use premises and the second will be for voluntary groups in rented premises.
 - b) £100,000 for adaptations to buildings and special equipment to include children with disabilities (eg. ramps and stair lifts). This would be open to all groups where the need is agreed by the Pre School SEN Service.
 - c) £50,000 to pay for feasibility studies where there are serious defects in buildings which cannot be met with a small grant. The results of these studies will be used to inform funding decisions for subsequent years.
 - d) £100,000 for grants of up to £3,000 a group for equipment for all groups in multi-use premises to help them manage clearing away at the end of each session and for all voluntary run groups.
 - e) £500,000 to fund an extension at Peter Gladwin Primary School to house a local pre-school and to agree to ask both local pre-schools to express an interest in moving in to the new premises.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The local authority has a statutory duty to secure sufficient free early years provision for all three and four year olds and sufficient childcare for children aged 0-14 to allow parents to work or train. At present the early years free entitlement is 12.5 hours a week for 38 weeks a year, usually delivered in 2.5 hour sessions. This is increasing to 15 hours a week for all children by 2010 with increased flexibility so that children will be able to access 15 hours over 3 days. Some providers will need improvements to their premises to deliver this. The local authority also has a duty to improve outcomes for all young children and to narrow the gap for the most disadvantaged. Research has show that children will only benefit fully from early education and care if it is of high quality. A high quality setting needs the right built internal and outside environment and appropriate resources.

- 3.2 The Department for Children, Schools and Families (DCSF) has allocated Brighton & Hove a capital grant worth £1,062,287 a year for the three years 2008/9, 2009/10 and 2010/11. The DCSF's expectation is that the majority of this capital grant will be used to improve the environment in private, voluntary and independent (PVI) settings to support higher quality experiences for young children.

4. CONSULTATION

- 4.1 An audit of providers in rented accommodation is being completed. Meetings are being held with City Services. Discussions have taken place with Peter Gladwin School and Parish Pre-School.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The capital cost of the recommendations in this report will be met from within the capital grant allocation of £1.062m. It is not anticipated that the expenditure listed in points (a) to (d) of paragraph 2.6 will result in any additional revenue costs. With respect to the extension at Peter Gladwin shown at point (e), the school will need to agree a rent with the pre-school that covers the additional costs of running and maintaining the extension.

Finance Officer Consulted: Jeff Coates and John Timson Date: 31/7/08

Legal Implications:

- 5.2 The Childcare Act 2006 introduced a duty on local authorities to both improve all young children's outcomes, and to reduce inequalities between them, through integrated early childhood services. These proposals for the allocation of the early years capital grant will support these duties by ensuring sufficiency of places and improving the quality of the learning environment where most needed.

Lawyer Consulted: Serena Kynaston

Date: 30/07/08

Equalities Implications:

- 5.3 Good quality early years education improves outcomes for all children and particularly those who are most disadvantaged.

Sustainability Implications:

- 5.4 Provision of childcare in local communities supports the sustainable communities goal, as well as reducing climate change and energy use.

Crime & Disorder Implications:

- 5.5 Research shows access to good quality childcare supports children and young people's learning and achievement in later life.

Risk & Opportunity Management Implications:

- 5.6 The "I DO RM" tool will be used for new projects.

Corporate / Citywide Implications:

- 5.7 The relevant corporate and CYPT objective are:
- Reduce inequality by increasing opportunity
 - Enjoy and achieve – improving early years outcomes

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The recommendations follow the guidance from the Department for Children, Families and Schools. Targeting the funding on the settings in greatest need supports the Council's duty to improve early years outcomes and narrow the gap between the most disadvantaged children and their peers.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 The funding aims to improve the quality of the learning environment with a strong emphasis on children accessing a high quality outside environment. There are just over 100 daycare providers in the city in the private, voluntary and independent sector with a wide variation in the standards of premises. In Brighton and Hove the provision with the poorest quality accommodation is based in buildings where either the land or the building is rented. There are two main issues:
- these groups cannot access investment to improve the buildings;
 - many of these buildings are multi-purpose eg. church halls and sports pavilions and have to meet the needs of different users. Groups often have to clear away all their equipment at the end of the day.
- 7.2 An audit is being completed of groups in rented accommodation across the city looking at the state of repair of the building including access to natural light, disability access and children's access to a safe outside space. Many of these buildings and sites are owned by the Council.
- 7.3 The Childcare Sufficiency Assessment identified the need for more affordable childcare in the city for children under 5.

