




Brighton & Hove
City Council

Children, Young People & Skills Committee

Title:	Children, Young People & Skills Committee
Date:	17 September 2018
Time:	4.00pm
Venue	Hove Town Hall, Council Chamber - Hove Town Hall
Members:	Councillors: Chapman (Chair), Penn (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Allen, Hamilton, Knight, O'Quinn, Taylor and Wealls
	Voting Co-opted Members: Ann Holt, Amanda Mortensen, Marie Ryan and Karen James
	Non-Voting Co-opted Members: Ben Glazebrook (Youth Works Representative)
Contact:	Greg Weaver Democratic Services Officer 01273 291214 greg.weaver@brighton-hove.gov.uk

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AGENDA

13 PROCEDURAL BUSINESS

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

(b) Declarations of Interest:

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

In each case, you need to declare

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

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

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

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

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

14 MINUTES

7 - 14

To consider the minutes of the meeting held on 18 June 2018.

15 CHAIR'S COMMUNICATIONS

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

16 CALL OVER

- (a) Items (21 - 26) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

17 PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 11 September 2018;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 11 September 2018.

18 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

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

19 PRESENTATION BY PETER CHIVERS

20 OFSTED UPDATE

15 - 20

Contact Officer: Mark Storey
Ward Affected: All Wards

Tel: 1273 294271

21 EARLY HEADLINES STANDARDS AND ACHIEVEMENT IN BRIGHTON AND HOVE SCHOOLS

21 - 30

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

Contact Officer: Mark Storey
Ward Affected: All Wards

Tel: 1273 294271

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

- 22 SCHOOL ADMISSION ARRANGEMENTS 2020/21** **31 - 60**
- Report of the Executive Director for Families, Children & Learning. (Copy attached)
- Contact Officer: Richard Barker* *Tel: 01273 290732*
Ward Affected: All Wards
- 23 TRAVELLER EDUCATION** **61 - 68**
- Report of the Head of Education Standards and Achievements. (Copy attached)
- Contact Officer: Mark Storey* *Tel: 1273 294271*
Ward Affected: All Wards
- 24 HIDDEN CHILDREN** **69 - 84**
- Report of the Executive Director for Families, Children & Learning. (Copy attached)
- Contact Officer: Richard Barker* *Tel: 01273 290732*
Ward Affected: All Wards
- 25 SUPPORTING PEOPLE WITH DISABILITIES INTO EMPLOYMENT** **85 - 90**
- Report of the Executive Director for Families, Children & Learning. (Copy attached)
- Contact Officer: Rachel Carter* *Tel: 01273 294921*
Ward Affected: All Wards
- 26 INSPECTION OF LOCAL AUTHORITY CHILDREN'S SERVICES - BRIGHTON & HOVE 2018** **91 - 110**
- Report of the Executive Director for Families, Children & Learning. (Copy attached)
- Contact Officer: Carolyn Bristow* *Tel: 01273 291288*
Ward Affected: All Wards
- 27 ITEMS REFERRED FOR COUNCIL**
- To consider items to be submitted to the 18 October 2018 Council meeting for information.
- In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting*

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

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

Date of Publication - Friday, 7 September 2018

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

4.00pm 18 JUNE 2018

HOVE TOWN HALL, COUNCIL CHAMBER - HOVE TOWN HALL

MINUTES

Present: Councillor Chapman (Chair)

Also in attendance: Councillor Penn (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Allen, Hamilton, Knight, O'Quinn, Taylor and Wealls

Other Members present: Pinaki Ghoshal, Regan Delf, Jo Lyons, Anna Gianfrancesco, Mark Storey, Carolyn Bristow, Lesley Hurst, Martin Jones, Marie Ryan, Joanna Martindale, Josh Cliff, Monty Anderson, Nick Juba, Debbie Corbridge, Caroline Parker.

PART ONE

1 PROCEDURAL BUSINESS

2 MINUTES

2.1 Jo Lyons to follow up with Ruth, Blatchington Mill, for a response to Councillor Wealls' enquiry regarding the number of A Levels following the merger between Blatchington mill and Hove Park School.

2.2 A clarification added by Martin Jones' scrutiny of 61.12 on page 12.

2.3 **RESOLVED** – That the minutes were an accurate record of the previous meeting.

3 CHILDREN, YOUNG PEOPLE AND SKILLS URGENCY SUB-COMMITTEE

3.1 **RESOLVED** – that the minutes were an accurate record of the previous meeting.

4 CHAIR'S COMMUNICATIONS

5 CALL OVER

6 PUBLIC INVOLVEMENT

(i) Provide Autism Education in Brighton and Hove

6.1 The Committee considered an online petition signed by 824 people, the Chair invited Ms Terri Oatley to present the petition.

6.2 The chair provided the following response:

"We understand that autism is a complex disorder than can lead to great difficulties for children in coping with school. While the City has a good reputation for providing for children

and young people with special educational needs and disabilities, we know there is much to be done to ensure all of our children get the right provision to meet their needs. We want to assure families that we are listening carefully to their experiences and concerns in planning provision for the future.

We have a strong training offer for our schools in the area of autism and 10 of our schools now have achieved the 'Autism Aware' accreditation but we know we need to do more and are increasing our resource for training and support in this area.

In terms of the specific request in the petition to open a new school for children with autism, as you know Local Authorities are no longer legally able to open new schools. All new schools must now be Free Schools or Academies.

However we are committed to opening a new secondary special unit within a mainstream school with 20 places for children with autism to complement our two existing secondary special units for autism at BACA and Hove Park Schools and our primary unit at West Blatchington School. We are currently in negotiation with the National Autistic Society about a partnership to create this new unit which we hope to open in September 2019. Our new special school hub provision also offers highly specialist places for children with autism.

At the next Children, Young People and Skills Committee in the September, there will be a report on the City's plan for developing further our services and provision for children and young people with autism. We are committed to co-production with families and all parent representatives are invited to develop plans and provision with us".

6.3 **RESOLVED** – that the petition be noted.

7 **MEMBER INVOLVEMENT**

(i) There were none.

8 **PRESENTATION BY NICK JUBA - POST 16 EDUCATION AT MET COLLEGE AND WIDER CITY REGION**

8.1 Mr Juba gave a brief overview of the amount of people engaged in further education. He referred to various statistics to highlight the growing success as a result of implementing and providing more funding. It was noted that this was still not as well funded as other programs. An in depth overview of the current status of colleges was given, including details regarding campuses, students, recommendations, finance and resources. Noted projects that had been built such as the new construction site for onsite training were highlighted. Engagement with upcoming challenges such as industrial strategy, Brexit, technology and demography was emphasised.

8.2 Mr Jones, Parent Governor Representative, noted that focus on special educational needs students seemed to have diminished, he enquired if this had been addressed.

8.3 Mr Juba responded by stating that efforts to engage a wide range of groups including special educational needs were made. It was further stated that senior officers were to be consulted in regards to further discussions on engagement.

- 8.4 Councillor Allen welcomed the presentation. It was remarked that this alternative route was under appreciated and deserved more recognition.
- 8.5 Mr Juba stated that only 4 in 10 people attend university.
- 8.6 Councillor O'Quinn enquired more information on the 9 million pound investment for the building of the department.
- 8.7 Mr Juba stated that 9 million from Coast to Capital provided funding to rebuild half of the site on Wilson's Avenue, specifically 3000 square meters for construction and engineering. Around 1500 tradesmen had been trained there and 150 apprentices had so far studied on site.
- 8.8 Councillor Taylor emphasised that this was a viable alternative for future generations and was a welcome challenge to the current view of vocational qualifications.
- 8.9 Ms Martindale stated that the element of choice was important and should be maintained. She enquired what the role of the Met was in supporting first ex-community learning.
- 8.10 Mr Juba stated that the Met did not provide a-level qualifications and that use of the accord for 16 and over was necessary. It was further stated that work with adults was high however more could be done.
- 8.11 **AGREED** – that the presentation was noted.

9 SCHOOL OFSTED PRESENTATION

- 9.1 The Head of Education, Standards and Achievement, gave a brief overview of the Ofsted Update and highlighted various information taken from 11 visits. It was noted that Queen's Park, Dorothy Stringer, St Mary's remained good and Tarnerland was outstanding. Brackenbury required improvement. Carlton Hill, the Connected hub remained good, Hangleton and Mile Oak were awaiting judgements due to being subjected to section 5 inspections. It was further stated that 2 monitoring visits took place and that no new grade was alluded to at this stage.
- 9.2 Councillor Wealls requested officer's remarks on the reasons for low attainment of outstanding judgements in Brighton. He further noted that it appeared that BHCC favoured non disadvantaged schools.
- 9.3 The Executive Director - Families Children & Safeguarding, stated that some schools were judged to be outstanding from inspections from 3 different frameworks ago, current schools were unable to maintain the requisite standards expected from the new framework.
- 9.4 The Assistant Director Education & Skills, clarified that there was a wider range between schools at the bottom to the top end of the spectrum. It was noted that there were many outstanding schools, however focus across the board needed to be maintained.
- 9.5 The Head of Education Standards and Achievement stated that due to the technicalities in the Ofsted inspection process; an outstanding judgement was not possible to be attained on the day. He further clarified that it was not possible to speculate on the exact reason for the results.

- 9.6 Councillor Penn stated that the public's understanding of data and the resulting assumption was key, she gave by way of example; the conditions and technical measures under which a judgement of outstanding by Ofsted had changed and that it could be misleading to report on outstanding schools due to the change in metrics where it had been easier to attain in previous years.
- 9.7 Councillor Phillips enquired if the if the result on Brackenbury was expected, she further enquired if Hangleton and Mile Oak were expected to receive the same result.
- 9.8 Head of Education Standards and Achievement clarified that the Brackenbury response was expected however a firm response in regards to Hangleton and Mile Oak could not be commented on, it was further noted that Brackenbury had a anew head-teacher and that the governance had changed.
- 9.9 Councillor O'Quinn stated that she was pleased with the current status of the Connected Hub
- 9.10 Mr Jones stated that it was necessary for schools who had received a judgement of outstanding to be mentioned.
- 9.11 Councillor Taylor requested that Brackenbury be brought to the next meeting. It was stated that the report showed that people were not reaching their full potential, assurances were requested that people were being challenged,
- 9.12 The Head of Education Standards and Achievement stated that there was a lot of feedback taken from inspections. It was further noted that there was no particular pattern of mal-education or lack thereof across the City.
- 9.13 Ms Mortensen, Parent Governor Representative, stated that it was an error to imply that a judgement of outstanding could not be achieved within 1 day. She further enquired what local authorities outside of Brighton were doing I response to this.
- 9.14 The Head of Safer Communications stated that many improvement plans were being undertaken.
- 9.15 The Head of Education Standards and Achievements stated that the framework changed towards the end of 2017, it was stated that it was technically possible to achieve a judgement of outstanding in 1 day, however this was highly unusual. A brief overview of what can happen following an inspection on 1 day was provided.
- 9.16 The Chair stated there were a vast majority of schools attaining good judgements and a good percentage of schools currently standing as good or outstanding. The Chair concluded that Brighton was above the national average.
- 9.17 **RESOLVED** – that the report be noted.

10 ADDITIONAL INVESTMENT IN SERVICES FOR YOUNG PEOPLE

- 10.1 The Head of Service-Early Years Youth & Family Support, introduced Monty Anderson to the panel, who was a member of a cross party working group and stated that there was a noticeable hostility toward Councillors by the youth.

- 10.2 The Head of Service – Early Years Youth & Family Support stated that all organisations could apply, it was noted that the process had been agreed and hoped the application would be agreed by Autumn. It was further noted that 2 SEND people would be recruited as advisers to other groups.
- 10.3 Councillor Brown referred to 3.17 regarding unaccompanied asylum seekers and noted that this was good for integration. She further noted the positivity of engaging young people. She further stated that simple process for funding needed to be promoted.
- 10.4 The Assistant Director – Health SEN and Disabilities, stated that the money had provided a welcome uplift for the project which attained a positive outcome. It was further noted that early discussions had taken place on how the money would be appropriate although a date had not yet been set.
- 10.5 The Head of Service – Early Years Youth & Family Support stated that various alternative methods of engagement, rehabilitation and therapy were being attempted including a fortnightly drop in, equine therapy, sewing projects, projects surrounding photojournalism, table tennis tournaments and walks by Devil's Dyke.
- 10.6 The Integrated Team for Families Manager, stated that a framework that would outline all issues was being prepared. It was noted that various groups were being consulted. 14 people across 7 youth groups including other groups were part of the consultation.
- 10.7 Councillor Penn stated that mental health issues were established early on and recommended mental health support to be included in consultations to make this more inclusive.
- 10.8 Councillor Wealls referred to 3.15 and enquired if gap analysis had taken place and if this had been passed on to people being recruited.
- 10.9 The Head of Service – Early Years Youth & Family Support noted that BHCC was able to use 90 thousand pounds, it was noted that a report was due to be published later in the year with a full analysis on this.
- 10.10 Mr Mortensen referred to 3.3 and noted the positive prospect of extended day options. She enquired if surplus finances would be carried over and not lost, she further enquired how the coordinator role would be funded.
- 10.11 The Assistant Director – Health SEN & Disabilities stated learning disability hubs were due to begin in January, she assured the Committee that the existing money leftover would not be lost.
- 10.12 The Head of Safeguarding & Performance, stated that there was a rise in criminal exploitation of young people in regards to drug running, it was noted that data and figures were not yet available and that money would also be used to increase the focus on early prevention levels in schools
- 10.13 Mr Cliff, Youth Council representative, stated that no significant events had occurred however that ongoing situation would be addressed

- 10.14 Mr Jones stated that SEND had inspected hubs however engagement between hubs and young people was low. He enquired to what extent the SEND strategy was being engaged with in the report.
- 10.15 The Assistant Director – Health SEN & Disabilities stated that SEND was a part of the process being developed for the 2019 strategy and that a review of the strategy was currently being carried out.
- 10.16 Ms Martindale stated that bus travel had been reduced. Reference was made to the positive projects being undertaken by the Hangleton and Knoll Project despite lack of building space, a youth bus was being developed which would otherwise had been impossible to build without the additional funding.
- 10.17 Councillor O’Quinn noted the positive discussion regarding the cross policy review.
- 10.18 **RESOLVED** – that the committee approved the report

11 BRIGHTON & HOVE YOUTH JUSTICE STRATEGY

- 11.1 The Head of Safeguarding & Performance gave a brief overview of the Brighton & Hove Youth Service Strategy, it was noted that of the number of children in the criminal justice system there was a reduction in the number of court disposals, the rate of re-offenders was discouraging. It was noted that all teams were working with young people and Sussex Police with a view to mitigating the risk of young people from falling in to the criminal justice system. She concluded that results were overall positive however a number of children in the City remained at risk of exploitation.
- 11.2 Councillor Brown emphasised the necessity of prevention work and noted BHCC being 2nd lowest rank as positive. She further stated that it appeared that the re-offending rate was decreasing.
- 11.3 Councillor Wealls praised the work being carried out.
- 11.4 Mr Jones echoed the praise being given and stated that an increase in the number of people in care was positive. He further stated that it appeared the small group of people were re-offending were prolific and enquired if this was being addressed
- 11.5 The Assistant Director – Health SEN & Disabilities agreed that the frequency rate of re-offence was an issue, she emphasised the necessity of engaging with children and offenders.
- 11.6 Councillor Penn enquired on the status of the management of multiagency approach
- 11.7 The Assistant Director – Health SEN & Disabilities stated that the Ambit model was used to help look at how various systems engaged with each other. It was further noted that BHCC had worked with Sussex Partnership trust and that 24 people from SPMT to be trained in the Ambit model with the outlook to train colleagues within their own department. She further noted that there was efforts to help build on the relationship model across children and families and that this method was exportable. She concluded that this support could bridge the gap in timescales.
- 11.8 **RESOLVED** - That the Committee approved the Youth Justice Strategy for Brighton & Hove 2018-19.

12 FAMILIES, CHILDREN & LEARNING ANNUAL REPORT 2017/18 AND LOOKING FORWARD

- 12.1 The Committee considered a brief presentation on the Families, Children and Learning Annual Report 2017/2018 by the Service Manager – Directorate Policy & Business Support. It was noted that efforts had been made to highlight various different types of information such as adult services that were provided through the directorate and focusing on key pieces of work such as the move the whole family approach. A light touch animated version of the report was to be published later in the month; also that supplementary content was to be provided such as articles and blogs.
- 12.2 Ms Mortensen enquired how the gap was focused on.
- 12.3 The Service Manager – Directorate Policy & Business Support stated that over half the schools had been through the Poverty Proofing Audit, it was further noted that this carefully planned process was implemented well due to positive engagement.
- 12.4 Mr Jones queried the format of the report; he stated that it was best to provide positive information in a format that did not include pictures.
- 12.5 The Service Manager – Directorate Policy & Business Support stated that many forms of providing information had been explored
- 12.6 The Chair stated support for the format provided.
- 12.7 Councillor Phillips stated referred to the 2 conflicting issues highlighted on page 77 in regards to future plans. It was noted that a strategy to overcome the issues posed would have been welcome. She further noted that the bullet points provided no response to each other.
- 12.8 The Service Manager – Directorate Policy & Business Support agreed to look at this with a view to decide what steps would be taken in future,
- 12.9 Councillor O'Quinn referred to page 76 and praised the achievement. She noted that an increase in house foster carers was important and that overall faith in the system and social workers remained positive.
- 12.10 Councillor Brown echoed Martin Jones' concerns regarding the format of the report. She stated that she was pleased with the challenges and agreed with Councillor Phillips' request for measures to be taken.
- 12.11 **RESOLVED** - That committee note the report.

13 YOUTH SERVICE UPDATE AND USE OF HOUSING REVENUE ACCOUNT FUNDING

- 13.1 The Head of Service – Early Years youth & Family Support gave a brief overview of the Youth Service Update and Use of Housing Revenue Account Funding, it was stated that an effort was made to report how funding was used. Feedback regarding the level of detail was requested.

