

Children, Young People & Skills Committee

Date: **16 September 2019**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

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

Co-optees

Karen James (Parent Governor Representative), Amanda Mortensen (Parent Governor Representative), Trevor Cristin (Diocesan Director of Education) and Bernadette Connor (Catholic Diocese)

Non-Voting Co-optees

Adam Muirhead (Community Works Rep), Rob Scoble (Youth Works)

Contact: **Greg Weaver**
Democratic Services Officer
01273 291214
greg.weaver@brighton-hove.gov.uk

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AGENDA

12 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.

13 MINUTES

9 - 16

To consider the minutes of the meeting held on 17 June 2019.

14 CHAIR'S COMMUNICATIONS

15 CALL OVER

- (a) Items 19 – 23 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.

16 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 10th September 2019;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 10th September 2019.

17 MEMBER INVOLVEMENT

17 - 20

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;
 - i. Brighton & Hove City Council strategy to encourage play.
- (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.
 - i. Climate Change Teacher.

18 SCHOOL OFSTED PRESENTATION

21 - 26

Contact Officer: Mark Storey, Tel: 01273 294271
Head of Education, Standards &
Achievement

Wards affected: All Wards

19 MOULSECOOMB PRIMARY SCHOOL SURVEY OF PARENTAL VIEWS

27 - 30

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

Contact Officer: Richard Barker, Tel: 01273 290732
Head of School Organisation

Wards affected: All Wards

20 MENTAL HEALTH UPDATE REPORT: SCHOOL WELLBEING SERVICE TRAILBLAZER 31 - 38

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

Contact Officer: Mohammed Bham, Tel: 01273 290732
Gill Brooks 01273 293568

Wards affected: All Wards

21 EARLY HEADLINES STANDARDS AND ACHIEVEMENT IN BRIGHTON AND HOVE SCHOOLS 39 - 50

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

Contact Officer: Mark Storey, Tel: 01273 294271
Head of Education, Standards & Achievement

Wards affected: All Wards

22 TRANSITION TO NEW SAFEGUARDING CHILDREN'S PARTNERSHIP ARRANGEMENTS 51 - 74

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

Contact Officer: Laura Perkins Tel: 01273 296736
LSCB/LSAB Business Manager

Wards affected: All Wards

23 UPDATE ON THE BRIGHTON & HOVE EDUCATION PARTNERSHIP 75 - 84

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

Contact Officer: Hilary Ferries, Tel: 01273 290738
Senior Adviser -Education Partnerships

Wards affected: All Wards

24 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 24 October 2019 Council meeting for information.

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

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

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FURTHER INFORMATION

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

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- Do not re-enter the building until told that it is safe to do so.

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

4.00pm 17 JUNE 2019

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillor Childs (Chair), Councillor Knight (Deputy Chair), Hills (Opposition Spokesperson), Brown (Group Spokesperson), Clare, Hamilton, McNair, Nield, Wilkinson and Wares

Co-optees: Karen James, Amanda Mortensen, Bernadette Connor, Adam Muirhead

PART ONE

1 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

1.1 Councillor Lee Wares substituting for Councillor Dee Simson.

(b) Declarations of Interest

1.2 There were none.

(c) Exclusion of the Press and Public

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

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

2 MINUTES

2.1 **AGREED** – that the minutes of the meeting held on the 4th March 2019 were approved and signed by the Chair as a correct record of the proceedings.

3 CHAIR'S COMMUNICATIONS

3.1 The Chair gave the following communications:

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

Today we have an urgent notice of motion regarding the potential Academisation of Moulsecomb Primary which can be seen in addendum 1. This item will be considered under item 6.

4 CALL OVER

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

7. Constitutional Matters – Children, Young People & Skills Committee
8. Youth Service Update and Use of Housing Revenue Account Funding
9. School OFSTED Presentation
10. Families, Children & Learning Annual Report

5 PUBLIC INVOLVEMENT

(a) Petitions

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

(b) Written Questions

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

(c) Deputations

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

6 MEMBER INVOLVEMENT

(a) Petitions

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

(b) Written Questions

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

(c) Deputations

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

(d) Notices of Motion: To consider any notices of motion referred from Council or submitted directly to the Committee:

- (i) Academisation of Moulseccomb Primary.

RESOLVED:

- 1) That the notice of motion as amended be noted.

7 CONSTITUTIONAL MATTERS - CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

- 7.1 The Committee considered a report of the Monitoring Officer that provided information on the committee's terms of reference and related matters including the appointment of its urgency sub-committee.
- 7.2 Councillor Brown noted an error regarding the age of which the Committee served children. It was requested that the age be recognised as 25 not 19.
- 7.3 Karen James noted a discrepancy regarding the lack of representation of the co-optee's role at sub-committee.
- 7.4 The Managing Principle referred Ms James to the legal implications that clarified the role of voting co-optees. It was stated that voting co-optees were limited to voting on educational matters only and that ratifying their inclusion to sub-committees at a constitutional level could be an issue since, on balance, it was unlikely that an urgent matter restricted solely to education would be called and that the ensuing vote by external figures could be problematic.

7.5 RESOLVED:

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

8 YOUTH SERVICE UPDATE AND USE OF HOUSING REVENUE ACCOUNT FUNDING

- 8.1 The Head of Service – Early Years Youth & Family Support, gave a brief overview of the report. Young People were introduced to provide a perspective from the participants of various groups and events that had been funded and developed by young people. The young people representatives noted the many positive outcomes as a result of the events such as a boost to confidence, rigorous preparation for independence, practice of diplomacy and having learned a framework for providing constructive criticism. It was

further noted that in many cases anxiety levels had been reduced as a result of engaging in a familiar community.