Peter Gladwin Proposal

- 7.5 There is space to build an extension on the side of Peter Gladwin Primary School which would also improve some of the internal layout of the school. There are two local, voluntary run pre-schools in rented, shared use premises with limited outside environments. Both will be asked to express an interest into moving into the new extension and a decision made based on criteria agreed with the school. The group which was not selected would be considered for capital funding to improve their existing premises.
- 7.6 This development would follow the successful model in Coldean Primary School where a voluntary run playgroup moved into an extension in the school. It would allow the Pre-School to improve the quality of their provision by operating from a purpose built building and outdoor space. The Pre-school would also be able to deliver more, longer and more flexible sessions to meet the high level of demand for sessional places in Portslade.

SUPPORTING DOCUMENTATION

Appendices: None

Documents In Members' Rooms: None

Background Documents

1. DCSF Letter – Quality and Access for All Young Children – Three Year Allocations of Early Years Capital Grant

CHILDREN & YOUNG PEOPLE CABINET MEMBER MEETING

Agenda Item 48

Brighton & Hove City Council

Subject:	School Admissions Arrangements - Outcomes and Issues 2008/9		
Date of Meeting:	8 September 2008		
Report of:	Director of Children's Services		
Contact Officer:	Name:	Steve Healey	Tel: 293444
	E-mail:	Steve.healey@brighton-hove.gov.uk	
Wards Affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The report sets out the outcomes of the school admission arrangements for those starting school in September 2008, and the operation of key policies such as those for fair access to schools for those applying outside the main admission round. The admission year 2008/9 was the first year of operation for the new secondary school admission arrangements using catchment areas.

2. RECOMMENDATIONS:

- 2.1 That the outcomes of the school admission arrangements for 2008/9 are noted.

3. BACKGROUND INFORMATION

- 3.1 Following an extensive and well publicised consultation and working group process, new secondary school admission arrangements and priorities incorporating catchment areas were approved by the City Council and applied for the first time for pupils due to start secondary school in September 2008. Primary school admission arrangements were unchanged, and rather than catchment areas use home to school distance to give priority for school places once those with exceptional reasons for admission and siblings have been allocated places. Primary, secondary and junior applications were all processed using equal preference, now a legal requirement, whereby each preference listed, first, second or third is ranked against the admission priorities of the admission authority, and the highest offer possible is made.
- 3.2 Appendix 1 shows how Secondary School places were allocated on the initial allocation date of 3rd March 2008. As the arrangements changed from the previous year data on 2007/8 admissions is included for comparison. Appendix 2 shows how the figures had changed by 30th July. The changes are accounted for by pupils moving from the area, taking up places at independent schools or changing their preference. A number of pupils will also have moved into the City

and been allocated a school place. The totals will also be affected by successful appeals. Overall the change in arrangements has resulted in a significant reduction in the number of pupils directed to a school that they did not give as a preference. Initially a number of children whose parents had not given their catchment area school as a preference were allocated a school place elsewhere in the City. The majority have now been offered local alternatives, so the number of directed pupils has reduced further to 39.

- 3.3 Varndean School has been extended to provide an additional form of entry (30 places) taking the admission number to 270. Building works will finish in autumn 2008. For the 2008/9 admission round only the admission number was increased to 300.
- 3.4 Primary school allocations (Appendix 3) are shown as they stood at 30th July. As a result of increased pupil numbers, particularly in the Hove area, an additional class (30 pupils) was added to the Davigdor Infants intake and another to the West Blatchington Infants intake. Consultation is going ahead on a permanent increase in the admission number at Davigdor.
- 3.5 Junior school allocations are shown in Appendix 4 as they stood at 30th July. These figures are inclusive of successful appeals.
- 3.6 The data in Appendices 2, 3 and 4 has been limited so that only totals are shown for pupils who are in the care of a local authority or who are regarded as having exceptional circumstances. This is to ensure that whilst data is put in the public domain, there is no question that individual pupils could be identified in either of those categories.
- 3.7 School admission appeals heard by independent appeal panels in the 3 main admission rounds took place between February and 30th July. These include a number of cases where the appeal request was received after the appeal deadline and some late admission applications where the application was made after the main admission round. In some cases parents/carers will have appealed for more than one school. Appendix 5 sets out the appeals with totals for each phase as of 30th July. Appeals information for Voluntary Aided Schools is also included, where the admissions priorities are set by the governing body and mainly relate to religious affiliation.
- 3.8 Appeal panels are limited in their discretion for Infant appeals because of the statutory maximum class size of 30. Appeal panels may only uphold infant appeals where the admission authority has either wrongly applied its admission arrangements or has acted unreasonably in reaching its decision. No infant appeals have been upheld this year.
- 3.9 The Schools Adjudicator received a number of complaints from parents and from the school itself about the size of the Patcham High School catchment area for the 2009/10 admission year, which the complainants believed was too small and should also contain the Westdene area. The Adjudicator did not uphold the complaints, but suggested that a consultation should take place with Westdene School, parents in that area and secondary schools that might be affected by a

change in the catchment area for Patcham. The consultation will take place in the autumn term 2008, and the outcome will be fed back to the Adjudicator.