- 13.2 Councillor Brown stated she looked forward to the participation of Council tenants in future and wondered the Arc project had taken place yet. She noted various that various awards were not available and enquired about the possibility of any further external funding.
- 13.3 The Head of Service – Early Years youth & Family Support confirmed that the Arc project was delayed. It was stated that funding had already been achieved and that a search for other revenue streams for access to arts council funding.
- 13.4 Mr Jones enquired if youth services were no longer needed due to their status and further enquired as to the reason for the gap in funding and if it had been addressed.
- 13.5 The Head of Service – Early Years youth & Family Support stated there was a reduction of youth services during the re-commissioning process. She confirmed an additional 90 thousand pounds was to be agreed in consultation with the cross party youth working group. It was clarified that a process was being structured to provide a process for providers to apply.
- 13.6 Mr Jones further enquired if there was a possibility for application of funding for providers that had been previously had been left behind by the re-commissioning process.
- 13.7 The Head of Service – Early Years youth & Family Support clarified that the process was still ongoing; she noted that the intention was for a wider range of providers to be able to apply including existing youth providers.
- 13.8 **RESOLVED** – that the following recommendations be agreed:
- 1) That the Committee note the report.
 - 2) Agree that a progress report is considered by the Committee in June 2019.

14 ITEMS REFERRED FOR COUNCIL

The meeting concluded at 18:13pm.

Signed

Chair

Dated this

day of

Ofsted update 24 July 2018

Schools inspected since last committee 2018

School	Date of Inspection	OE Grade	Previous grade
Full inspections			
Brackenbury Primary School	9/05 & 10/05/18	3	2
Carlton Hill	16/05/18	2	2
The Connected Hub	17/05/18	2	2
Hangleton Primary School	6/06 & 07/06/18	2	-
Mile Oak Primary School	6/06 & 07/06/18	3	2
Brunswick Primary School	27/06 & 28/06/18	2	2

Snapshot from 24 July 2018

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary	90.4	87.2	89.3	15.4	18.4
Secondary	90	75.8	92.1	0	22.3
Special	83.3	91.9	90.7	33.3	38.1
Colleges	100			-	
PRUs	100	83	100	0	17
All Schools (not colleges)	90.3	85.8	90.5	16.7	20.7

National figures as at June 2018

Overview of Early Years Ofsted inspections

- Ofsted inspect registered settings identified as
 - Childcare on domestic or non-domestic premises (111 settings)
 - Childminders (134)
- 97% were judged good or outstanding in Brighton & Hove compared to 94% in England and 95% in the South East (March 2018)
- 31% outstanding (B&H), 22% (South East) and 18% (England).
- Since March 2018:
 - one setting has moved from good to outstanding
 - one setting has moved from outstanding to requires improvement

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

	Outstanding %	Good %	Requires improvement %	Inadequate %
England	18	76	5	1
SE	22	73	4	1
Brighton & Hove	31	66	2	0

EY Ofsted inspections since April 2018

Setting	Date of Inspection	Grade	Previous Grade
Brighton Unemployed Centre Families Project Playroom	12/04/2018	2	2
Happy Days	12/04/2018	2	n/a
Saltdean Pre-School	26/04/2018	2	2
Fizzy Fish Pre-School	03/05/2018	2	n/a
Little Earthworms	21/05/2018	2	2
Growing Up Green (2)	16/05/2018	1	2
Acorn Nursery (Council)	16/05/2018	2	2
Young Friends Nursery	07/06/2018	1	1
Wonder Years	19/06/2018	2	2
Roundabout (Council)	25/06/2018	1	1
Little Ducklings	02/07/2018	3	1
Gingerbread Day Nursery	09/07/2018	2	n/a

Roundabout Nursery

“Children make excellent progress in this exceptionally welcoming, inclusive nursery. Staff are highly sensitive to children's individual circumstances and developmental needs. All children, including those who have special educational needs (SEN) and/or disabilities, benefit from extremely well-targeted and highly effective support.”

<https://www.brighton-hove.gov.uk/content/press-release/ofsted-%E2%80%98hat-trick%E2%80%99-roundabout-nursery>

Subject:	Early Headlines: Standards and Achievement in Brighton & Hove Schools and Colleges, 2017 - 2018		
Date of Meeting:	17th September 2018		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Mark Storey	Tel: 01273 294271
	Email:	<u>Mark.Storey@brighton-hove.gov.uk</u>	
Ward(s) affected:	All		

1.0 PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report outlines the early headlines of the results of the national tests in summer 2018. Not all results are published and validated yet so this report contains provisional data. There will be a more detailed report produced later in the academic year which will include the achievement of vulnerable groups in the city and more information on progress.
- 1.2 This year has seen significant changes to key stage four and key stage five qualifications arrangements. This means that the results from this year cannot necessarily be compared with previous years. Also at this point the national comparators for key stage four and five performance have not been published by the Department for Education.

2.0 RECOMMENDATIONS:

- 2.1 That the Committee notes the Early Headlines Standards and Achievement Report for the academic year 2017 – 2018.

3.0 CONTEXT/ BACKGROUND INFORMATION

3.1 School Effectiveness – snapshot July 2018

- 3.2 The percentage of schools judged to be good or outstanding in the city is 90.3% in summer 2018, above the national average of 85.8%. The percentage of pupils attending a school judged to be good or outstanding at the end of the summer term was 90.5%. There are seven schools in the city that are judged to require improvement, three fewer than this time in summer 2016. There are no schools judged to be inadequate.

3.3 Key Stage Summary

3.4 Early Years Foundation Stage Profile – Age 4 to 5 (end of Reception year)

3.5 Good Level of Development

3.6 Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- The early learning goals in the specific areas of mathematics and literacy.

3.7 Table 1:

EYFSP Good Level of Development	2014	2015	2016	2017	2018
NCER Emerging National*	60.4%	66.3%	69.3%	70.7%	71.5%
NCER Year on Year Change	N/A	+5.9%	+3.0%	+1.4%	+0.8%
Brighton & Hove	60.1%	64.7%	66.2%	69.4%	72.6%
B&H Year on Year Change	N/A	+4.6%	+1.5%	+3.2%	+3.2%

**NCER (National Consortium for Examination Result) is a community interest community led by Local Authorities, which provides analysis tools enabling early National Proxy benchmarking*

3.8 72.6% of pupils achieved a good level of development (GLD) in the Early Years Foundation Stage Profile. This is 3.2 percentage points more than last year. Brighton and Hove are above the emerging national percentage for the first time since the revised framework was introduced in 2014.

3.9 Table 2: Areas of learning

EYFSP	% At Least Expected in Area of Learning	2017	2018
Brighton & Hove	Cohort	2,783 -68	2,656 -127
	Communication & Language	81.5% +2.2%	82.6% +1.1%
	Physical Development	87.7% +1.0%	88.5% +0.8%
	Personal, Social & Emotional Development	85.7% +1.5%	86.1% +0.4%
	Literacy	73.0% +2.0%	75.0% +2.0%
	Maths	80.1% +1.1%	81.6% +1.5%
	Understanding the World	86.8% +0.4%	88.0% +1.2%
	Expressive Arts & Design	90.3% +1.0%	91.6% +1.3%
NCER Emerging National	Communication & Language	82.1% +0.5%	82.4% +0.3%
	Physical Development	87.4% -0.1%	87.3% -0.1%
	Personal, Social & Emotional Development	85.2% +0.4%	85.2% 0.0%
	Literacy	72.8% +0.7%	73.3% +0.5%
	Maths	77.9% +0.5%	78.3% +0.4%
	Understanding the World	83.6% +0.4%	83.9% +0.3%
	Expressive Arts & Design	86.7% +0.4%	87.1% +0.4%

3.10 Pupils achieved highest in the Expressive Arts and Design area of learning, with 91.6% of pupils achieving the expected level. The lowest outcome was in Literacy, with 75% of pupils achieving the expected level. This is a 2 percentage point increase on the 2017 literacy outcome. The outcome for Communication and Language has increased by 1.1 percentage points.

3.11 Year 1 Phonics Screening Check (age 6)

Year 1 Phonics % Achieving the Expected Standard	2016	2017	2018
NCER Emerging National	80.6% +3.8%	81.2% +0.6%	82.5% +1.3%
Brighton & Hove	79.5% +4.3%	78.1% -1.4%	82.7% +4.6%

3.12 82.7% of year 1 pupils achieved the expected standard in the phonics screening check in 2018. This is an increase of 4.6 percentage points from last year and is in line with the emerging national figure for the first time since the check was introduced.

3.13 Year 2 Phonics Screening Check

3.14 By the end of year 2, 90.4% of children (provisional data) had achieved the expected standard (including retakes of those who did not meet it in year 1 and checks for new pupils with no year 1 result). This is a 1.2 percentage point increase on 2017 although the DfE pupil matching may not reflect the more accurate local analysis.

3.15 There is no national benchmark data available until the statistical release is published in the autumn term 2018.

3.16 Key Stage 1 outcomes (seven year olds)

3.17 2018 is the third year of tests for 7 year olds in the 'new' National Curriculum, introduced in 2014.

3.18 Brighton and Hove outcomes for the proportion of pupils achieving the expected standard, are below the emerging national proxy figure from NCER* for 2018 in reading, in writing and in maths.

3.19 Table 3:

KS1		Subject	2016	2017	2018
% Pupils Achieving the Expected Standard	Brighton & Hove	Reading	74.8% -	76.1% +1.3% pts	74.2% -1.9% pts
		Writing	66.6% -	68.7% +2.2% pts	68.6% -0.1% pts
		Maths	73.9% -	74.8% +0.9% pts	75.6% +0.8% pts
		RWM	60.2% -	63.4% +3.2% pts	63.5% +0.1% pts
	NCER Emerging National	Reading	74.0% -	75.6% +1.5% pts	75.5% -0.1% pts
		Writing	65.5% -	68.2% +2.7% pts	69.9% +1.8% pts
		Maths	72.6% -	75.1% +2.5% pts	76.1% +1.0% pts
		RWM	60.3% -	63.7% +3.4% pts	65.4% +1.7% pts
% Pupil Achieving Greater Depth	Brighton & Hove	Reading	25.6% -	24.8% -0.7% pts	24.8% -0.0% pts
		Writing	13.0% -	13.5% +0.5% pts	12.9% -0.6% pts
		Maths	18.0% -	18.0% -0.0% pts	18.5% +0.5% pts
		RWM	8.7% -	8.7% +0.0% pts	8.8% +0.1% pts
	NCER Emerging National	Reading	23.6% -	25.2% +1.7% pts	25.6% +0.4% pts
		Writing	13.3% -	15.6% +2.3% pts	15.9% +0.2% pts
		Maths	17.8% -	20.5% +2.7% pts	21.8% +1.3% pts
		RWM	8.9% -	11.0% +2.0% pts	11.7% +0.7% pts

**NCER (National Consortium for Examination Result) is a community interest community led by Local Authorities, which provides analysis tools enabling early National Proxy benchmarking*

3.20 Key Stage 2 outcomes (11 year olds)

3.21 This was the third year of the new, more challenging national curriculum 2014 new tests and interim frameworks for teacher assessment. Figures for 2018 are comparable to 2016 and 2017.

3.22 Year six pupils sat tests in maths, reading and grammar spelling and punctuation (GPS). Writing was teacher assessed and moderated at LA level. Each child was given a scaled score for each of the subjects. A score of 100 means that a pupil has 'met age related expectations'. Schools are being measured on the percentage of pupils that achieved an age related score of 100 or more.

3.23 There are also progress scores in reading, writing and maths, but currently these are provisional and subject to change. Progress is part of the floor standard and coasting definition but the DfE will not confirm these thresholds for 2018 results until the autumn.

3.24 Summary

3.25 Overall schools in the city have outperformed the national results by three percentage points. 67% of pupils attained the new benchmark standard in reading, writing and mathematics against the national of 64%.

3.26 There have been increases in attainment in 2018 and the city is matching or exceeding national attainment levels in all areas apart from Grammar, punctuation and spelling (GPS):

3.27 Table 4:

Key Stage Two		Brighton & Hove			National		
		2016	2017	2018	2016	2017	2018
% pupils achieving expected standard	Reading	75%	77%	79%	66%	72%	75%
	Grammar, punctuation and spelling (GPS)	75%	78%	77%	73%	77%	78%
	Writing	76%	78%	80%	74%	76%	78%
	Maths	70%	75%	76%	70%	75%	76%
	Reading, Writing & Maths	58%	64%	67%	53%	61%	64%

3.28 *Reading*

Brighton and Hove reading results are above national average.

3.29 *Maths*

In maths city schools were in line with the national of 76%.

3.30 *Writing*

In writing city schools were two percentage points above the national average. Writing is judged by teacher assessment and the LA had a statutory duty to moderate a number of schools to verify judgements and check process, which it completed.

3.31 *Grammar, punctuation and spelling (GPS)*

In GPS the city schools were one percentage below the national of 78%.

3.32 **Underperforming schools**

3.33 The DfE will not confirm the floor standards and coasting definition for 2018 results until the autumn and will not confirm whether schools have met the coasting definition or were below the floor standard until December when finalised results are released in their performance tables.

3.34 Until this information has been published we can only postulate which schools will be judged to be 'below the floor standard' or 'coasting', and require intensive support and challenge.

3.35 Eighteen schools had combined attainment below national and so we will be exploring the results of these schools further. Using last year's thresholds and provisional progress results the indication is one school may be below the floor standard and one school may meet the coasting definition.

3.36 All schools which may be coasting or below floor targets already have plans to improve that are monitored by a school improvement board.

3.37 Key Stage Four – GCSE results (16 year olds)

3.38 This year new GCSEs have been introduced for a further 20 subjects including most sciences, geography, history and modern foreign languages, which count towards the English Baccalaureate. These reformed GCSEs were awarded grades 9 to 1, where 9 is the top grade. Grade 4 is called a standard pass and Grade 5 is a strong pass. Grade 5 is positioned between the old Grade C and B.

3.39 Last year the government adjusted Attainment 8 by converting A*-G grades to number grades as part of the transition to the new 9-1 grades in the reformed GCSEs.

3.40 Provisional results shared by schools indicate Attainment 8 is 47.9 and has improved on last year's result of 46.8 although these figures are not directly comparable. Results in English and maths are stable.

3.41 All schools will continue to be measured on Progress 8 based on how much progress students make from where they start in Year 7 to when they complete their exams at the ends of Year 11 compared to the national average. This will not be released until mid-October.

3.42 Table 5:

Brighton & Hove GCSE results		2017	2018 Provisional
Pupils		2,197	2,170
Attainment 8		46.8	47.9
% achieving 'standard pass' grade 4 or above	English and maths	68%	68%
	English	79%	78%
	Maths	72%	73%

3.43 At this point there is no national picture and so appropriate comparisons to evaluate these results and make secure judgements cannot be made. National figures will be released in mid-October.

3.44 At a future CYPS committee we will report on progress and outcomes for disadvantaged and other groups when this data is available.

3.45 Key Stage Five - A level results (age 18)

3.46 Table 6:

Provisional A level results 2018		Brighton & Hove	National (JCQ* benchmark)
Entries		5108	-
% of entries graded	A*-A	34.3%	26.2%
	A*-B	61.6%	52.7%
	A*-C	84.0%	76.8%
	A*-E	98.7%	97.6%

* Joint Council for Qualifications.

3.47 National Results

3.48 Nationally, the A level pass rate (A*-E) has fallen slightly from 97.9% to 97.6%, whilst the proportion of A* and A grades was 26.2%, which is no change from the previous year.

3.49 This year's pattern is a slight decrease across most grade measurements. The A* - B pass rate is 52.7% and A*-C is 76.8%.

3.50 The 2018 results feature a continuing rise in linear A levels, as these are being phased in over a two year period. A-levels being linear rather than modular means that grades will be awarded on an end-of-course exam, instead of modules taken throughout the course.

3.51 AS levels are "decoupled" from being part of A-levels as part of these reforms, so that they are stand-alone qualifications. This year's figures show an 84% drop in AS Level entries.

3.52 Brighton & Hove

3.53 Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A*-B (61.6%), A*-C (84.0%) grades. The overall pass rate (A*-E) is also above national.

3.54 Around 86% of A Level entries in the city were from the two sixth form colleges, which can be broken down into around 66% at BHASVIC and around 20% at Varndean College. The remaining 14% of entries were from the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with the majority of these from Cardinal Newman.

3.55 For 2017/18, there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is 61.6%, well above the provisional national average figure of 52.7% and above the Brighton result for the previous year (58.8%).

3.56 The proportion of all entries achieving a pass grade rose slightly to 98.7% from 97.9%, and is above the provisional national average.

3.57 Looking ahead

3.58 The provisional headline results for 2018 suggest that Brighton & Hove will be in line with or above the national figures for almost every key stage. As more national data is released and schools undertake their own analysis, a clearer picture will emerge and we will be able to analyse the performance of vulnerable groups. School Partnership Advisers from the Standards and Achievement Team will be visiting every school to discuss the outcomes and plan next steps. A priority for 2018 is to continue the further development of schools supporting schools and partnership working that will enable further improvements to be made.

4.0 COMMUNITY ENGAGEMENT & CONSULTATION

4.1 The data will be shared with all school leaders and with governors.

5.0 CONCLUSION

5.1 Initial provisional outcomes look positive, but more detailed analysis and the publication of results in the next few months will enable more focused action to be taken.

5.2 There will be a more detailed report later in the year that analyses results for vulnerable groups and the validated data in more detail.

6.0 FINANCIAL & OTHER IMPLICATIONS:

6.1 Financial Implications:

There are no direct financial implications within the report. Schools have delegated budgets and must use these in order to achieve the best outcomes for their pupils, which include their key stage exam results.

Finance Officer Consulted:

Date:

6.2 Legal Implications:

Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the committee as to how the Council is seeking to fulfil this duty.

Lawyer Consulted:

Serena Kynaston

Date: 28/08/2018

6.3 Equalities Implications:

Brighton & Hove schools are committed to the success of every pupil and target resources at the most vulnerable.

6.4 Sustainability Implications:

High achieving pupils and successful schools will contribute to the aims of Equity & Local Economy and Health & Happiness.