- 3.10 The Council operates an in-year fair access protocol as required by the Education and Inspections Act 2006. This is to ensure that vulnerable pupils or pupils who might otherwise have difficulty securing a school place are allocated a suitable place as soon as possible. As part of the protocol secondary headteachers agree to go over published admission numbers where necessary to ensure that pupils moving into established year groups from outside the City can be offered a reasonably local school place. In the 2007/8 academic year 146 secondary age pupils were accepted into year groups which were already full or beyond the published admission limit. A further 10 cases are still pending. The Infant class size maximum of 30 to a teacher means that placing new arrivals into primary schools can be more difficult, as class size numbers cannot be exceeded except in very limited circumstances. The larger number of infant, primary and junior schools means that in most cases local places can be offered to younger children moving into the City, although this is not operated through a formal arrangement at present.

4. CONSULTATION

- 4.1 No consultation process was undertaken in the preparation of this report. However, the school admission process works within a legal framework of consultation which is set out below in the legal implications.
- 4.2 Before the secondary admission arrangements used for the 2008/9 admission year were agreed by the Council there was a substantial period of public meetings and consultation. The admission arrangements were then devised and proposed by a working group which included school governors, Council Members and parents. There was also a parent stakeholder group representative of different areas of the City, which nominated the parent members of the working group and was directly involved in the discussion and preparation of the proposals for change.

5. FINANCIAL & OTHER IMPLICATIONS:

- 5.1 Financial Implications:
Any changes to admission arrangements or patterns may impact on the numbers of pupils at individual schools and therefore individual school budget allocations which are largely driven by pupil numbers.

Finance Officer Consulted: Steve Williams

Date: 06/08/08

- 5.2 Legal Implications:
Section 89 of the School Standards and Framework Act 1998 requires admission authorities to determine before the beginning of the school year, the admission arrangements which are to apply for that year. The determination must be preceded by consultation with the Governing Bodies of Schools within the area of the LA for which the LA is the admission authority, and with neighbouring

admission authorities. Consultation must be completed by 1st March in the year preceding the admission round. Admission arrangements must conform to the Admissions Code which sets out acceptable and unacceptable admission arrangements and priorities. Admission authorities, diocesan authorities, the Admission Forum and parents may refer any admission arrangements that they believe to be contrary to the provisions of the Admissions Code to the Schools Adjudicator.

Lawyer Consulted: Serena Kynaston

Date: 06/08/08

Equalities Implications:

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

Sustainability Implications:

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

5.5 Crime & Disorder Implications:

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

5.6 Risk and Opportunity Management Implications:

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

5.7 Corporate / Citywide Implications:

The allocation of school places affects all families in all parts of the City and can influence where people choose to live. Failure to obtain the desired choice of school can create a strong sense of grievance. The process of expressing a preference and if disappointed, entering an appeal can create intense anxiety for many families in the City. In its first year of operation the new secondary admission arrangements have reduced the number of applicants who did not secure any of their preferred school places, although the proportion of first preferences allocated has reduced slightly

SUPPORTING DOCUMENTATION

Appendices:

1. Secondary Admissions for 2008/9 as of 3rd March 2008.
2. Offers at Secondary School (Year 7) September 2008 as at 30 July 2008.
3. Offers Primary and Infant School (Reception Class) September 2008 as at 30 July 2008.
4. Offers at Junior School (Year 3) September 2008 as at 30 July 2009.
5. Appeal Statistics for Secondary Admissions, correct as of 30 July 2008

Documents In Members' Rooms

1. None

Background Documents

1. None

Appendix 1 – Secondary Admissions for 2008/9 as of 3rd March 2008

Figures in brackets are total number received in that category. No second/third preference data available for 2007/8