Subject:	School Admission Arrangements 2020/21		
Date of Meeting:	17 September 2018 and 14 January 2019		
Report of:	Pinaki Ghoshal – Executive Director of Families, Children & Learning		
Contact Officer:	Name:	Richard Barker	Tel: 01273 290732
	Email:	Richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report details the proposed school admission arrangements for the city's schools, for which the Council is the admission authority, for the academic year 2020-21. The committee will be asked to agree to consult on these proposals and will then receive a further report in January 2019 seeking determination of the arrangements. It is proposed that the admission arrangements will remain unchanged except for the proposals detailed below.
- 1.2 When changes are proposed to admission arrangements, all admission authorities must consult on those arrangements that will apply. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.
- 1.3 Local Authorities must also set out schemes for co-ordinated admissions, including key dates in the admission process, and also the arrangements for consultation with own admission authority schools in the city and with other local authorities. They also establish the area (the "relevant area") within which the admission consultation should take place.

2. RECOMMENDATIONS:

- 2.1 That the Committee agree to undertake a consultation on the proposed changes to the school admission arrangements for 2020-21 as detailed in this report namely:-
- (i) Amending the admission priorities which will apply in the event of oversubscription to include children who have been in state care outside of England and have ceased to be in state care as a result of being adopted, within the definition of looked after and previously looked after children
 - (ii) Agreeing to make no change to the "relevant area".

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The School Admissions Code sets out who must be consulted when changes are proposed to school admission arrangements. They include parents of children between the ages of two and eighteen, other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions, all other admission authorities within the relevant area and any adjoining neighbouring local authorities where the admission authority is the local authority.
- 3.2 The consultation takes place approximately 18 months in advance of the school year in which pupils will be admitted under the proposed arrangements. The consultation papers for the 2020/21 admission year for the City of Brighton & Hove are attached as appendices to this report.
- 3.3 Local Authorities must also set out schemes for co-ordinated admissions, including key dates in the admission process, and also the arrangements for consultation with own admission authority schools in the city and with other local authorities. They also establish the area (the “relevant area”) within which the admission consultation should take place.
- 3.4 The School Admissions Code states that the consultation process must take place between 1 October 2018 and 31 January 2019 and must be for a minimum of six weeks. The Council must determine its admission arrangements for 2020/21 by 28 February 2019.

Admission Priority

- 3.5 Admission authorities are currently required to give highest priority to looked after children and all previously looked after children. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). On 4 December 2017, the Rt Hon Nick Gibb, Minister of State for School Standards wrote to admission authorities to encourage them to introduce a change in their admissions policies so as to give children who have been in care overseas the second highest priority.
- 3.6 The letter informed admission authorities that, when the opportunity arises, the intention would be to make further changes to the School Admissions Code to ensure that adopted children who were previously in care outside of England also received the highest priority for admission into school.
- 3.7 No change to the School Admission Code has yet been made however the DfE has provided further advice on 6 August 2018 reaffirming the Minister’s wish that Local Authorities introduce oversubscription criteria to give these children [second highest priority] for admission to school. It is proposed to exercise discretion and respond to the encouragement provided by the Minister by amending the Council’s first admission priority to include adopted children previously in care outside of England within the definition of looked after children and previously looked after children.

- 3.8 The DfE have suggested that the following criteria be adopted: “Children who appear to the admission authority of the school to have been in state care outside of England and ceased to be in state care as a result of being adopted” with a further qualification that a child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.
- 3.9 The Council proposes to be mindful of this advice within the definition of the highest priority.

Relevant Area

- 3.16 The relevant area is currently defined as the area within the Brighton and Hove city boundaries and no change is proposed to this definition for September 2020.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The Council could propose to make no change to its current admission arrangements. There has been no change to the School Admission Code and therefore the Council’s current priority in relation to children in the care of a local authority and previously looked after children is compliant.
- 4.2 This is not in the spirit of the request of the Minister of State for School and does not recognise that children who were previously in care outside of England should be on an equal footing as those in England for the purpose of admission to school.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 This report proposes that a public consultation on the proposals outlined is undertaken in line with the requirements of the School Admissions Code.

6. CONCLUSION

- 6.1 It is proposed that the existing admission arrangements are amended to give pupils who are adopted after being previously looked after outside of England the same priority as those children previously looked after in accordance with the Adoption Act 1976 and the Adoption and Children Act 2002.
- 6.2 It is proposed to make no further changes to admission arrangements and to undertake a public consultation with the results and final recommendations coming back to this committee in January 2019.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

Schools are funded via a local authority formula, which is largely based on pupil numbers (based on their October census for the following financial year) and

other elements for deprivation, attainment, lump sum and other premises allocations. School admission arrangements will directly affect the number of pupils each school will have, at each October census, and this will therefore affect the overall budget available to them.

Finance Officer Consulted: Andy Moore

Date: 27/07/18

Legal Implications:

- 7.1 Section 88C of the School Standards and Framework Act 1998 and the School Admissions (Admissions Arrangements and Co-ordination of Admission Arrangements) Regulations 2012 require admission authorities to determine their admission arrangements annually. Arrangements must be determined 18 months in advance of the academic year to which they apply.
- 7.2 Where changes are proposed to admission arrangements the admission authority must first publicly consult on those arrangements. The School Admissions Code 2014 states that consultation must be for a minimum of six weeks and must take place between 1 October and 31 January of the school year before those arrangements are to apply. The admission arrangements must be determined by 28 February 2018.
- 7.3 The 1998 Act also requires local authorities to establish a relevant area in which admission authorities must consult regarding their admission arrangements. The Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999 requires local authorities to consult on these proposals every two years.

Lawyer Consulted:

Serena Kynaston

Date: 29/08/18

Equalities Implications:

- 7.4 An equality Impact Assessment has not been carried out. It is not expected that the proposed changes will result in a significant impact for those with protected characteristics.

Sustainability Implications:

- 7.5 There are no sustainability implications as a result of the proposals in this report.

Any Other Significant Implications:

- 7.6 None

SUPPORTING DOCUMENTATION

Appendices:

1. Various implications
2. Published Admission Numbers for Primary and Secondary schools.
3. Admission arrangements and priorities for community primary and secondary schools
4. Coordinated scheme of admissions – primary.
5. Coordinated scheme of admissions – secondary.
6. Coordinated scheme of admissions – in year arrangements

Documents in Members' Rooms

None

Background Documents

None

Crime & Disorder Implications:

- 1.1 None

Risk and Opportunity Management Implications:

- 1.2 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.

Public Health Implications:

- 1.3 None

Corporate / Citywide Implications:

- 1.4 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. Admission arrangements together with school place planning are framed in such a way as to be mindful of supporting the needs of communities.

Appendix 2

Primary Admissions Numbers 2020/21	Planned Admission No. 2020-21
Name of School	
Aldrington CE Primary	60
Balfour Primary	120
Benfield Primary	60
Bevendean Primary	60
Bilingual Primary	90
Brunswick Primary	120
Brackenbury Primary	30
Carden Primary	60
Carlton Hill Primary	30
City Academy Whitehawk	60
Coldean Primary	60
Coombe Road Primary	30
Cottesmore St Marys Catholic	60
Downs Infant	120
Downs Junior	128
Elm Grove Primary	60
Fairlight Primary	60
Goldstone Primary	90
Hangleton Primary	90
Hertford Infant	60
Hertford Junior	60
Hove Junior School (Holland Road)	128
Hove Junior School (Portland Road)	128
Middle Street Primary	30
Mile Oak Primary	90
Moulsecoomb Primary	60
Our Lady of Lourdes	30
Patcham Infant	90
Patcham Junior	96
Peter Gladwin Primary	30
Queens Park Primary	60
Rudyard Kipling Primary	60
Saltdean Primary	90
St Andrew's CE Primary	90
St Bartholomew CE Primary	30
St Bernadette's Catholic Primary	30
St John The Baptist Catholic Primary	30
St Joseph's Catholic Primary	30
St Lukes Primary	90
St Margaret's CE Primary	30
St Mark's CE Primary	30
St Martin's CE Primary	30
St Mary Magdalen Catholic Primary	30
St Mary's Catholic Primary	30
St Nicolas CE Primary	60
St Paul's CE Primary	30

Appendix 2

St Peter's Community Primary	30
Stanford Infant	90
Stanford Junior	96
West Blatchington Primary	60
West Hove Infant (Portland Road)	120
West Hove Infant (Connaught Road)	90
Westdene Primary	60
Woodingdean Primary	60
Secondary Admission Numbers 2020-21	
Name of school	Planned admission no. 2020-21
Brighton Aldridge Community Academy	180
Blatchington Mill	330
Cardinal Newman Catholic	360
Dorothy Stringer	330
Hove Park	300
King's	150
Longhill High	270
Patcham High	225
Portslade Aldridge Community Academy	240
Varndean	300

Admission Arrangements for Brighton & Hove Schools 2020/21

Admission Arrangements for Secondary Schools

The Council uses a catchment area system with random allocation being used as the tie breaker in each admission priority in the event of oversubscription. These arrangements are also used by Brighton Aldridge Community Academy (BACA) and Portslade Aldridge Community Academy (PACA). Cardinal Newman Catholic School and King's School have their own admission priorities (please visit www.brighton-hove.gov.uk/schooladmissions for details).

The over subscription priorities are applied in the context of an equal preference system as required by the School Admissions Code. They are:

1. Children in the care of a local authority (looked after children), and children who were looked after in England or in state care outside of England and ceased to be in care as a result of being adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. A sibling link applied for those living within the designated catchment area only.
4. Those pupils living in the designated catchment area for the school(s).
5. Other children.

Within all these priorities, the tie break is random allocation.

The current catchment areas are set out in the attached catchment area map. It also includes information about which post codes are in each of the catchment areas.

Admissions Arrangements for Community Infant, Junior and Primary Schools

The over subscription priorities are applied in the context of an equal preference system as required by the Admissions Code. They are:

1. Children in the care of a local authority (looked after children), and children who were looked after in England or in state care outside of England and ceased to be in care as a result of being adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. Sibling link.
4. For junior schools only: children attending a linked infant school
5. Other children

Within all these priorities, the tie break is home to school distance (measured by the shortest available route).

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions to infant, primary and junior schools – Admissions Year 2020/21 (Admissions to Reception or year 3 of Junior School in September 2020)

Introduction

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of an infant, primary or junior school place. This will be on a set date following the conclusion of the normal admission round for pupils seeking admission to school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, Academies (for the purposes of this document Free Schools are included as Academies), and voluntary aided schools which act as their own admission authority, and neighbouring Local Authorities (LAs) and admission authorities. It fulfils the requirements of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements (England)) Regulations 2014 and more detailed arrangements set out in the School Admissions Code 2014.

The scheme does not affect the rights of voluntary aided schools and Academies to set their own admission priorities, and consider applications on the basis of those priorities. It is intended to set out a process and time scale for the exchange of pupil information between the parties to the scheme, resulting in the offer of a single school place. This should represent a preference listed by the parent /carer following the application of the admission priorities by the Local Authority (LA) or by own admission authority schools. Where it is not possible to allocate a place at any of the preferred schools for a child living in Brighton & Hove, a place will be offered at the nearest school to their home address within the city boundaries with a place available. This will not preclude parents from seeking an alternative place elsewhere if they are unhappy with the offer, nor will it prevent them from lodging an appeal with the admission authority for their preferred school.

All residents of Brighton & Hove should apply using the City Council's common application form (online or paper) even if they are seeking a place at a maintained school in the area of another Council.

The time scales set out in the scheme will be broadly in line with the time scales used by neighbouring LAs. **Please be aware that governing bodies for VA schools and Academies will need to meet between 15 February 2020 and 08 March 2021 when the ranking order needs to be returned to the Local Authority.**

Key dates

- | | |
|---|------------------|
| • Online application facility available | 1 September 2019 |
| • Distribution of admission booklets | on request |
| • Closing date for applications | 15 January 2020 |

- Preference data exchanged with Voluntary aided schools and other LAs. 15 February 2020
- Voluntary Aided schools provide Council with provisional ranking order of all applicants. 08 March 2020
- Data exchanged with VA schools and neighbouring authorities 08 March 2020
- Consider qualifying late applications. 08 March 2020
- Finalise allocations and provide schools with offer details. 05 April 2020
- Decisions emailed to parents/carers, Letters posted to parents who applied on paper. 16 April 2020
- Deadline for acceptance of places and appeals to be heard in the main round. 22 May 2020

Process and detailed time scale – infant, junior and primary schools

1. The school admissions booklet published by the City Council will be distributed on request to parents/carers applying for infant or primary school places. A publicity campaign will be launched in September 2019 encouraging parents to apply online. Leaflets and posters will be sent to schools, other council services, early years settings, the press and other media to parents of those pupils seeking places in school. Schools will be asked to act as a collection point for information about pupils seeking school places.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be at a City Community School, an Academy, a Free School or a voluntary aided school, or any maintained school outside the City of Brighton & Hove. Those residents in the City must use the Brighton & Hove school admission preference form to indicate their preferred schools, either the paper or online form. No other form of application will be valid. The LA allocates places on the basis of equal preferences, and each preference listed will be prioritised on the basis of the published admission priorities for community and own admission authority schools. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the preference form will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively the paper form should be completed and returned to their local infant/primary school or to the Admissions Team at Hove Town Hall, Hove **by 15 January 2020**.
4. Where as part of its admission priorities a voluntary aided school requires additional supporting information, such as a Supplementary Information form, or proof of denominational commitment, that form or proof should be completed and returned by the same closing date. This is to ensure that target dates for the exchange of pupil information and the notification date

for parents/carers can be met. Provided the LA preference form has been completed and returned, that additional information may be given direct to the school, or handed in with the preference form. Parents/carers will be advised through the admissions booklet for Brighton & Hove, and through school published information, of any such additional information requirements for voluntary aided schools. Parents/carers with queries about voluntary aided school admission requirements should contact the school for further information.

5. If using an application form rather than online application parents and carers are strongly advised to send their form via a preferred school. Parents who post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation in the same way as those applying online or returning the form to a school. All maintained infant and primary schools in the city will return preference forms to the LA in batches as they are received, with the final batch as soon as possible after the closing date. Schools should maintain a record of the date on which each form was received, and if required will provide proof of receipt to the parent/carer. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.
6. **No later than 15 February 2020**
 - ❖ LA will identify the numbers of preferences (first, second and third) received for each school.
 - ❖ Voluntary aided schools, free schools and academies will be provided with details of parental preferences where their school is given as a preference. They will apply oversubscription criteria to prioritise all preferences. Where pupils have a Statement of Special Educational Needs or Education, Health & Care Plan (naming the school) and must be offered a place this will be indicated. These pupils must be given a place at the school in accordance with the SEN and Admissions Code. This applies to all maintained schools, including Voluntary Aided.
 - ❖ West and East Sussex and other LA's as necessary will be forwarded the details of preferences expressed for their schools by Brighton & Hove parents/carers (first, second and third). Where the pupil has a Statement of Special Educational Needs or Education, Health & Care Plan this will be indicated.
 - ❖ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or subsequent).
7. **No later than 8 March 2020**
 - ❖ Voluntary aided schools, free schools and academies will provide the LA with a list showing children in priority order for places at the school. The list will show which oversubscription criterion was applied to each child, and relevant information to apply any necessary tie-break. The school will advise the LA of such additional information as is necessary

to inform parents of the reason for its decision when allocation letters are sent on 16 April 2020.

- ❖ Other LAs will provide Brighton & Hove LA with a list of which Brighton & Hove pupils could be offered places in their schools. They will advise Brighton & Hove of the reason where a preference cannot be met for inclusion in the allocation letters on 16 April 2020.
- ❖ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.

8. No later than 5 April 2020

- ❖ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools, academies and other LAs. It will determine in each case which is the highest parental ranking.
- ❖ Final lists of school allocations will be prepared.
- ❖ Emails to parents/carers will be prepared.
- ❖ Consideration will be given to qualifying late applications received before 8 March 2020.
- ❖ Discussions will take place with other admission authorities as necessary to resolve any remaining unallocated applications.
- ❖ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

9. 16 April 2020

Online applicants will receive their decisions by e-mail. Letters will be sent to parents/carers who did not apply on line. The LA email or letter to parents will contain the following:

- ❖ If they have not been allocated a school of preference, the reason why not.
- ❖ How places at the preferred schools were allocated.
- ❖ The right of appeal to an independent panel, and how to arrange an appeal for a community school or a voluntary aided school.
- ❖ Details about waiting lists for preferences that could not be met.

10. 22 May 2020

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference. Parents should have also exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

11. Proof of address

The LA may require parents/carers to provide proof of address if they are applying for a community school place. Own admission authority schools may also request proof of address from their applicants.

Appendix A – Changes of address and late applications

New arrivals in the city

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should submit their application by the closing date if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide the form and the evidence of the move by 8 March 2020 their application will be included in the main admission round.

Late applications received before the allocation date

- I. With the exception of families moving into the area and cases as described at V below, forms received after the closing date will not be considered by the LA until allocations have been made for those received before the closing date. Any received for an own admission authority school will be forwarded to the school. The school will decide whether or not there is a good reason to include these late applications in the main admission round, but will only consider them if they are received before **8 March 2020**.
- II. Any preference forms received for community schools in respect of children in care will be included in the main admission round as valid preference at any time up to **5 April 2020**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school ranked highest on the preference form. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications to voluntary aided schools, free schools and academies received on behalf of children in public care will be considered in line with the published admission policy for each school and the requirements of the School Admission Code.
- III. Applications received after the closing date but before the 8 March 2020 will be sent a letter allocating a school place on 16 April 2020 or as soon as possible after that date if the volume of late applications is high. Applications received after this date will be sent an allocation letter as soon as possible after 16 April 2020.
- IV. Applications received after the closing date will be sent a letter allocating a school place as soon as possible after the main notification date of **16 April 2020**.
- V.
- VI. Parents/carers living in the City who change any preference as a result of a change of address, and who return the new form by **8 March 2020** will have that change considered in the main round of allocations. They will have to provide evidence of their new address and will not have their changed application accepted without that evidence.

- VII. Other late applications where there is a good reason for this will be considered in the main round of allocations if received by **8 March 2020** where independent evidence is given by a third party (usually a professional source such as a doctor or social worker) to support the reason for the delay.

Applications received after the allocation date

1. Where an application is received after the allocation date, from a parent/carer living in the City, they must use a Brighton & Hove preference form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the form. Where a preference is given for an own admission authority school or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the form. Brighton & Hove will endeavour to send a decision to the parent /carer either as soon as possible once it has reached a decision, or has been informed of a decision by the other admission authority.

11. If a change of preference or preference order is received following the decision letter on **16 April 2020** and the home address has not changed, that changed preference will not be considered until after **30 June 2020**. This allows reasonable time for the consideration of late first applications and the operation of the waiting list where places have been offered and refused.

111. All applications received after the beginning of the autumn term 2020 will be regarded as outside the admission round. Nonetheless, the LA will act as the point of contact for all preferences from parents/carers living in the City. The LA will liaise with own admission authority schools over applications for admission to those schools, and will inform parents of their admission decisions, if necessary allocating an alternative school place. The LA online or paper preference form should be used in all cases. The same arrangements will apply to applications for admission to schools for year groups other than the normal Reception year. (See also co-ordinated scheme for in-year applications.) This ensures that the LA has a full record of pupil admissions, and supports both the schools and the LA in their responsibilities for pupil tracking and safety.

Waiting List

- I. Brighton & Hove will operate a waiting list system for its community schools. (Own admission authority schools make their own waiting list arrangements). The waiting list ranking will be based on the LA admission criteria. Rankings within each priority will be determined by home to school distance. All children will be automatically placed on

- the waiting list for the community school for which they have expressed a first preference, although parents will be given the option of also asking to go on the waiting list for a different preferred school when places are allocated on **16 April 2020**. Places will be offered to children from the waiting list as soon as a place becomes available at an over subscribed school and the admission criteria have been applied. The waiting list will operate until the end of the Autumn Term.
- II. Parents/carers wishing to keep their child's name on the list for longer than the end of the Autumn Term must inform the LA. They must renew the waiting list place each term thereafter. Applicants outside of the main admission exercise will be placed on waiting lists for one term, and must ask for the child's name to remain on the waiting list each term thereafter.

School Admission Appeals

- I. Parents/carers wishing to appeal against the LA's decision not to offer a place at a preferred school should do so by **22 May 2020** if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal or ask a voluntary aided school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school which was listed as a preference, as it will not have given a decision to the parent/carer for schools not included on the form. If a parent/carer wishes to receive a decision for a school not included in their original application, and thus acquire a right of appeal, they must complete a further application. However, unless there is a good reason for a change of preference this new form will not be considered until after **30 June 2020**.
- III. Parents/carers will receive 10 school days notice of the date of the appeal hearing, and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.
- IV. Appeals for on-time applications must be heard within 40 school days of the closing date for appeals to be lodged. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct affect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the pupil and the parent/carer, and in any case within 30 school days.

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions to secondary schools – Admissions Year 2020/21 (Admissions to year 7 in September 2020)

Introduction

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of a secondary school place at the conclusion of the normal admission round for pupils transferring from primary to secondary school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, Academies (for the purposes of this document Free Schools are included as Academies), Cardinal Newman School, which as a voluntary aided secondary school acts as its own admission authority, and neighbouring Local Authorities (LAs) and admission authorities. It fulfils the requirements of the School Admissions (Admission Arrangements and Co ordination of Admission Arrangements (England)) Regulations 2014 and more detailed arrangements set out in the School Admissions Code 2014.

The scheme does not affect the rights of the different admission authorities mentioned to set their own admission priorities, and consider applications on the basis of those priorities. It is intended to set out a process and time scale for the exchange of pupil information between the parties to the scheme, resulting in the offer of a single school place. This should represent a preference listed by the parent/carer that it is possible to meet following the application of the admission priorities by this LA or by other admission authorities. Where it is not possible to allocate a place at any of the preferred schools for a child living in Brighton & Hove, a place will be offered at the nearest school to their home address within the city boundaries with a place available. This will not preclude parents from seeking an alternative place elsewhere if they are unhappy with the offer, nor will it prevent them from lodging an appeal with the admission authority for their preferred school.

All residents of Brighton & Hove should apply using the City Council's common application form (online or paper) even if they are seeking a place at a maintained school in the area of another Council.

The time scales set out in the scheme work towards the prescribed date (1st March or the first working day following 1st March where it falls at a weekend) on which secondary school place decisions must be notified to parents/carers. It will also be broadly in line with the time scales used by neighbouring LAs.

Key dates

- Online application facility available 1 September 2019
- Distribution of admission leaflets by 12 September 2019
- Distribution of admission booklets on demand
- Closing date for applications 31 October 2019
- Preference data exchanged with Cardinal

- | | |
|--|--------------------------------|
| Newman School, King's School and neighbouring LAs | 21-28 November 2019 |
| • Cardinal Newman & King's School provide LA with provisional ranking order of applicants. | 19 December 2019 |
| • Consider qualifying late applications. | 22 January 2020 |
| • Finalise allocations and exchange offer details with Cardinal Newman, King's school and neighbouring LAs | Between 28 January- 8 Feb 2020 |
| • Notification e-mails sent to parents, decisions posted to applicants using paper forms | 1 March 2020 |
| • Deadline date for acceptance of places and appeals to be heard in the main round. | 1 April 2020 |

Process and detailed time scale

1. The school admissions leaflet published by the City Council will be distributed to parents at the beginning of September 2019. This LA will have identified those pupils entering Year 6 in city maintained schools (the transfer cohort) from primary school records. Neighbouring LAs will be asked to provide records of Brighton & Hove children attending schools in their areas so that admission leaflets can be sent to their parents/carers. Brighton & Hove will in return provide information to other LAs about their residents attending Brighton & Hove schools.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be at a City Community School, an Academy, a Free School or a voluntary aided secondary school, or any maintained school outside the City of Brighton & Hove. Those residents in the City must use the Brighton & Hove school admission preference form to indicate their preferred schools, either the paper or online form. No other form of application will be valid. The LA allocates places on the basis of equal preference, and each preference listed will be prioritised in accordance with the published admission priorities for community and own admission authority secondary schools in the City. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the preference form will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively the paper form should be completed and returned to the child's primary or junior school in the City, or to the Admissions Team at Hove Town Hall **by 31 October 2019**. Applicants for Cardinal Newman and/or King's School will need to return their supporting information directly to the school as well as submitting an online application or paper form to the Council. If supporting information is returned to the Local Authority, the documents will be shared with the school.
4. Where as part of its admission priorities a voluntary aided school, free school or academy within the City or beyond requires additional supporting

information, such as a Supplementary Information form, or proof of denominational commitment, that form or proof should be completed and returned by the same closing date. This is to ensure that target dates for the exchange of pupil information between authorities and the notification date for parents/carers can be met. Provided the LA common application form has been completed and returned, that additional information may be given direct to the school, or handed in with the preference form. Parents/carers will be advised through the admissions booklet of Brighton & Hove or neighbouring LAs, or through school published parent information, of any such additional information requirements for own admission authority schools.

5. If using an application form rather than online application parents and carers whose children attend maintained primary schools in the City are strongly advised to return the form via the school. Parents who prefer to post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation of receipt in the same way as those applying online or returning the form to their child's school. All maintained junior and primary schools in the city will return secondary preference forms they receive to the LA in batches as they are received, with the final batch as soon as possible after the closing date. Schools should maintain a list to record the date on which each form was received, the school preferences, and if required will provide proof of receipt to the parent/carer. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.

No later than 21 November 2019.

- ❖ LA will identify the number of preferences (first, second or subsequent) received for each school.
- ❖ Cardinal Newman School and King's School will be provided with details of any parental preference where it gives the school as a preference (first, second or subsequent) received by the LA. It will apply its oversubscription criteria to prioritise all preferences. Where pupils have a Statement of Special Educational Needs or Education Health & Care Plan naming the school and must be offered a place this will be indicated. (These pupils must be given a place at the school in accordance with the SEN and Admissions Codes of Practice.)
- ❖ West and East Sussex and other LA's as necessary will be forwarded the details of preferences expressed for their schools by Brighton & Hove parents/carers (first, second and subsequent). Where the pupil has a Statement of Special Educational Needs or an Education, Health & Care Plan this will be indicated.
- ❖ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or subsequent).

No later than 19 December 2019

- ❖ Cardinal Newman School and King's School will provide the LA with a list showing children in priority order for places at the school. The list

will show which admission criterion was applied to each child. The school will advise the LA of such additional information as is necessary to inform parents of the reason for its decision when allocation letters and emails are sent on 1 March 2020.

- ❖ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.

Between 28 January and 8 February 2020

- ❖ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools/Academies and other LAs. It will determine in each case which is the highest parental ranking.
- ❖ Final lists of school allocations will be prepared.
- ❖ Emails and letters to parents/carers will be prepared.
- ❖ Consideration will be given to late applications received before 22 January, as set out in Appendix A below.
- ❖ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

1 March 2020

Online applicants will receive their decisions by e-mail. Letters will be sent to parents/carers who have not applied online or who have specifically requested this. The LA email or letter to parents will contain the following:

- ❖ If they have not been allocated a school of preference, the reason why not.
- ❖ How places at all Brighton & Hove schools were allocated.
- ❖ Where it is an own admission authority school, the fact that the offer is made on behalf of the governing body of the school.
- ❖ Where it is a school maintained by another LA, the fact that the offer is made on behalf of that LA.
- ❖ The right of appeal to an independent panel, and how to arrange an appeal for a community school, a voluntary aided school, and in the case of schools in other LA's, who to contact.
- ❖ Details about waiting lists and reallocation pools for preferences that could not be met.

1 April 2020

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference. Parents should also have exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

Proof of address

The LA may require parents/carers to provide proof of address if they apply for a place at a community school. Own admission authority schools may also request proof of address from their applicants.

Appendix A – Changes of address and late applications

New arrivals in the city

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should return their preference form by the closing date if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide the form and the evidence of the move by 22 January 2020 their application will be included in the main admissions round.

Late applications received before the 22 January 2020.

- I. With the exception of families moving into the area and cases as described at V below, forms received after the closing date will not be considered by the LA until school allocations have been made for those received by the closing date. Any received for Cardinal Newman School and/or King's School will be forwarded to the school, which will decide whether or not to include the application in the main admission round.
- II. Any preference forms for community schools received in respect of children in care will be included in the main admission round as valid first preferences at any time up to the allocation date on **8 February 2020**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school of first preference, if necessary negotiating with that school to admit beyond the published admission number in order to do so. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications for Cardinal Newman School, King's School or schools in other LA areas for children in care will be considered in line with the admission arrangements for those schools and the requirements of the Admissions Code.
- III. Applications received after the closing date but before the 22 January 2020 will be sent a letter allocating a school place on 1 March 2020 or as soon as possible after that date if the volume of late applications is high. Applications received after this date will be sent an allocation letter as soon as possible after 1 March 2020.
- IV. Parents/carers living in the City who change a preference as a result of a change of address within the city, and who return the new form and evidence of the address change will have that change considered in the main round of allocations if it is received by **22 January 2020**. They will have to provide evidence of the address change. Those applications received after that date will be considered as late applications.

- V. Other late applications where there is good reason for the delay will be considered in the main round of allocations if received by **22 January 2020** where independent evidence is given by a third party (usually a professional source such a doctor or social worker) to support the reason for the delay.

Late applications received after the 22 January 2020.

- I. Where an application is received after the allocation date, from a parent/carer living in the City, they must use the Brighton & Hove online application service or paper preference form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the application. Where a preference is given for a free school, an Academy, Cardinal Newman School or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the form. Brighton & Hove will endeavour to send a decision to the parent /carer as soon as possible once it has either reached a decision, or been informed of a decision by the other admission authority.
- II. If a change of preference or preference order is received following the decision letter on 1 March 2020 and the home address has not changed (and there has been no other relevant change of circumstances), that changed preference will not be considered until after 30 June 2020. This allows reasonable time for the consideration of late first applications and the operation of the reallocation pool where places have been offered and refused.
- III. All applications received after the beginning of the autumn term will be regarded as outside the admission round. Nonetheless, Brighton & Hove will act as the point of contact for all preferences for parents/carers living in the City, and will liaise with Cardinal Newman School, King's School, BACA, PACA and other LAs over applications for admission to schools other than Brighton & Hove Community Schools. The Brighton & Hove online or paper form should be used in all cases by City residents and returned to the Brighton & Hove Admissions Team. The same arrangements will apply to applications for admission to schools for year groups other than the normal admission group in Year 7. Where the LA, Cardinal Newman School, King's School, BACA, PACA or another admission authority is not able to offer a place in accordance with a parental preference, the LA will offer a place at the nearest school to the home address of the applicant with a vacancy in the appropriate year group. This may be an Academy or a church VA school. Admissions to Years 12 and 13 in those schools that make such provision will be regarded as transfer admissions rather than admission at a normal point of entry. (The majority of such pupils will have attended the school from Year 7, or

transferred to the school in Key Stage 3 or 4.) Should any other schools adopt Academy status, this paragraph will also apply to them.

Re-allocation Pool

- I. Brighton & Hove will operate a re-allocation pool system for its community schools, BACA and PACA. (Cardinal Newman School and King's School will operate their own waiting list/reallocation arrangements.) The ranking within this system will be based on the Brighton & Hove admission criteria. All children will be automatically placed in the re-allocation pool for all un-met first preferences for community schools. Parents/carers will be asked to indicate if they also wish to be placed in the re-allocation pool for a different preferred school when the allocation emails and letters are sent on 1 March 2020. Places will be offered to children from the pool as soon as a place becomes available at an over subscribed school and the admission priorities have been applied. This LA will notify other LAs as appropriate if it offers a place from the pool at a Brighton & Hove school to a pupil living outside the City. The pool will operate until the end of the Autumn Term.
- II. Other admission authorities will operate a re-allocation or waiting list system. If they are able to place a child resident in Brighton & Hove in one of their schools they are asked to notify this LA at the earliest opportunity.
- III. Parents/carers wishing to keep their child's name in the reallocation pool beyond the end of the Autumn Term must inform the LA. They must renew the position on the reallocation pool each term thereafter. Applicants outside of the main admission exercise will be placed in the reallocation pool for one term, and must ask for the child's name to remain on the waiting list each term thereafter.

School Admission Appeals

- I. Parents/carers wishing to appeal against the LA's or a voluntary aided school's decision not to offer a place at a preferred school should do so in writing or using the online appeal facility by 1 April 2020 if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal, or ask an own admission authority school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school that was listed as a preference, as it will not have given a decision to the parent/carer for schools not included on the form. If a parent/carer wishes to receive a decision for a school not included in their original preference, and thus acquire a right of appeal, they must complete a further application. However, unless there is a change of address or other change of circumstances leading to the change of preference this new form will not be considered until after 30 June 2020.
- III. Parents/carers will receive 10 school days notice of the date of the appeal hearing, and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.

- IV. Whilst the City Council, other LAs and the Governing Bodies of Academies and voluntary aided schools will make every effort to hear appeals within 40 school days of the deadline for submitting appeals, as suggested in the Appeals Code, they cannot guarantee this time scale. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct affect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the parent/carer or if appropriate to the student, and in any case within 30 school days of the appeal being lodged.
- VI. Appeals will be heard for refusals to places in Years 12 and 13 on the basis that they are school transfers.

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions In Year allocations – Admissions Year 2019/20

Introduction

The requirement for In-Year co-ordination was abolished by the School Admissions Code 2012, however there is still a requirement for the Local Authority to retain a monitoring role in in-year allocation of school places. In view of this it is proposed to continue to retain in-year co-ordination between maintained schools in Brighton & Hove. The co-ordination referred to in this document will be offered to schools free of charge. However, it may be possible for own admission authority schools to purchase additional services should they wish to do so.

This scheme for in-year admissions will come into force from 1 September 2019.

Procedure

1. Parents may name up to three preferences on the Brighton & Hove application and all preferences expressed by parents will be treated equally. This means that each preference will be measured against the published oversubscription criteria only, without reference to the order stated by the parent. Only one school place will be offered, and this will be the highest possible preference expressed by the parent that can be agreed.
2. Where it is not possible to offer any of the named preferences, the applicant will be advised to remain at their current school if possible, or an alternative school place within Brighton & Hove will be offered. This will normally be the nearest school appropriate to the child's age and educational needs with a place available.
3. In order for parents to make a valid application for a maintained school place in Brighton & Hove, parents must complete a common application form provided by Brighton & Hove City Council. The Brighton & Hove application form will be available in paper form or can be accessed directly online or as a download from the Brighton & Hove City Council website.
4. Schools where the governing body is the admission authority may require additional information in order to apply their oversubscription criteria and in the case of church voluntary aided schools will provide a supplementary information form to the parent. Where the parent fails to complete the supplementary form, the governing body will rank the application according to the information given on the application form only. Where the parent completes the supplementary form but fails to complete the application form, this will not constitute a valid application.
5. Completed supplementary information forms will be returned to the individual schools, and not the School Admissions Team.

Preferences for own admission authority schools.

1. Where the parent names an own admission authority school in Brighton & Hove (ie a Voluntary Aided school, a Free school or an Academy), the child's details, (i.e. name, address, date of birth and any supporting documents) will be sent to the governing body. They will rank the preferences according to their published admission criteria and confirm with the City Council, no later than **five school days** after receipt of the form, whether it would be possible to offer a place. Should any other schools become Academies before or during the 2019/20 academic year, this paragraph will also apply to them.

2 Any applications submitted by parents/carers to schools in error must be forwarded to the City Council admissions team.

3 Brighton & Hove admissions authority acting for BACA, PACA and City Academy Whitehawk will rank admissions priorities as these Academies are at the present time retaining the same arrangements as other Brighton & Hove Community Schools.

Notifying parents of the outcome of their applications.

1. The City Council will notify parents of the outcome of their applications. This is regardless of whether the City Council is the admission authority. This will be done by email or letter as appropriate, and will advise parents to contact the allocated school to arrange a mutually convenient start date.