School + Admission Number	First Preferences 2008/9	First Preferences 2007/8	Second preferences 2008/9	Second preferences 2007/8	Third preferences 2008/9	Third preferences 2007/8	Directed 2008/9	Directed 2007/8	Total Allocated 2008/9	Total Allocated 2007/8
Blatchington Mill 300	289 (481)	300 (426)	10 (324)	0	1 (200)	0	N/A	N/A	300	300
Cardinal Newman 341	338 (406)	341 (364)	3 (171)	0	0 (211)	0	N/A	N/A	341	341
Dorothy Stringer 308	298 (469)	308 (481)	8 (379)	0	2 (222)	0	N/A	N/A	308	308
Falmer High 211	124 (124)	81 (81)	10 (28)	4	11 (45)	1	33	78	178	165
Hove Park 300	137 (165)	193 (193)	114 (385)	92	49 (270)	11	N/A	N/A	300	300
Longhill 240	229 (235)	240 (278)	11 (61)	0	4 (80)	0	N/A	N/A	244	240
Patcham High 210	126 (126)	120 (120)	20 (73)	27	8 (140)	11	49	52	203	210
Portslade CC 180	136 (137)	118 (118)	29 (56)	4	15 (80)	0	N/A	20	180	142
Varndean 240	168 (190)	174 (174)	117 (489)	66	15 (251)	0	N/A	N/A	300	240
Total	1845 (2333)	1875 (2235)	322 (1966)	193	105 (1499)	23	82	150	2354	2246
%	78.4	83.5	13.7	8.7	4.4	1.0	3.5	6.8		

Appendix 2

Offers at Secondary School (Year 7) September 2008 as at 30 July 2008

Offers Listed by Priority (Not including Cardinal Newman which is a voluntary aided school and applies different admission priorities.)

School	Priority One (Looked After Children)	Priority Two (Exceptional Circumstances)	Priority Three (Sibling Link)	Priority Four (In catchment Area)	Priority Five (out of Catchment Area - other)	Directed
Blatchington Mill	See main report 3.6	See main report 3.6	115	162	2	0
Dorothy Stringer			127	163	3	0
Falmer high			47	90	24	14
Hove Park			83	165	41	0
Longhill			74	152	2	0
Patcham			48	73	27	24
Portslade Community College			57	95	22	0
Varndean			80	174	39	0
Total	5	75	631	1074	160	38

Offers Listed by numbers of preferences

School	No of 1 st preferences	No of 2 nd preferences	No of 3 rd preferences	Directed	Total
Blatchington Mill	297	10	0	0	307
Cardinal Newman	338	3	0	0	341
Dorothy Stringer	302	7	2	0	311
Falmer	144	11	8	15	178
Hove Park	166	90	42	0	298
Longhill	224	10	3	0	237

Patcham	128	18	6	24	176
Portslade Community College	143	24	9	0	176
Varndean	180	110	10	0	300
Total	1922	283	80	39	2324
%	82.7	12.2	3.4	1.7	100

NB Where schools have a higher number of offers than spaces available this will be due to successful appeals or those allocated under the movers in agreement.

Appendix 3

Offers Primary and Infant School (Reception Class) September 2008 as at 30 July 2008

Offers Listed by Priority (This does not include VA schools which apply different admission priorities.)

School	Priority One (Looked After Children)	Priority Two (Exceptional Circumstances)	Priority Three (Sibling Link)	Priority Four (Home to School Distance)	Directed
Balfour	See main report 3.6	See main report 3.6	45	72	0
Bevendean			30	20	2
Carden			21	35	4
Carlton Hill			11	19	0
Coldean			18	23	0
Coombe Road			16	19	4
Davigdor			22	93	0
Downs			44	75	0
Elm Grove			22	38	0
Fairlight			10	25	23
Goldstone			24	39	0
Hangleton			30	59	0
Hertford			21	31	7
Middle Street			10	18	0
Mile Oak			29	55	4
Moulsecoomb			15	24	0
Patcham			44	45	0
Peter Gladwin			8	18	3
Portslade			14	79	25
Queens Park			23	22	0
Rudyard Kipling			15	24	0
Saltdean			25	46	0

St Luke's			41	39	0
St Peter's			3	25	0
Stanford			41	45	0
West Blatchington			17	29	36
West Hove			52	65	0
Westdene			20	40	0
Whitehawk			19	34	15
Woodingdean			23	35	0
Total	8	31	713	1191	123