2. Parents are expected to confirm acceptance of the offer of a school within fourteen days after the date of the offer.

Postdated Applications and changes of address

1. Parents who apply for a school place for a date which is more than half a school term in the future will be sent a holding letter explaining that their application will not be processed until the half term before the date the place is required. Their application will be considered along with any others which are outstanding at that point.

2. Parents who are moving into, or within, Brighton & Hove, may apply at any time during the moving process. However, their application will not be processed until the City Council has received proof of the new address (e.g. evidence of exchange of contracts or a copy of a signed tenancy agreement). This allows the Council to apply the appropriate priority for admission based on the new address.

Appeals

1. Parents will be informed of their statutory right of appeal when they receive the outcome of their applications. Parents can appeal for any preference expressed but not allocated, even if it was a lower preference than the one offered.

2. Appeal forms for Brighton & Hove schools will not automatically be sent with the notification letter, but are available on the council's website and hard copies are available on request.

Waiting lists

1. Waiting lists for all Brighton & Hove community **primary** schools will be held by the City Council, but schools where the governing body is the admission authority will maintain their own waiting lists and advise on the ranking of these lists in accordance with their published oversubscription criteria.
2. All community school waiting lists or re-allocation pools will be cleared at the end of each term. Any parents wanting their child to remain on a waiting list or reallocation pool will need to contact the admission authority to request this on a termly basis.
3. There is no requirement to maintain waiting lists after the end of the Autumn term of the year of entry (ie Reception, year 3 or year 7). This being so, Brighton & Hove City Council proposes to close re-allocation pools for **secondary** schools in year 11. Other admission authorities may continue to maintain waiting lists.

Subject: Educational Outcomes of Traveller Pupils
Date of Meeting: 17th September 2018
Report of: Head of Education Standards and Achievement
Contact Officer: Name: Mark Storey **Tel:** 01273 294271
Email: mark.storey@brighton-hove.gov.uk

FOR GENERAL RELEASE

1.0 PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report has been written following a request from councillors on 5th March 2018 CYPS committee to see data for Traveller Pupils.
- 1.2 This report contains an analysis of the educational outcomes for Traveller Children and contextual information regarding the cohort for 2017/18 academic year. Please note at the time of writing some data such as KS4 was not available.
- 1.3 This report explains some of the interventions implemented mainly through case studies to address under-achievement in this group.
- 1.4 Number of Travellers are very small and so some data may not be able to be published in line with data protection laws. It may also mean that data with such small cohorts may be misleading.

2.0 RECOMMENDATIONS

- 2.1 To note the contents of the report.

3.0 CONTEXT/ BACKGROUND INFORMATION

3.1 Definition of Travellers

“Travellers” is an umbrella term which covers a number of distinct mobile groups, some of which have minority ethnic status e.g. Travellers of Irish Heritage and Gypsy Roma. These two groups are referred to as “Gypsy, Roma Travellers or GRTs” They have protected characteristics under the Equality Act 2010.

3.2 Context

- 3.3 There are 64 Traveller pupils out of 30547 in Brighton and Hove Schools. In line with national trends educational outcomes for pupils are well below national averages. The Traveller Education Support Unit (TESU) provide extra support to help improve these outcomes.
- 3.4 There is significant historical evidence that nationally travellers do not achieve as well as their peers. Currently, Travellers in England who identify as “Gypsy /

Roma” or “Traveller of Irish heritage” make less progress and have lower attainment than other ethnic groups, disadvantaged pupils and pupils eligible for free school meals. (see Appendix A of national data).

- 3.5 The 2018 House of Commons Research Briefing Gypsies and Travellers <http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf>
This report states “*Gypsies and Travellers experience some of the worst outcomes of any group across a wide range of social indicators.*”

- 3.6 The DFE Report DFE-RR043, 2010
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181669/DFE-RR043.pdf

This report, drawing on an earlier NFER literature review, highlights some of the specific areas contributing to lower attendance and educational attainment of Gypsy, Roma and Traveller pupils.

“...barriers to Travellers fully accessing the curriculum have been identified throughout the literature, including: poor attendance/participation levels (especially in the secondary phase); high mobility and interrupted learning; perceived lack of relevance of the curriculum; racism; bullying; negative teacher attitudes; disproportionate levels of exclusion of Traveller pupils; lack of continuity of work; inconsistent or inadequate support....”.

This report also highlights that there can be a reluctance of Travellers to disclose their ethnicity due to concerns about how they will then be treated.

Nationally there is evidence of a lack of positive engagement between services and Travellers. In addition national data suggests that as pupils get older they are less likely to attend school. This is supported by the DfE Report above and our own local data which show that many Traveller children do not attend school as they get older and complete GCSEs.

3.7 **Background**

- 3.8 In 2012 The city council published the Brighton & Hove Commissioned Traveller Strategy and Action Plans. It aimed at balancing the rights of the settled and Traveller community and to support the accommodation, health and education needs of Travellers. In particular, Brighton & Hove undertook to provide both permanent and transit accommodation for Travellers.

- 3.9 In July 2016 Brighton & Hove opened a permanent site for Travellers providing accommodation for 12 families.

- 3.10 The transit (short stay) site was also refurbished and available for temporary accommodation for mobile Travellers. Permitted stay on the transit site is 3 months in any 12.

- 3.11 Within education, the High Needs Fund within the Dedicated Schools Grant pays for a small dedicated unit (Traveller Education and Support Unit – TESU) who support Traveller children to attend and succeed in their education. The aims and objectives of the team are to ensure Traveller children benefit from education by:

- (i) Assisting Traveller parents in finding and maintaining a successful school placement for their children;
- (ii) Supporting children's inclusion, improved attendance and attainment through training, teaching support and intervention strategies;
- (iii) Working collaboratively with other stakeholders to improve Traveller children's educational outcomes;
- (iv) Addressing prejudice and discrimination towards the Traveller community within schools and the wider community; providing information through displays, school assemblies, lessons and curriculum, materials.

3.12 In essence the team provide case work to support individual Traveller children, parents and schools. They also support more strategically through awareness raising and training.

4.0 Traveller Pupils Cohort January 2018 – Contextual Summary

4.1 The number of Gypsy Roma or White Irish Traveller pupils on roll in Brighton and Hove Schools in January Census 2018 was 64. Of these pupils, 44 self-identified as White Irish Traveller or Gypsy Roma and a further 20 pupils did not but are working with the Traveller service.

4.2 Of the 64 Traveller pupils 47% (30 pupils) have a Special Educational Need. This is much higher than the Brighton and Hove proportion for all pupils figure of 16.8%.

4.3 The proportion of Traveller pupils with an Education, Health and Care Plan was 7.8% which is more than double the local and National all pupils figure of 3.1%.

4.4 Attendance & Exclusions

4.5 The average attendance for Traveller pupils in Primary phase in 2017/18 was 88.7% as compared to a national Primary average for all pupils (2016/17 data) of 96%.

4.6 The average attendance for secondary phase Traveller pupils was 82.4%; this compares to a national Secondary average for all pupils (2016/17 data) of 94.8%.

4.7 The fixed term exclusion rate for the cohort was 20%, which is equal to the national rate for pupils identifying as Traveller of Irish Heritage or Gypsy/Roma.

4.8 The overall exclusion rate for all pupils in Brighton & Hove is 5.49% as compared to 4.76% for all pupils nationally. There have been no permanent exclusions of Traveller pupils in Brighton and Hove.

4.9 Electively Home Educated

- 4.10 All Travellers who are on the EHE register as home educated are of secondary age. The Reintegration Officer and the Traveller Teacher continue to work with these families in order to facilitate a return to school as appropriate.
- 4.11 There has been regular and active engagement with 6 secondary aged pupils this year.
- 4.12 End of Key Stage Attainment - Age Expectation**
- 4.13 EYFSP (aged 5)**
- 4.14 Of the Traveller pupils on roll in the summer term over the last 3 years 30% made a 'good level of development'.
- 4.15 Phonics Year 1 (aged 6)**
- 4.16 Of the Traveller pupils on roll in the summer term over the last 3 years, 25% were working at the standard of the Phonics check.
- 4.17 KS1 (aged 7)**
- 4.18 Of the Traveller pupils still on roll in the summer term over the last 3 years, 33% were at age related expectation in Reading, 11% were at age related expectation in Writing and 22% were at age related expectation in Maths.
- 4.19 KS2 (aged 11)**
- 4.20 Of the Traveller pupils on roll in the summer term over the last 3 years, some left school just before Y6 test week. 12.5% attained age related expectation in Reading, Writing and Maths. This may be broadly in line with National Figures for travellers although this is not an exact comparison.
- 4.21 KS4 (aged 16)**
- 4.22 No Traveller pupils were on roll at a Brighton & Hove maintained school for Y11 so none entered for GCSEs last year.
- 4.23 In line with national statistics, educational outcomes for Traveller pupils at all key stages are significantly lower than for all pupils.
- 5.0 Actions to address outcomes**
- 5.1 The Traveller Education and Support Unit targets support at the most vulnerable Traveller children, particularly those who have a history of non-attendance at school, with a special need or learning missed and those at risk of dropping out of education. Case Studies demonstrate some of this services activities and their impact.
- 5.2 TESU works widely with the whole school community providing staff training, school assemblies, curriculum materials addressing stereotyping, prejudice and

racism. This includes producing lesson plans for PSHCE that are used in schools (Personal Health Social Health and Citizenship Education).

- 5.3 TESU works collaboratively with Children's Centre and Health Visitors to provide outreach health/education advice to 0-5 year olds. Health Visitors will make referrals to specialist services where necessary.

6.0 Case Studies

6.1 Case Study 1:

Child 1 was a highly mobile Traveller (moving between Local Authorities) for most of their school age years and had received no pre-school education and limited schooling at primary level. Upon the family settling in Brighton, the Traveller Education Support Unit (TESU) worked closely with them and the school to ensure a school place and a positive start.

Child 1 had significant educational gaps and received 1:1 teaching support with a personalised learning plan delivered by TESU's teacher. This support then identified a specific Special Educational Need of that child.

The TESU teacher has a Post Graduate Certificate in Specific Literacy Difficulties and has been able to provide weekly 1:1 specialised support for this child. TESU worked with the parents to address their concerns when transferring to secondary school and together with school persuaded family to give secondary education a chance. Close working with school to ensure special and additional needs were met plus targeted support for this child has enabled them to complete a successful transition. Child 1 has settled extremely well into secondary school life, joining many extra curricular activities and has a positive attitude to school.

6.2 Case Study 2

Child 2's family were offered permanent housing and Child 2 was admitted to a school (attending for the first time at primary school). TESU worked well with family and school to ensure a good start and ensure effective communication. Child 2 received weekly 1:1 teaching support with a personalised learning plan delivered by either our peripatetic teacher or the unit's volunteer (also a trained teacher) to support integration to school. The TESU's Engagement officer has worked to address attendance issues and lateness with the family.

A recent report noted that Child 2 made great progress across all areas and had developed a highly positive attitude towards their learning, as well as becoming a fully engaged and accepted member of the class and school. Overall attendance for Child 2 this year is over 95%.

7.0 CONCLUSION AND NEXT STEPS

- 7.1 In line with national context, case studies show, Traveller pupils' attendance and attainment remains low. In the last two years there has been some improvement, partly due to improved accommodation for Traveller families and continued access to education and appropriate intervention strategies.
- 7.2 TESU will continue to monitoring progress to inform best use of teaching support and intervention.
- 7.3 Resource will be targeted to provide very close support to Yr 5 and Yr 6 to ensure smooth transition and improved take up of secondary provision.

8.0 COMMUNITY ENGAGEMENT & CONSULTATION

- 8.1 Community engagement is standard practice for TESU and is an integral part of the ongoing work to further raise standards.

9.0 FINANCIAL & OTHER IMPLICATIONS:

9.1 Financial Implications

- 9.2 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.
- 9.3 The cost of the TESU service per year is £58,400 paid for by the High Needs Fund.
- 9.4 There are no financial implications for the Local Authority as a result of the recommendations in this report.

Finance Officer Consulted: Andy Moore

Date:

9.4 Legal Implications

- 9.5 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty in relation to this cohort of pupils.

Legal Officer Consulted: Serena Kynaston

Date:

APPENDIX A

Current National achievement 2016/17

Key stage 2: aged 11 years

This table is sorted by percentage of pupils reaching the expected standard in reading, writing and maths the 'headline' measure of attainment

Pupil group	Reading, writing and mathematics			Progress score		
	Number of pupils at the end of key stage 2	Percentage of pupils reaching the expected standard	Percentage of pupils reaching a higher standard	Reading	Writing	Maths
Gypsy / Roma	2,165	16	0	-1.2	-0.4	-0.7
SEN support	86,422	20	1	-1.2	-2.2	-1.1
Traveller of Irish heritage	462	20	0	0	-0.8	-0.3
Eligible for free school meals	91,290	43	3	-0.9	-0.7	-0.8
Disadvantaged pupils	189,627	48	4	-0.7	-0.4	-0.6
Unclassified Ethnicity	5,285	50	8	0.2	-0.3	-0.3
Black Caribbean	7,304	54	4	-0.4	-0.2	-0.9
White and black Caribbean	8,981	55	5	-0.3	-0.5	-1.2
Any other white background	34,313	56	8	1.3	1.6	2.2
Pakistani	26,824	56	6	-0.7	0.7	1.1
Any other black background	4,749	57	6	0	0.7	0.3
Any other ethnic group	10,877	57	7	0.5	1.4	2.4
All pupils	598,997	61	9	0	0	0
Black African	23,566	62	8	0.2	1.2	1.2
White and black African	4,306	62	8	0.4	0.4	-0.1
White British	408,182	62	9	-0.1	-0.4	-0.5
any other mixed background	12,075	64	11	0.7	0.6	0.4
Bangladeshi	10,700	65	9	0.2	1.6	1.9
Any other Asian background	10,566	68	12	0.2	1.1	2.9
Irish	1,591	69	13	1.8	0.2	0.8
White and Asian	7,636	70	14	0.8	0.5	0.7
Indian	17,129	71	15	0.1	1.2	2.5
Chinese	2,286	77	24	1.5	1.9	4.6

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/675991/SFR69_KS2_2017_National_Tables.xlsx

Key stage 4: aged 16 years

This table is sorted by percentage of pupils reaching the Attainment 8 the 'headline' measure of attainment.

Pupil group	Number of pupils at the end of key stage 4	Attainment 8	Percentage of pupils achieving grade 4/C or above in English and maths GCSEs	Percentage of pupils achieving grade 5 or above in English and maths GCSEs	Progress 8 score
Gypsy / Roma	1,073	18	10.7	4.7	-0.8
Traveller of Irish heritage	118	23.8	22	9.3	-1.13
SEN Support	54,708	31.9	30.1	15.5	-0.43
Eligible for free school meals	69,261	35	40.3	21.7	-0.48
Disadvantaged pupils	143,586	37	44.3	24.5	-0.4
Unclassified Ethnicity	6,811	39.9	52.6	34.7	-0.41
Black Caribbean	7,097	40.5	51.2	28.7	-0.23
White and black Caribbean	7,038	41.3	52.8	31.1	-0.33
Any other black background	3,359	42.6	54.2	32.1	0.03
Pakistani	21,323	45	60.1	38.6	0.25
White British	378,108	45.9	63.9	42.1	-0.14
All pupils	527,859	46.3	63.9	42.6	-0.03
Any other white background	25,367	46.5	61.1	41.4	0.49
Any other ethnic group	8,441	46.8	63.2	43.6	0.6
Black African	17,466	46.9	64.4	43.5	0.37
White and black African	2,714	47	63.6	42.8	0.08
Any other mixed background	8,584	48.8	66.8	46.7	0.12
Bangladeshi	8,874	49.9	69.8	48.4	0.49
Irish	1,676	51.6	74.6	55	0.08
White and Asian	5,147	51.8	72.4	53.9	0.16
Any other Asian background	8,622	52.3	73.6	57.2	0.67
Indian	13,968	55.4	78.7	61.9	0.69
Chinese	2,073	62.6	84.3	72	0.93

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676351/SFR01_2018_National_Characteristics_tables.xlsx

Subject:	Hidden Children		
Date of Meeting:	17 September 2018		
Report of:	Pinaki Ghoshal - Executive Director of Families, Children & Learning		
Contact Officer:	Name:	Richard Barker	Tel: 01273 290732
	Email:	Richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 To seek approval from committee on the Hidden Children strategy and provide an update on new work processes.

2. RECOMMENDATIONS:

- 2.1 That committee approve the Hidden Children strategy attached as Appendix 1
- 2.2 That the committee note the activities being undertaken to develop this approach.
- 2.3 That the committee receive a report in June 2019 on the progress made as detailed in the Hidden Children strategy action plan.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 It is understood that full time education acts as a protective factor for children and young people to help ensure that they are kept safe.
- 3.2 This has been reflected in the focus which Ofsted now places upon this matter, as detailed in the framework for the inspection of local authority children's services. The Council's approach is to look more widely than the requirements of the Ofsted framework and the development of the Hidden Children strategy has been an opportunity to draw together this broader approach.
- 3.3 This approach is not simply about identifying how many children and young people are on part time timetables. It relates instead to how we identify and support children and young people who are at a higher risk of harm, and how we address the violence, vulnerability and exploitation agenda, the work of the adolescent services and the whole family approach to providing supportive relationships.
- 3.4 It is expected that this work will grow and develop. In the last few weeks the situation regarding "forgotten children" (<https://www.bbc.co.uk/news/education-44941691>) has been heavily publicised on the back of an Education Select

Committee report

(<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/34202.htm>) and other high profile comments from Ofsted

(<https://www.gov.uk/government/speeches/amanda-spielman-on-the-launch-of-ofsted-annual-report-201617>) and the Department for Education. These also link to work started in the city with the Brighton & Hove Education Partnership and school leaders regarding gang interventions, knife and drug crime.

- 3.5 The strategy document (Appendix 1) was co-produced with teams from across the Families, Children & Learning directorate and then shared with schools for comment. It was discussed at the Adolescent Board and the Children and Young People Mental Health Partnership Group with the intention to inform and identify future areas of focus.
- 3.6 The strategy is expected to be refined as the work develops but initially captures the areas of work to develop: better understanding, better assessment and tracking, and better communication provision so that when this information has been gathered it can inform the commissioning of relevant services using the resources available.
- 3.7 This approach has led to a change in working practices. The Council's new requirement that schools notify them of all children who are not in receipt of full time education will mean that this information will be collated, analysed and tracked to a conclusion. This will be in much the same way as the council fulfils its Children Missing Education function. There will be more sharing of information across services and more joint discussions to ensure that the individual's needs are met. This work already happens now for individual cases but the approach outlined in the strategy will ensure a coordinated approach to identifying and supporting hidden children. By being in receipt of their full entitlement children and young people will be less vulnerable, at reduced risk from harm and have improved outcomes.
- 3.8 As a result the Access to Education team will be remodelled to bring together all the work to ensure there is an overview of children who may not be in receipt of full time education: such as those with medical needs, at risk of exclusion, awaiting a special school place and in other circumstances that could lead to them being in full sight to services but their lack of educational opportunity may not be noticeable or regularly reviewed.
- 3.9 At this time we cannot accurately describe the extent of the issue. However as a result of a request to schools in the last few weeks of the summer term to provide a summary of the children attending their schools less than full time we are now aware of at least 6 primary aged pupils matching that description. In addition there are three children who currently do not have an identified school but have an Education, Health and Care Plan and 16% of two year olds and 4% of three and four year olds who are not taking up their early years free entitlement.
- 3.10 At the start of the autumn term 2018 schools were again asked to provide detailed information relating to these pupils and a better understanding of the scale of the issue will be known in the new year.

- 3.11 An analysis of this data together with a review of other work in this area will be able to inform future developments of the Social Emotional Mental Health hub, alternative provision available to schools and other services for adolescents.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The Council's current arrangements meet the statutory requirements of identifying Children Missing Education, the functions in relation to the exclusion of pupils from schools including provision of education to excluded pupils, school attendance and the employment of children.
- 4.2 This strategy has been explained to Ofsted in the Council's recent inspection and whilst it goes beyond the statutory requirements the risks being identified have led to the council undertaking additional work as a strategic priority.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The strategy was co-produced by services within the Families, Children & learning directorate and was shared with school leaders in draft form.
- 5.2 It has been discussed in a variety of forums and due to the timing of publication more work will be undertaken with other stakeholders including AMAZE, PaCC and MASCOT who have been made aware of these developments and are keen to contribute to what is a developing strategy.

6. CONCLUSION

- 6.1 Members are asked to approve the attached strategy that seeks to identify and support children who are at a higher risk of harm due to not being in receipt of full-time education.
- 6.2 Going beyond the groups inspected by Ofsted the council want all children and young people to receive their full entitlement to education and for that learning to be delivered in a way that is suited to their needs. By being in receipt of their full entitlement children and young people will be less vulnerable, at reduced risk from harm and have improved outcomes.
- 6.3 Schools act as a protective factor in children's lives and children who do not attend school can become hidden, which means that we are less able to help and protect them.
- 6.4 This strategy seeks to ensure that the Council has an overview of all pupils that are at potential risk to harm who are not in receipt of full-time education, thereby providing challenge and support for arrangements that reduce the child's vulnerability.
- 6.5 It demonstrates the Council's commitment to working with the whole family through the formulation of a relationship based approach and to the creation of a city for all.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The costs of implementing the strategy will be met from existing resources within the Families, Children & Learning directorate and within schools.

Finance Officer Consulted: Andy Moore

Date: 27/07/18

Legal Implications:

- 7.2 The Council has a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. The Hidden Children strategy goes beyond this statutory duty in seeking to identify and support any child/young person who might be at risk of harm due to not being in receipt of full-time education for the reasons identified in the Strategy document.

Lawyer Consulted: Serena Kynaston

Date: 06/08/2018

Equalities Implications:

- 7.2 The Families, Children & Learning directorate is committed to improving outcomes for the most vulnerable and excluded children, young people and adults with learning disabilities in the city.

Sustainability Implications:

- 7.3 N/A

Any Other Significant Implications:

- 7.4 N/A

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove's Hidden Children Strategy: Full time education as a protective factor to reducing risk for children & young people

Brighton &
Hove's
Hidden Children
Strategy **Full**
time education as
a protective
factor to
reducing risk for
children & young
people

Draft version: June 2018



Brighton & Hove
City Council

Introduction and definitions

This report provides an overview to our approach in identifying and supporting children who are at a higher risk of harm due to not being in receipt of full-time education.

Ofsted do not provide a specific definition for how they categorise Hidden Children. The new inspection framework for Local Authority Children's Services is clear that they will be looking at the quality of what is known about those missing from education and those being offered alternative provision.

[This article](#) published in December 2017 refers to a range of situations a child might be in that means they are not in full time education, but its focus is around inadequate elective home education / unregistered schools as a potential risk.

Our Local Safeguarding Children's Board has for some time taken a wider view on Hidden Children – with private fostering, migrants and home education all featuring in their multi-agency training.

We share this view that a narrower definition does not provide sufficient assurance that all of those at risk of harm will be identified and supported appropriately.

In Brighton & Hove we want all children and young people to receive their full entitlement to education and for that learning to be delivered in a way that is suited to their needs. By being in receipt of their full entitlement children and young people will be less vulnerable, at reduced risk from harm and have improved outcomes.

We understand children can be vulnerable if they are not attending school, have a history of family dysfunction, abuse, neglect and being in care, privately fostered, excluded or have unmet special educational needs.

“Schools act as a protective factor in children's lives. Children who do not attend school can become hidden, which means that we are less able to help and protect them. Some of these children may experience risks within their family, such as abuse and neglect. There may also be risks outside their family, such as radicalisation or exploitation. Protecting children from these external risks is known as contextual safeguarding. Children who do not attend school may be at further risk of not achieving their educational potential. They may not be able to access formal education or employment in the future if they have not gained recognised qualifications. They will also not benefit from the role that schools play in developing children's skills to participate fully and constructively in society.” Eleanor Schooling, previous director of Ofsted Social Care

We wish to ensure that the Council has an overview on all pupils that are at potential risk to harm who are not in receipt of full-time education. Thereby providing challenge and support for arrangements that reduce the child's vulnerability. This goes beyond just those pupils whose education is the direct responsibility of the council.

By identifying concerns we seek to reduce the risks to these young people. We are committed to working with the whole family through the formulation of a relationship based approach and to the creation of a city for all.

The voice of children & young people shapes how we commission and deliver services with them and it will determine what provision is available to meet their needs.

This report seeks to draw together what we mean by hidden children, what we already know and what is already happening. It will also identify what we need to continue to do and provide everyone with an understanding of why we are doing this. Whilst compulsory school age determines the entitlement to full time education we take a wider view on those who are at risk but remain focussed on those who can expect to receive a full-time education.

This approach enables a further fostering of good relationships across professional disciplines. Those working with these children and their families hold collective responsibility for this issue.

Policy and service context

This report does not stand in isolation. It is closely related to the recently launched Whole Family Working strategy which sets out the city's vision that early help is the responsibility of everyone who works with children and families. The aim of the strategy is to transform services to improve outcomes for vulnerable families and reduce the demand for high cost services.

It is also closely linked to the Education Partnership's focus on school attendance. This document is part of a focus on ensuring pupils are able to access good quality education.

The adolescent strategy (and emerging approach to Violence, Vulnerability and Exploitation) covers some of the same issues within this paper.

It is also important to stress that we cannot overcome this issue in isolation. We need to take a multi-agency approach to ensure that a child's needs are taken in to account and that all agencies are signed up to an approach that will work.

The Families, Children & Learning Directorate Plan 2018-2020 includes under the Directorate Objective to provide access to high quality and appropriate childcare, school and education provision, an action to develop systems to support families to improve attendance of children at school.

Who are our hidden children?

Children may be in full sight but their lack of educational opportunity may not be noticeable or regularly reviewed. It is possible that the following circumstances will mean children are hidden and questions should be asked. This is not to say all the children in these circumstances are at risk, it's about identifying and being aware of the potential and take action where needed. This list is not exhaustive but identifies the main groups of children we are likely to need to be concerned about.

- Pupils on part-time timetables
- Pupils with Education, Health and Care Plans yet to be placed
(We know there are 3 children who currently do not have an identified school and 11 children who are being electively home educated).
- Mobile Travellers and secondary aged Travellers (including on a council site)
- Transient families
- Pupils in unregistered schools
- Emotional based school refusers
(We know there are at least 439 pupils that secondary schools consider to be consistently or intermittently not attending school for emotionally based reasons)
- Pupils receiving inadequate Elective Home Education
- Excluded pupils
- Pupils in receipt of flexi-schooling
- PRU pupils who are not attending
- LGBT young people who experience bullying
- Pupils in private fostering arrangements
- Children Missing Education
- Children Missing and Out of Education
- Young Carers
- Pupils who move school frequently
- Pupils whose family are homeless or at risk of homelessness (including those in emergency housing outside of the city)
- Persistent school non-attenders
- Pupils at risk or experiencing multiple exclusion
- Children with medical needs
- Children in Care recently placed in Brighton & Hove or by Brighton & Hove in other areas
- Children either not taking up their early years free entitlement or with low attendance
(We know that 16% of two year olds and 4% of three and four year olds are not taking up their entitlement)
- Children subject to a section 85 referrals and are educated in a private hospital

Why do we think this is an issue?

We know that the city council, the education providers and other partners in the city work hard to ensure pupils receive the appropriate education and will advocate on behalf of families. We know our performance in regards to permanent exclusions and the numbers of pupils in elective home education compares favourably with national benchmarks. However, a range of partners, families and practitioners tell us that some pupils remain at risk of harm due to not receiving their full-time education entitlement.

There can be a number of barriers to overcome to ensure that children who are potentially hidden can be identified and supported. These include:

- A lack of understanding of the needs of this group of children and young people
- Family and young person reluctant to engage and / or hard to reach
- Lack of centrally shared data to effectively monitor the provision of education and the potential risk of harm
- Inability to enforce certain groups to register children in school
- The reduced availability of mental health support
- The use and acceptance of part time timetables
- Parent's responsibilities in relation to Elective Home Education

- School capacity and resource to respond differently and creatively
- Support for the identification and management of pupils with SEND
- The early use of preventative strategies to reduce the chance of risk escalating for a young person or their family
- The acceptance of delays to a change in a pupil's schooling or education provision.
- Agencies working in isolation

What are the current controls supporting / catching these children? How do we mitigate potential risk?

What we do

There are a range of processes already in place across the city which ensures consideration is given to the risk of harm as a result of a child not receiving an appropriate education.

- These include various panels (such as the Children Missing Education Panel and those overseeing children identified as at risk of exploitation) that look at individual children and young people and consider appropriate next steps / wider referrals
- Those working with families in the city use the newly refreshed threshold document to identify levels of need and take appropriate referral decisions (add link to threshold document).
- The Council monitors the providers offering education in the city to ensure that any suspected unregistered schools are identified and reported.
- The Council ensures any private fostering arrangements are overseen by a dedicated social worker.
- We monitor the take up of the early years free entitlement for low income two year olds by comparing children in places compared to eligibility lists sent by the Department for Work and Pensions. We encourage health visitors to promote the early years free entitlement and the importance of regular attendance to parents.
- The Behaviour and Attendance Partnerships for primary and secondary schools consider pupils who need placing under the Fair Access Protocol, have been excluded or are at risk of exclusion.
- Multi-agency outreach is provided to specific groups including children of Travellers, those educated at home and children unable to access education for medical reasons.

How we check what we do

Oversight of the operational work is monitored through a range of supervisions as well as more formal performance management processes including corporate procedures.

- Managers monitor that services apply thresholds appropriately and ensure that identified children at risk take priority.

- We routinely monitor performance measures such as exclusions and attendance and are held to account through corporate risk management and performance management processes.
- Embedding a culture of quality assurance outside of social work
- The LSCB receives regular reports on the work undertaken by the council and its partners to ensure the needs of young people are at the forefront of what we do.

How others check what we do

The council reflects upon its work and the work of partners through the analysis provided by others.

- With nearly all schools rated good for leadership and management we know that safeguarding is effective in the vast majority of our schools. The Pupil Referral Units are rated as good by Ofsted and provide a high standard of education to pupils who attend their provision.

What would an 'ideal' situation look like for these children?

Our common purpose for these children is that we will have a coordinated approach to identifying and supporting hidden children. We want to know where children are, we want to increase their attendance and we want to meet their needs.

We want children in Brighton & Hove to receive a well-coordinated response that reduces the harm or risk of harm to them. There needs to be urgency in identifying the situation and putting in place plans to reduce the risk of harm or further harm.

Ensuring children and young people have access to their educational entitlement that meets their needs is an imperative. It is acknowledged that services continue to operate with challenging pressures such as budget constraints and greater expectations on pupils attaining better education progress and outcomes. Prioritising a reduction in risk benefits all and will help to ensure those challenging pressures are better managed.

As a complex, entrenched and seemingly immovable issue we seek continual improvement in our ways of working rather than a defined end result.

We expect children to be receiving an appropriate education that meets their needs and allows them to achieve better outcomes. We will prioritise a child's right to an education over concerns of resources.

This will look like:

Better Understanding

We want all services working with this cohort to know that when a child or young person is not in education full time they are more at risk of harm and therefore we want people to be inquisitive and to know who needs to be informed if they are not receiving their entitlement. This [LSCB briefing](#) on vulnerability, violence and exploitation explores some of the risks to young people.

We know that there will often be complex issues linked to securing their full time entitlement but collectively that support and challenge should be focussed on the needs of the child or young person.

It is important that professionals understand the necessity of taking a whole family approach. Those working with these children and their families need to know what support is available and how it can be delivered.

With better understanding, professionals will be confident and tenacious in reducing the risk of harm for the child or young person. This includes supporting pupils with PSNA (Persistent School Non Attendance) with the use of an ATTEND form currently being trialled by Family Coaches and Primary Mental Health Workers.

They will also be able to problem solve ways to manage the reduction in risk for themselves at an early stage and use the process set out in the LSCB Threshold Document. Using the Front Door for Families when needed and only after they have tried making an assessment and pulling together a plan for intervention themselves.

Better Assessment and Tracking

We want those who are working with the groups of children and young people most at risk of being 'hidden' to know what education the children are receiving, to consider the impact that is having on the young person and family and, when relevant, what time limited plan is in place to get them back to full-time education.

In line with existing processes this information needs to be recorded and available for the use by the relevant people working with the family.

Better Communication

We want professionals to share their own service user lists and referral information with relevant colleagues to ensure we have a joined up understanding of the needs of Brighton & Hove's hidden children. This needs to be through regular face to face communication so that the nuances of family situations are properly understood.

The conversation needs to be about ensuring their full-time education provision and all services need to know who they should be speaking with to bring about the necessary support and challenge.

A recorded plan of what is known and what will happen for each individual child will be held. This may already be part of a wider plan for a child or family however the relevant part will be extracted for this purpose. Where possible there should be a co-ordinated single plan for the family.

Better Provision

All children need full time provision that meets their needs. This renewed focus on the risk of harm to these children and young people together with the information gathered must inform the commissioning of relevant services using resources available.

Where possible the interventions should be relationship based, small scale and highly personalised for the child/young person and their family.

We would expect to see the outcomes for this group improving as a result of better provision being in place and the result of this demonstrated through existing performance management processes.

Appendix 1 Action Plan (June 2018 – March 2019)

Hidden children - better understanding actions			
Action	Owner	Timescale	Outcomes/Impact
Ensure FCL wide understanding of the Hidden Children agenda in relation to school attendance	Head of School Organisation /Head of Safeguarding and Performance	By July 2018	- Staff can articulate the importance of school attendance and what actions to use when children are not in receipt of full time provision.
School attendance officers understand whole family working and the importance of attendance linked to keeping children safe	Access to Education Manager/ Lead Consultant Learning & Development	By December 18	- Attendance Officers in schools are aware of and access the emerging single-agency Strengthening Families Assessment training - Attendance Officers in schools are aware of and access the LSCB multi-agency Hidden Children and Invisible Families training
Use the SAWASS data to inform the discussion about the impact of not receiving a full time education including the views of young people.	Performance Manager / Access to Education Manager / Partnership Adviser: Health and Wellbeing	End July 18	- Young Person's voice informs this work - Survey responses help illustrate the strategy
Information on the work with St Giles Trust on VVE circulated to others	Head of Safeguarding and Performance	For beginning of Autumn Term 2018	- VVE issues better understood - Schools in all phases have wider options around supporting children at risk
Provide briefing to primary and secondary headteachers on the work about hidden children including refreshed guidance on use of part-time timetables and flexi-schooling.	Head of School Organisation	June 2018	- Schools understand their responsibilities to provide information on part time timetables
Information available on	Head of School Organisation /	June 2018	- Hidden Children communication strategy

internet pages and through social media releases	Deputy Head of Communications		considered - The city is vigilant to the issue of hidden children
Provide links to work ongoing by BHISS on supporting the inclusion of pupils in school	Head of BHISS/PEP	September 2018	- Work around supporting vulnerable young people undertaken by BHISS is co-ordinated with HC agenda.

Hidden children - better assessment and tracking actions			
Action	Owner	Timescale	Outcomes/Impact
All children on part time timetables are notified to the LA by schools – creating a single coordinated list of 'potential hidden children' to be held by LA	Access to Education Manager	From July 2018	- LA understands scale of the issue and the type of children involved
Develop a Carefirst indicator flag for hidden children	Performance Manager	Sept 2018	- Better reporting - Professionals know which children are at risk
Review roles and functions in the Access to Education team regarding statutory functions and strategic priorities.	Head of School Organisation / Access to Education Manager	September 2018	- This work can be supported and managed appropriately
Review the purpose of the CME panel to undertake a wider function in regards to hidden children	Access to Education Manager	September 2018	- Multi-agency scrutiny of LA actions to track and monitor the children identified.