Offers Listed by numbers of preferences

School	No of 1 st preferences	No of 2 nd preferences	No of 3 rd preferences	Directed	Total
Aldrington	28	0	1	0	29
Balfour	118	8	1	0	127
Bevendean	49	1	0	2	52
Carden	52	2	2	4	60
Carlton Hill	23	3	4	0	30
Coldean	37	2	2	0	41
Coombe Road	32	2	1	4	39
Cottesmore St Mary's	60	0	0	0	60
Davigdor	103	14	3	0	120
Downs	107	8	5	0	120
Elm Grove	53	7	0	0	60
Fairlight	22	8	5	23	58
Goldstone	59	6	3	0	68
Hangleton	69	11	10	0	90
Hertford	47	3	3	7	60
Middle Street	26	2	2	0	30
Mile Oak	82	0	2	4	88
Moulsecoomb	39	0	0	0	39
Our Lady of Lourdes	30	0	0	0	30
Patcham	88	2	0	0	90
Peter Gladwin	25	0	1	4	30
Portslade	72	13	9	25	119
Queens Park	40	3	2	0	45

Rudyard Kipling	34	3	2	0	39
Saltdean	71	1	0	0	72
St Andrew's	59	1	0	0	60
St Bartholomew's	21	5	1	2	29
St Bernadette's	27	3	0	0	30
St John the Baptist	28	1	1	0	30
St Joseph's	14	1	0	6	21
St Luke's	78	7	0	0	85
St Margaret's	26	3	0	0	29
St Marks's	28	2	0	0	30
St Martin's	23	5	2	0	30
St Mary Magdalen's	24	3	3	0	30
St Mary's RC	29	1	0	0	30
St Paul's	29	1	0	0	30
St Peter's	27	1	2	0	30
Stanford	85	4	1	0	90
West Blatchington	36	10	0	36	82
West Hove	110	6	4	0	120
Westdene	61	0	0	0	61
Whitehawk	50	2	1	0	53
Woodingdean	55	4	1	0	60
Total	2176	159	74	117	2526
%	86.2	6.3	2.9	4.6	100

Appendix 4

Offers at Junior School (Year 3) September 2008 as at 30 July 2009

Offers Listed by Priority (Not including St Nicolas which is a voluntary aided school and applies different admission priorities.)

School	Priority One (Looked After Children)	Priority Two (Exceptional Circumstances)	Priority Three (Sibling Link)	Priority Four (Home to School Distance)	Directed
Balfour	See main report 3.6	See main report 3.6	50	45	0
Benfield			16	43	5
Downs			24	104	0
Hangleton			43	49	0
Hertford			6	27	1
Patcham			32	63	0
Somerhill			25	64	0
St Luke's			24	65	0
Stanford			41	50	0
West Blatchington			7	29	6
West Hove			44	74	3
	3	25	312	613	15

Offers Listed by numbers of preferences

School	No of 1 st preferences	No of 2 nd preferences	No of 3 rd preferences	Directed	Total
Balfour	101	0	0	0	101
Benfield	52	8	0	5	65
Downs	123	3	4	0	130
Hangleton	94	1	0	0	95
Hertford	33	0	0	1	34
Patcham	92	3	1	0	96

Somerhill	88	7	0	0	95
St Luke's	89	1	0	0	90
St Nicolas' CE	63	1	0	0	64
Stanford	93	0	0	0	93
West Blatchington	37	0	0	6	43
West Hove	121	1	1	3	126
Total	986	25	6	15	1032
%	95.5	2.4	0.6	1.5	100

Appendix 5

Withdrawn is where a parent/carer has decided not to continue with an appeal. Conceded is where a place has become available from the waiting list for the preferred school so the appeal is discontinued.

Appeal Statistics for Secondary Admissions, correct as of 30 July 2008

Registered	Withdrawn/conceded	Heard	Allowed	Dismissed
188	43	145	38	107

In addition, 7 appeals currently pending (late appeals)

FAITH SCHOOLS

Cardinal Newman

Registered	Withdrawn/conceded	Heard	Allowed	Dismissed
34	0	34	0	34

Appeal Statistics for Junior Admissions, correct as of 30 July

Registered	Withdrawn/conceded	Heard	Allowed	Dismissed
25	7	18	10	8

VOLUNTARY AIDED JUNIOR SCHOOLS

Registered	Withdrawn/conceded	Heard	Allowed	Dismissed
2	0	2	0	2

Appeal Statistics for Infant & Primary Admissions, correct as of 30 July

Registered	Withdrawn/conceded	Heard	Allowed	Dismissed
86	26	60	0	60

VOLUNTARY AIDED PRIMARY SCHOOLS

Registered	Withdrawn/conceded	Heard	Allowed	Dismissed
16	1	15	0	15