Hidden children - better communications actions			
Action	Owner	Timescale	Outcomes/Impact
Develop a predictive analytical tool to identify what factors make a child susceptible to being hidden	Performance Manager / Access to Education Manager	Dec 18	- A set of factors that could predict susceptibility to being not in receipt of full time education

			helps to quality assure information received from school.
Review the existing panels and meetings established to consider their relevance and role in addressing the issues	Access to Education Manager / Richard Barker	September 2018	- Efficient use of collaborative meetings
Ensure HC is discussed in a range of meetings to embed understanding and identify new ways of working.	Head of School Organisation	September 2018	- A wide range of partners understand the issues and discussions continue within partnership groups as needed.

Subject:	Supporting People with Disabilities Into Employment
Date of Meeting:	17 September 2018
Report of:	Executive Director of Families, Children and Learning
Contact Officer:	Name: Rachel Carter/Anna Czepil Tel: 294921/296736
	Email: Rachel.carter@brighton-hove.gov.uk Anna.Czepil@brighton-hove.gov.uk
Ward(s) affected:	All

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

- 1.1 In response to the committee's request, this report outlines the support available to people with complex barriers to employment.

2. RECOMMENDATIONS:

- 2.1 That the committee notes the changes to the support and services available to people with complex barriers to employment.
- 2.2 That the committee receives annual updates specifically on the Special Educational Needs and Disabilities (SEND) work for those over 19 years of age.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 2016 Research into Barriers to Disabled Employment: Commissioned by Brighton & Hove Equality & Inclusion Partnership and presented to the Communities & Inclusion Committee in October 2016, found the most effective support is: personalised, intensive support; with well trained staff knowledgeable about disabilities; with an holistic approach to address multiple barriers that people face. The report recommended: Better leadership and co-ordination of services in the city; more access to the Supported Employment model of support.
- 3.2 At the budget council meeting for 2018/19 it was agreed that additional funding of £90,000 should be allocated to support SEND young people into sustainable employment (see Background documents 2- Additional Investment in Services for Young People).
- 3.3 The SEND cohort age 19 up to age 25, is recorded as 345, 56 of which are known to be NEET (16.2%) It is not possible to provide an accurate for the total number of NEET post 19 as this is not tracked.
(source: DfE NCCIS)

- 3.4 The 2016 research into Barriers to Employment identified the need for more of the specialised and personalised employment support that is most effective in supporting people with disabilities into sustained employment. In recent years there has been a very welcome increase in the vocational programmes available via education funding (supported internships, traineeships, study programmes, apprenticeships). However, training providers in the city are saying that some young people with SEND need ongoing support after their study programme ends (and this is echoed by the research). Often young people with SEND have made significant progress towards gaining the skills necessary to enter employment but have either not yet reached the destination or if they do have a paid job they still require specialised support to maintain that job. (See background documents)
- 3.5 Supported Employment provides specialised, personalised employment support to disabled job-seekers, disabled employees and, very importantly, also supports their employers. Brighton & Hove has had a Supported Employment Team for over 25 years. However, it is a small team with limited capacity, offering intensive support and for that reason has always had a waiting list (currently at eight months) of disabled people wanting help to find work.
- 3.6 The additional funding for Supported Employment has increased the number of employment officers by 50% and this resource will be dedicated entirely to providing supported employment to young people with SEND. It is intended to eliminate the waiting list for those young people enabling them to move directly from their vocational education and training into supported employment without the loss of impetus and the reduction of motivation and skills that happens when they spend up to a year on a waiting list.
- 3.7 During the 2017-18 financial year SET gave a service to 167 people with disabilities. Of those 167, 50 were new to the service during the year (15 of those were under age 25). It is expected that the additional resource would enable SET to give a new supported employment service to an additional 25 young people each year meaning a total of 40 new referrals per year. Also, SET would give those young people ongoing supported employment as needed.
- 3.8 In addition a SEND Young People Employability Steering Group has been established with representation from both voluntary sector and employer organisations. This steering group will also link with the Adult Learning and Skills Partnership which ties into the City Employment and Skills Plan focusing on No-one Left Behind as one of its key objectives, working with those furthest from the labour market, including disabled adults.
- 3.9 It is also planned to use funding to focus on increased employer engagement with the goal of raising awareness and supporting employers to offer more opportunities to people with SEND.

4. ANALYSIS

- 4.1 The national Adult Social Care Outcomes Framework (ASCOF) includes a key performance indicator (KPI) of the percentage of people with a learning disability who are in receipt of Adult Social Care and are currently in paid employment. Brighton & Hove is consistently in the top quartile nationally for this indicator. In March 2018 the Brighton & Hove number was 723 people with a learning disability in receipt of Social Care of which 71 had paid work. In 2016/17 it was 79 out of 721 who were in paid work.
- 4.2 Supporting people with disabilities to pursue their vocational options is a multi-disciplinary activity involving services across the council, the voluntary sector and mainstream services.
- 4.3 Outside of the council, mainstream SEND Employment Support Available include:
- Jobcentre Disability Employment Advisors - expertise re: disabilities and give advice to work coaches
 - Journey 2 Employment Course - provided by Possability People in B&H
 - Work & Health Programme - provided by Maximus - They have 2 workers based in B&H
 - Building Better Opportunities programmes
- 4.4 The council commissions specialist support via:
- a) Our schools and FE colleges - who provide careers information, advice and guidance on next steps for education and opportunities with local employers to provide work placements.
 - b) Further education with SEND support:
 - Team Domenica - Through its Training Centre, Training Café and Employment Centre, Team Domenica has worked in partnership with GBMET to offer Supported Internships and employment programmes to young adults with a wide range of abilities. It offers in-house work placements as well as supported external work placements with a range of employers. The aim is that the young people will be offered a longer work placement with a view to permanent employment.
 - GBMET offers foundation learning courses, with a high-level of support and encouragement aimed at increasing academic, social and independence skills. These courses have small classes to achieve an appropriate qualification at Entry Level or Level 1. In addition students with a learning difficulty or disability on all courses have access to the Additional Learning Support team who will work with the learner to make reasonable adjustments.
 - Plumpton College - offers a range of courses for young people aged 16+ covering personal, social, academic and employability skills including one-year Supported Internships programmes for young people aged 18+ with the core aim being to find paid, sustainable work. Young people on these courses spend at least one day a week in a working business.
 - Downs View Life Skills College (DVLSC) – offers continued educational opportunities for young people with a range of needs but fundamentally concentrating on those with severe learning

difficulties (SLD), profound & multiple learning difficulties (PMLD) and SLD with autism. The provision supports young people in their Preparation for Adulthood, independence and contribution to their community. This includes the skills needed for employment where appropriate.

- c) Youth Employability Service offers careers and education advice for young people up to age 25 for SEND young people. this service receives short term external funding in addition to council funding
 - d) Supported Employment Service offers personalised intensive support to people with SEND, offering support for both job-seekers and employers including support to the disabled staff working at Able & Willing.
 - e) Supported Apprenticeships are encouraged by YES and SET. A minimum English and maths requirement needed to complete an apprenticeship has been adjusted nationally to entry level 3 functional skills for a defined group of people with learning difficulties and disabilities. The change opens up opportunities for individuals who may meet the occupational standard to achieve an apprenticeship, which supports social mobility. The Supported Employment Team and Youth Employment Team encourage individuals to consider apprenticeships and the council has recruited two supported apprenticeships within the council who receive additional support from the Supported Employment Team, whilst on the programme.
- 4.5 There have been a number of additional resources and developments put in place this year. These developments, while improving opportunities for disabled people in the city, will have limited impact on the KPI, due to the limited number of people counted for the KPI.
- 4.6 In this current financial year there has been a £50,000 DfE grant to the Local Authority entitled “SEND preparation for employment grant”. The Department’s expectation of the funding is that it will be used to encourage and improve supported internships, working in partnership with education providers and employers to set up a Supported Internship Forum and to provide job coach training to increase the pool of coaches to support young people with SEND on work placements.
- 4.7 The council’s Supported Employment Team is one of the nine national sites where the DWP is testing to see whether the DWP and local authorities can work in partnership to co-fund local Supported Employment. This funding is for Supported Employment in Brighton & Hove for people with learning disabilities, autism and mental health conditions until May 2019 and it is hoped it will continue beyond this date.
- 4.8 ESIF funded Think Futures Project which commenced on July 1st, in partnership with West Sussex and Surrey, provides additional support for young people who are 19 plus, who are NEET, including SEND young people, with outcomes being sustainable employment. This will be delivered between the Youth Employability Service and Supported Employment Team.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The additional council funding will also allow the Supported Employment team to dedicate a small resource to employer engagement – raising awareness and supporting employers to make their workforce more diverse.
- 5.2 There is also a small resource to facilitate an SEND Young People Employability network that promotes networking and partnership working amongst organisations that provide employability training and support to SEND young people. The network had its first meeting recently. The meeting was very productive and a number of opportunities for joined up working were identified.
- 5.3 There is also a grant from the DfE that is being used to facilitate a forum specifically about promoting supported internships. This forum will address barriers, engage with employers and use the DfE grant to provide bespoke training for job coaches to increase the pool of trained specialist job coaches in the city.
- 5.4 The Learning Disability Partnership Board commissioned a consultation early in 2018 regarding employment experiences and needs of people with learning disabilities. This consultation and the recommendations arising from it are informing much of the work mentioned above in 5.2. (Appendix 1)
- 5.5 Learning Disability Partnership Board: the Meeting on 30th April 2018 was on the subject of employment received a report on Employment and Volunteering within the Learning Disability Community which was prepared by the Carers Centre and PaCC/Amaze. (Appendix 2)

6. CONCLUSION

- 6.1 CYPS Committee to invite a further report next year to update on progress with a particular focus on young people.

7. FINANCIAL & OTHER IMPLICATIONS:

7.1 Financial Implications:

Additional investment of £90,000 in services for young people was agreed in the 2018/19 budget and is being applied as detailed in this report. It is important that the financial position is reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council.

Finance Officer consulted: David Ellis Date : 7/08/2018

Legal Implications:

- 7.2 There are no legal implications arising from this report.

Lawyer Consulted: Serena Kynaston Date:07/08/2018

Equalities Implications

The aim of the additional investment is to improve services for young people with

protected characteristics including young people with Special Educational Needs and Disabilities.

Sustainability Implications:

There are no sustainability implications arising out of this report.

Any Other Significant Implications:

None

SUPPORTING DOCUMENTATION

Appendices:

1. Appendix 1

Report prepared by Brighton and Hove Speak Out January 2018 – April 2018

<https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Employment%20and%20Volunteering.docx>

2. Appendix 2

Employment and Volunteering within the Learning Disability Community

<https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/LD%20Employment%20and%20Volunteering%20REPORT%202018%20v1.2.doc>

Background Documents

1. 2016 report into barriers for disabled people.

Appendix 1 within the link - <https://present.brighton-hove.gov.uk/ieIssueDetails.aspx?Id=54656&PlanId=0&Opt=3#A153817>

2. CYPS Committee report- Additional Investment in Services for Young People 18th June 2018

<https://present.brighton-hove.gov.uk/mgconvert2pdf.aspx?id=128241>

Subject:	Inspection of Local Authority Children's Services – Brighton & Hove 2018		
Date of Meeting:	17 September 2018		
Report of:	Executive Director – Families, Children & Learning		
Contact Officer:	Name:	Carolyn Bristow	Tel: 01273 293736
	Email:	Carolyn.bristow@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 To provide Children, Young People & Skills Committee with an update on the recent Children's Services Ofsted inspection and to seek approval on the required post inspection action plan.

2. RECOMMENDATIONS:

- 2.1 That committee note the Ofsted Inspection of Local Authority Children's Services (ILACS) report given as appendix 1
- 2.2 That the chair of the committee write to children's services staff on behalf of the committee to thank them for the work they have done to improve services and outcomes for vulnerable children and young people
- 2.3 That committee agrees the post Ofsted ILACS action plan given as appendix 2

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 In January 2018 Ofsted introduced a new inspection framework for children's services, replacing the previous Single Inspection Framework.
- 3.2 This new framework focuses on the effectiveness of local authority services and arrangements:
- to help and protect children
 - the experiences and progress of children in care wherever they live, including those children who return home
 - the arrangements for permanence for children who are looked after, including adoption
 - the experiences and progress of care leavers.
- In addition, Ofsted evaluate the effectiveness of leaders and managers and the impact they have on the lives of children and young people and the quality of professional practice.
- 3.3 The previous framework also had a focus on the effectiveness of the Local Safeguarding Children's Board. This no longer features in the new framework.

- 3.4 Brighton & Hove’s Families, Children & Learning directorate and partners have been preparing for this new framework by attending briefing sessions with Ofsted and evaluating our services against the new inspection criteria.
- 3.5 Brighton & Hove were notified on the 2 July 2018 that a standard ILACS inspection would take place and would run until Thursday 19 July, with initial confidential feedback being shared on Friday 20 July 2018.
- 3.6 The main inspection team were made up of 4 Ofsted inspectors who were joined by an Education HMI for 1 day and a Regulatory Inspector (focussing on fostering and adoption arrangements) for 2 days. The team were also joined by a Quality Assurance officer for a number of days across the inspection.
- 3.7 During the inspection, the team spent the majority of their time with social workers looking at individual cases. They also met with some children and young people and a group of foster carers. They visited all our children’s social work teams across the city including our Children’s Disability Service and saw some of our other services too.
- 3.8 The inspection report was published on 21 August 2018 and confirmed the judgements as:

Judgement	Grade
The impact of leaders on social work practice with children and families	Good
The experiences and progress of children who need help and protection	Requires Improvement
The experiences of children in care and care leavers	Good
Overall effectiveness	Good

Ofsted recognised the effective work that had taken place to improve services since our previous inspection in 2015. In particular the report notes the following:

“The chief executive, director of children’s services (DCS) and lead member have a clear and strong focus on improving services and outcomes for children in Brighton and Hove. Supported by strong, cross-party political and corporate support for children’s services, they are ensuring that children’s needs are prioritised by the council.”

- 3.9 Particular areas of strength have been identified as:
- We know ourselves well, our self-evaluation submitted to Ofsted prior to the inspection was correct
 - Social workers’ morale is high and they enjoy working in Brighton & Hove
 - Children in need of help and protection receive prompt and appropriate help in line with their needs
 - Children in care and care leavers receive very child centred support which is having a positive impact on their lives

- The adolescent service, children's disability services. leaving care and our early parenting assessment programme were identified as areas of strong practice
- 3.10 Some areas for further improvement were identified:
- Case recording to be consistent in all areas
 - The response to children in need to be as robust as that for children in need of protection and children in care
 - The progression of pre-proceedings work to be effectively monitored to reduce any delay
 - The response to children who go missing from home and care, in particular Return Home Interviews to be more robust
 - All private fostering and care leaver cases to be allocated to named workers
- 3.11 The local authority consider the report to be fair and accept the findings and recommendations. Ofsted recognised that we know ourselves well and had already identified all the areas that need improvement.
- 3.12 Steps were already in place to resolve the issues relating to Return Home Interviews for missing children by bringing the pan Sussex commissioned service back in-house; recruitment had taken place to both the private fostering and care leavers service at the time of the inspection; work had begun around Children in Need with a CIN strategy and action plan drafted in June 2018 to address the issues Ofsted subsequently identified; work to improve case recording was already in progress with success achieved in improving the use of chronologies.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 These statutory inspections are conducted under section 136 of the Education and inspections Act 2006.
- 4.2 Ofsted require us to submit an action plan (given as appendix 2) by 30 October 2018 (70 days post release of the report).

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The voice of children, young people and their families is an essential element of our work and is integral to our quality assurance processes. The inspection report is positive about the engagement we and others make with children and young people in the city, in particular children in care and care leavers. We recognise there is more to do to improve our Children in Care Council.
- 5.2 Ofsted have shared with us a child friendly version of their findings which we have shared with relevant children in our social care services

6. CONCLUSION

- 6.1 Ofsted now consider Brighton & Hove to be delivering good children's social care services. There is more to do to ensure all our processes work in the way they should and plans to achieve that are already in place.

- 6.2 It is unlikely that this area of work will receive another full inspection until at least 2021 as the ILACS framework will take around 3 years to be completed with every local authority in the country. We will however receive some unannounced focussed visits from Ofsted (2 day inspections with no judgements attached, just a printed letter) over the next two years. The Local Authority will also be part of an unannounced Joint Targeted Area Inspection, alongside Sussex Police, our colleagues across Health plus the local Probation Services. Planning is underway to ensure we are prepared for those.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

There are a number of actions proposed to address the issues raised by the inspection detailed in appendix 2. These will all be funded within existing financial resources either held corporately, in the case of the re-procurement of the new integrated children's system (ICS) or in the current budgets within the Families, Children and Learning Directorate (FCL). The total costs relating to the action plan for the FCL will be £0.046m per annum. Although the action plan will incur no additional financial commitments, one of the proposals is to in-source services for missing children adding one post to the current staffing establishment. It is not anticipated that the measures outlined in the Post Ofsted inspection action plan will have any adverse impact on the councils financial position.

Finance Officer Consulted: David Ellis

Date: 29/08/2018

Legal Implications:

The report sets out how the Council intends to respond to the Ofsted report as it is required to do by The Education and Inspections Act 2006 (Inspection of Local Authorities) Regulations 2007

Lawyer Consulted: Sandra O'Brien

Date: 29/08/2018

Equalities Implications:

- 7.1 Broader arrangements for children and young people with disabilities are covered in a separate inspection framework, one we positively engaged with in 2016. During this inspection, the team found that "disabled children benefit from high-quality, responsive support." The team also found the support for unaccompanied asylum seeking children to be a strength, with social workers giving "good consideration to children's cultural and religious needs".

Sustainability Implications:

- 7.2 Social work and early help teams are distributed across the city to enable community working and to reduce the need for travel.

Any Other Significant Implications:

- 7.3 None

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove Standard ILACS 2018 report
2. Brighton & Hove post inspection ILACS Ofsted action plan 2018

Documents in Members' Rooms

1. None

Background Documents

1. None

Brighton and Hove City Council

Inspection of children's social care services

Inspection dates: 9 July 2018 to 20 July 2018

**Lead inspector: Tara Geere
Her Majesty's Inspector**

Judgement	Grade
The impact of leaders on social work practice with children and families	Good
The experiences and progress of children who need help and protection	Requires improvement
The experiences and progress of children in care and care leavers	Good
Overall effectiveness	Good

At the last inspection in 2015, the overall effectiveness of children's services in Brighton and Hove was judged to require improvement to be good. Since then, the senior leadership team, supported by strong cross-party political and corporate support, has worked effectively to improve services, and overall effectiveness is now good.

Senior leaders know their services well. All areas requiring improvement that were raised in this inspection were known to senior leaders. Leaders have already improved services, which has resulted in children in need of early help and children in need of protection receiving prompt and appropriate help in line with their needs. However, leaders are aware, through their own quality assurance monitoring, of the further work needed to improve practice for children in need. A small number of children living in private fostering arrangements do not have an allocated social worker and some children experience delay in the pre-proceedings stage of court work. Senior leaders have recognised deficits and have taken appropriate steps to improve the quality of commissioned return home interviews, but this work is at an early stage.

Children in care and care leavers receive a good service. Considerable work to improve planning for these children is resulting in timely child-centred work, which is having a positive impact on their lives.

Social workers' morale is high, and they enjoy working in Brighton and Hove. The decision not to use agency staff has improved children's relationships with social workers. At the time of the inspection, vacancies in some social work pods have reduced social worker capacity, resulting in a small number of children's cases being held by managers in two teams.

What needs to improve

- Case recording, including the recording of management oversight and supervision, to monitor children's progress and outcomes effectively.
- The response to children in need, including clear plans with appropriate actions and timescales and regular reviews through network meetings
- The progression of pre-proceedings work, in order to reduce unnecessary delay for children.
- The response to children who go missing from home and care, including the timeliness and recording of return home interviews to capture intelligence to inform service delivery.
- The allocation of private fostering and care leaver cases to workers, to allow timely statutory checks and regular visits and contact, in order to ensure that children live in safe arrangements to meet their needs.

The experiences and progress of children who need help and protection requires improvement to be good

1. Children's services in Brighton and Hove provide a joined-up response to the needs of vulnerable children and families. Children benefit from a wide range of community-based, collaborative, early help services. Co-location of early help workers (locally known as family coaches) at the front door for families (FDFF) ensures that children and families access the right support. The family coaches provide an effective response to enquiries by professionals and members of the public to ensure that children's needs are met at the earliest opportunity.
2. Children with more complex needs receive an effective, multi-agency response when they are referred to the FDFF. Timely information gathering and analysis, supported by clear management direction, ensures that children at risk of harm are protected. Parental consent is secured in most cases, although it is not always clearly recorded. Information sharing between partners in the FDFF is mainly timely and thorough. Nevertheless, shortfalls in capacity in respect of both social workers and health staff mean that there are some delays in progressing a very small minority of referrals.
3. Most children in need of social work support transfer swiftly to social work pods for further assessment. Assessments are comprehensive and are well-informed by information from involved agencies. The vast majority of assessments include good analysis of children's circumstances and needs.
4. Social workers show a good understanding of the children they work with; they seek children's views and carry out individual work with them. However, not all children in need have a plan that sets out how they are going to be supported. Network meetings do not consistently take place in a timely manner to develop and review children's plans. This means that although social workers support children in need, planning for them is not always co-ordinated effectively.
5. Social workers can describe the work they do with children well. However, there is considerable variability in the quality of case recording, including recording of management oversight, across all services. Where detailed recording is absent, it is not always possible to gain a good understanding of the child's experience, or whether visiting is purposeful, from the case record. Senior managers have sought to tackle these weaknesses, implementing an action plan, but it is too early for this to have had a positive impact.
6. Decisions to start child protection enquires are appropriate and timely. Enquiries include good information from professionals from a range of agencies, but the wider assessment of risk, and the rationale for the decision reached, is not always easy to understand due to the use of different recording documents. Multi-agency professionals support timely, well-

attended child protection conferences, which develop good outline plans that are progressed by the core group. Most plans are effective tools for setting out and monitoring how to reduce risks. However, some include too many actions and lack clear objectives to help parents and carers understand what needs to change. There is good use of advocates and interpreters to support children's and parents' engagement across all areas.

7. When children's needs escalate, social workers and managers take decisive action to initiate pre-proceedings. However, there are some delays in progressing pre-proceeding plans and holding important meetings, which can result in some cases not receiving a timely response. This is more evident in situations where risks to children are more complex or chronic. Where risks are clearer, action is more authoritative.
8. Social workers recognise contextual safeguarding risks well. Senior managers have worked purposefully across the partnership to tackle exploitation, including the growing problem of criminal exploitation, which presents challenges in Brighton and Hove. This has led to the development of a detailed understanding of risk in the area. The recently introduced adolescent vulnerability and risk meeting responds well to the growing concerns regarding children's vulnerability to the interconnected issues of sexual and criminal exploitation. These multi-agency meetings regularly review the level of risk for children and develop effective plans to offer timely direct help for children and their families, focusing on achieving sustainable progress for children.
9. The multi-agency adolescent service that works with children who are hard to engage and require intensive support is an example of good practice. Social workers are tenacious in seeking to build meaningful relationships with children, and this supports the reduction of risk effectively.
10. Disabled children benefit from high-quality, responsive support. The knowledgeable team recognises well the needs of disabled children and those of their non-disabled brothers and sisters both in terms of risk of harm and their broader needs.
11. Senior leaders have been proactive and responsive to concerns about the quality of work of a commissioned service to deliver return home interviews (RHIs) for children who go missing. Social workers make efforts to visit children and talk about missing episodes in order to understand the risks that children may face. However, these visits are not consistently recorded and are not always timely. This prevents information being used to support effective analysis of the push and pull factors or to gather important intelligence to identify patterns and trends to inform service delivery. Senior leaders have acted to strengthen their response to children who go missing, but it is too early to evidence the impact of this.

12. Case supervision is variable in terms of its quality. Supervision records do not always do justice to the quality of supervision reported by social workers. When supervision is recorded, it often lacks reflection or analysis, or rigour in driving the child's plan. Social workers value group supervision, which takes place regularly and includes the whole social work pod. This provides a useful forum for social workers to reflect on challenging issues and to consider how to solve any problems.
13. The local authority has worked hard to raise awareness of private fostering and works closely with local language schools. Children living in private fostering arrangements are identified, but assessments are not always subject to rigorous, timely checks to ensure that arrangements are suitable. At the time of the inspection, the vast majority of privately fostered children, although a very small number, did not have an allocated social worker. This means that they are visited by duty social workers and not always as frequently as they need.
14. Young people aged 16 and 17 who are homeless receive good-quality support from a jointly operated service with the youth advice centre. Where appropriate, mediation is used to support young people to return home to live with their families. Where this is not possible, they are provided with suitable accommodation or become looked after following an assessment of their needs.

The experiences and progress of children in care and care leavers is good

15. Senior leaders in Brighton and Hove have maintained good-quality services for children in care since the last inspection. Social workers and managers are aspirational for the children in their care and demonstrate a strong focus on improving their experiences and outcomes.
16. Comprehensive parenting assessments facilitate decision-making about whether parents are able to meet their children's needs, and they are valued by parents. When it is not possible for children to live with their families safely, social workers and managers take decisive action for children to come into care. The early parenting assessment programme, alongside a range of other assessments and interventions, provides a comprehensive framework of assessment and support to families. These assessments were commended by the family court judge and the Children and Family Court Advisory and Support Service. Detailed assessments are also used to test the suitability and sustainability of arrangements for children returning home, thus ensuring that children in care are effectively supported to return home when this is in their interests.

17. The local authority has worked tenaciously to increase the range of placement options available for children, and they benefit from living in homes that meet their needs well. However, there is a recognised lack of local placements for adolescents with complex needs, and this means that some children are placed at a distance from their friends and family. The local authority is working effectively to increase the number of local placements for these young people. When children are placed at a distance, social workers and managers are effective in ensuring that they receive the support that they need.
18. The large majority of children live with approved carers who provide good-quality care and who support them to access a range of opportunities that enable them to enjoy life. In-house foster carers spoken to during the inspection reflected positively on the good-quality support and training on offer to them in order to support children's placements. When children are placed with friends and family, arrangements are carefully assessed and the vast majority lead to robust and timely decisions regarding the suitability of placements. However, on this inspection inspectors found a very small number of children in unregulated connected carer placements. Senior managers were aware of these placements prior to the inspection and were actively taking steps to resolve some of these court-directed placements.
19. Social workers and managers maintain a strong focus on ensuring that children experience permanence at the earliest opportunity. A wide range of permanence options are carefully considered. Senior managers provide an overview of planning for children through the care planning and tracking forum to ensure that children do not experience unnecessary delay in achieving legal or emotional permanence.
20. The response to unaccompanied asylum-seeking children is a strength. Knowledgeable social workers carefully assess the needs of these children. Workers are strong advocates for children and work effectively with other agencies to ensure that children's health, education and well-being needs are well met. Social workers give good consideration to children's cultural and religious needs.
21. Social workers have a good understanding of the children they work with. They build meaningful relationships with children through direct work and regular visiting. Social workers recognise the importance of maintaining children's relationships with their friends and family and promote regular contact with them.
22. Extensive work by senior managers since the last inspection has strengthened the care planning and review process for children in care. Assessments clearly identify and articulate children's needs and views and are updated regularly in response to their changing circumstances. The development of the 'Me and My World' plan and review has brought the child to the centre of planning.

The powerful and clear documents set out the plan in child-friendly language, making complex issues easy to understand. This robust work is making a tangible difference to the care planning process.

23. Independent reviewing officers regularly oversee children's plans and ensure that social workers are progressing actions between reviews. These plans would be strengthened if they consistently contained clearer timescales for delivering key actions. Children are supported to share their views and to participate in decision-making through engagement with advocates. Children benefit from access to independent visitors where required.
24. When children enter care, their health needs are promptly assessed. However, there has been a recent decline in the timeliness of review health assessments and dental checks, which senior managers had identified and are closely monitoring.
25. There is a clear focus on working collaboratively with school leaders to support the educational needs of children in care. The local authority provides support to a number of children placed outside Brighton and Hove. This presents logistical challenges but is well managed. The proportion of care leavers who are in employment, education and training is significantly higher than national comparators. The local authority is working purposefully to increase this further, given its high aspirations for young people.
26. The adoption service is strong. Social workers and managers are ambitious and considered in their decision-making. Children are effectively matched and placed with adopters more quickly than they were previously. There is a wide variety of post-adoption and special guardianship support available to adopters and carers. Adopters spoke positively about the support available to them.
27. The well-established and highly effective care leavers pod supports young people well. Personal advisers and social workers work hard to keep in touch with young people, using a range of approaches, including creative use of social media to communicate with young people. This helps to build relationships of trust and makes a positive difference for young people. For most care leavers, pathway plans are well focused and are used to monitor and drive progress.
28. The local authority is aspirational for care leavers and provides a good range of information and support to help care leavers live safe and fulfilled lives. Educational outcomes for the majority of care leavers are good. There is a drive to ensure that they are supported with good educational and vocational opportunities. This is resulting in more young people in Brighton and Hove entering higher and further education than in national comparators.
29. Young people have good access to a range of housing and living options, and they benefit from effective support to help them maintain their tenancies.

'Staying-put' arrangements for care leavers to remain living with their former foster carers beyond their eighteenth birthdays are readily available, with good uptake across both in-house and independent fostering agency placements.

30. Although the local authority has recruited staff to fill vacancies and to increase the overall capacity of the care leavers team, staff were not yet in post. As a result, caseloads for many personal advisers were high at the time of the inspection. This has resulted in the recording of visits and work undertaken with young people not always being up to date or completed in detail and impedes managers' ability to understand the purpose of the visits and any progress made against young people's plans. A small number of young people's cases were allocated to the manager at the time of inspection, resulting in visits by different duty workers, and making it difficult to build positive relationships.

The impact of leaders on social work practice with children and families is good

31. The chief executive, director of children's services (DCS) and lead member have a clear and strong focus on improving services and outcomes for children in Brighton and Hove. Supported by strong, cross-party political and corporate support for children's services, they are ensuring that children's needs are prioritised by the council.
32. Since the last inspection in 2015, targeted financial investment has supported a service redesign. The new model of practice has been embedded and is resulting in greater continuity of social work relationships for children and families. Outcomes for children are largely positive and, frequently, risks are reducing, particularly for hard-to-reach, vulnerable adolescents.
33. Senior leaders have a clear understanding of the strengths and areas for further development in their services, informed by a thorough and accurate self-assessment, alongside learning from regular comprehensive quality assurance framework auditing and peer reviews. Areas requiring improvement identified during the inspection were known to senior leaders, and appropriate actions plans are in development, for example the recognised shortfalls in the quality of RHIs commissioned for children who go missing from home or care and the consistency of practice for children in need.
34. Mature, robust relationships with partners, supported by oversight from the local safeguarding children's board and its sub-groups, enable effective multi-agency safeguarding work. The local authority is appropriately creating integrated arrangements with the local clinical commissioning group. This is effectively joining commissioning arrangements to ensure that they bring value and meet the needs of children and families. During this inspection, inspectors consistently saw strong joint work across all services, including

early help, the front door for families, family court work and in work with adolescents.

35. Regular, comprehensive performance reports enable senior leaders to monitor performance against key performance indicators. This is supported by learning from quality assurance audits, ensuring a focus on practice at monthly performance meetings, corporate parenting panel and the Children, Young People and Skills committee.
36. A recent, renewed focus on corporate parenting, supported by strong cross-party political involvement and feedback from young people, is driving improvements. Recent workshops with care leavers to develop the local offer and prioritise the needs of care leavers have included the senior leadership team, chief executive, and lead member, to improve services for young people. Work to ensure the views of younger children are used to inform service developments through the Children in Care Council is being addressed.
37. Under the leadership of the DCS, senior leaders have worked purposefully to build a skilled and stable workforce, with the majority of staff reporting manageable caseloads. As part of the workforce development strategy, a decision not to employ agency staff was introduced and achieved in September 2017. The strategy has been supported by corporate investment in order to allow over-recruitment to the workforce. However, there are a few pressures at some points in the service, which has impacted on social work capacity. At the time of the inspection, a small number of children living in private fostering arrangements and care leavers were not allocated to a worker.
38. The pressures on parts of the service have an impact on some case recording, including recording of supervision and management oversight. At the time of the inspection, inspectors found shortfalls in case recording, meaning that it is not always possible to evidence that all children receive a consistently good service. The weaknesses in some recording makes it hard to gain a good understanding of the child's experience, whether purposeful visiting takes place or to monitor children's progress to ensure that their outcomes are improving. However, when discussing children's individual cases with social workers, it was evident that they had a thorough understanding of each case and that plans were in place to improve outcomes for children. The local authority is aware of the weaknesses in recording and has worked on specific areas such as improved recording of chronologies and genograms. Procurement of a new children's recording system to support improvements is appropriately in place for later this year.
39. Social workers' morale is high, and workers spoken to as part of the inspection told inspectors that they enjoy working in Brighton and Hove.



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Families, Children & Learning Ofsted Inspection 2018

Brighton & Hove City Council: Post Ofsted inspection action plan – September 2018

Brighton & Hove was inspected under the new ILACS framework in July 2018 and the following 5 recommendations were made. This plan sets out how we are going to progress those recommendations. This action plan will be owned and monitored by the directorate management team (quarterly performance reporting) plus an update to CYPS committee on an annual basis.

We accept the findings made by the Ofsted inspection team and they recognised that we know ourselves well and plans were already in place for these areas of improvement.

	What needs to improve – from the Ofsted report	Required action from BHCC	Responsible officer(s) and timescales	Measures of success
1	Case recording, including the recording of management oversight and supervision, to monitor children’s progress and outcomes effectively.	<p>New integrated children’s system (ICS) to be procured and case record templates to be reviewed to ensure child’s journey is explicit</p> <p>Senior managers to be responsible to ensure case file recording is prioritised within social work pods</p> <p>Quality assurance process to include regular dip sampling of records to check for quality</p>	<p>Assistant Director – Safeguarding & Care, Principal Social Worker, Head of Safeguarding & Performance plus Operational Heads of Service</p> <p>ICS due to be going live April 2020</p> <p>Remainder July 2019</p>	All cases open to social work will have up to date and appropriate case recording evidenced on file
2	The response to children in	Implementation of the	Assistant Director –	CIN receive a robust and

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	need (CIN), including clear plans with appropriate actions and timescales and regular reviews through network meetings.	June 2018 CIN strategy action plan to ensure CIN work is prioritised alongside the Child Protection / Children in Care work.	Safeguarding & Care and Head of Service (Child in Need Strategic Lead) December 2019	effective service
3	The progression of pre-proceedings work, in order to reduce unnecessary delay for children.	A Public Law Outline (PLO) tracker to be introduced to ensure effective oversight	Assistant Director – Safeguarding & Care and Principal Social Worker October 2018	All cases in PLO will be subject to regular review and progressed in a timely manner
4	The response to children who go missing from home and care, including the timeliness and recording of return home interviews (RHI) to capture intelligence to inform service delivery.	Implement plan to bring this work in-house via the following: Establishment of RHI worker in Front Door for Families to support and coordinate RHI activity including data and intelligence capture. Missing and RHI assessment document to be reviewed	Assistant Director – Safeguarding & Care and Head of Service (Exploitation Strategic Lead) August 2018	All children who go missing received a timely RHI service Intelligence from RHI informs multi-agency strategic service delivery
5	The allocation of private fostering (PF) and care leaver (CL) cases to workers, to allow timely statutory checks and regular visits and	Recruited fostering social worker and leaving care personal advisors to take up posts	Head of Service (Child in Care Strategic Lead) August 2018	All PF and CL cases have allocated workers

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	contact, in order to ensure that children live in safe arrangements to meet their needs.			
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In case of query please contact Carolyn.bristow@brighton-hove.gov.uk
Date of issue: September 2018