- 8.2 Councillor Hills requested a commitment be made to fund HRA in the event that it did not retain funding.
- 8.3 The Executive Director – Families, Children & Learning, clarified that the Policy, Resources and Growth Committee was responsible for any changes regarding the financing of the HRA and not the Housing Committee. It was further clarified that no further finance could be secured in the event that the HRA was defunded.
- 8.4 Councillor Sarah Nield enquired as to the duration of 6 months recommissioning period referred to on item 2.2.
- 8.5 The Head of Service – Early Years Youth & Family Support, stated that this was the necessary time to provide consultation with young people, housing tenants and other relevant parties.
- 8.6 Councillor Brown noted that there were many areas still in need of help and enquired if some thought could be given to people in other areas. Councillor Brown enquired of the reason for the high drop out rate.
- 8.7 The Integrated Team for Families Manager, stated that retention of independent visitors was positive. It was noted that many had stayed for up to 2 years and over.
- 8.8 The Head of Services – Early Years Youth & Family Support noted the open access opportunities in the City, it was further noted that part of the role of the providers had been to scope the need across the city.
- 8.9 Councillor Wares referred to services spread across the City and noted that Hollingbury had high deprivation, high anti-social behaviour and a reasonably high number of council tenants and enquired as to the reason for a lack of services in this ward.
- 8.10 The Head of Service – Early Years Youth & Family Support stated that the spread of services provided across the city were implemented as a result of work that was undertaken at the beginning of the process, it was noted that at the time of assessment it was found that Moulsecocomb was the primary focus however Hollingbury would be considered in the near future.
- 8.11 The Youth Works Representative, enquired if there were plans in place for voluntary sector organisations amidst growing need.
- 8.12 The Head of Service – Early Years Youth & Family Services stated that the youth grants programme was one of sustaining this support. It was stated there was funding from organisations from other areas of BHCC such as St. Giles.
- 8.13 **RESOLVED:**
- 1) That the Report be noted;

- 2) That an extension for the Youth Contracts for six months to the end of September 2020 to allow more time for re-commissioning be agreed;
- 3) That a progress report by the Committee in June 2020 be considered.

9 SCHOOL OFSTED PRESENTATION

- 9.1 The Head of Service – Early Years Youth & Family Support; and Mark Storey, Head of Education Standards & Achievement gave a brief overview of the School Ofsted findings.
- 9.2 Councillor Clare referred to Little Ducklings and enquired if there was provision would be provided in case of closure due to finance issues.
- 9.3 The Head of Service – Early Years Youth & Family Support confirmed that a new provider was to open up on site.
- 9.4 The Managing Principle, provided comments regarding the legal implications the 1st school due for academisation.
- 9.5 Amanda Mortensen, Parent Governor Representative, enquired of the dialogue with the local authority regarding the summary of key findings of the leaders and governors' evaluation of the school.
- 9.6 The Assistant Director – Education & Skills, stated that governors had concerns regarding the process and their ability to have dialogue with inspectors. it was stated that the evaluation was not inadequate and there was better practice at key stage 1, for those on child protection register and SEND.
- 9.7 Councillor Hills requested the data referred to in 4.3.
- 9.9 The Assistant Director – Education & Skills stated that the data was currently being submitted as a draft action plan to Ofsted and that this would be circulated with all Councillors once returned and following any further changes.
- 9.10 Councillor Brown enquired of any further precautions that might be taken in regards other schools in a similar predicament such as St Mark's.
- 9.11 The Head of Education Standards & Achievement clarified that in the case of St Mark's, the negative judgement was expected and that a provision of aid had been pre-empted.
- 9.12 The chair gave a brief overview of the notice of motion regarding the Academisation of Moulsecoomb Primary and taken alongside the School Ofsted Report findings presentation.
- 9.13 Councillor Brown stated that the Conservative party agreed with the notice of motion in regard to consulting and supporting parent's views.
- 9.14 Councillor Wares stated that the Conservative Party would support the parents. An amendment to the notice of motion was proposed to read as:

“This Committee notes that an order for academisation of Moulsecoomb Primary School was imposed by the Regional School’s Commissioner on behalf of the Secretary of State. On the conversion date Brighton & Hove City Council shall cease to maintain the school and will be forced to transfer land and buildings occupied by the school to an academy trust chosen by the Regional Schools Commissioner (RSC) on behalf of the Department of Education.

This Committee notes the extensive support being provided to the School by the Council and does not believe that an Academy sponsor is necessary to improve the standards of the school.

This committee opposes the privatisation of schools, and the imposition of academy orders against the will of the local community.

The Committee instructs the officers to conduct a ballot of parents and carers of children on roll at Moulsecoomb Primary School on the question of whether they are in favour of or oppose the forced conversion of the School to an academy trust selected by the Regional Schools Commissioner. The result of the ballot should be shared with the Regional Schools Commissioner and will be published on the council website and communicated to parents.

The Committee invites the RSC to consider inviting Ofsted to reinspect the school with a view to considering improved standards.

The Committee notes the efforts being made to improve the standards of the school and calls upon the Regional Schools Commissioner to consider improved standards as grounds for revoking the order.”

9.15 Councillor Brown seconded the amendment.

9.16 A vote for the amendment was agreed.

9.17 The Committee voted on the notice of motion, as amended, and was agreed.

9.18 **RESOLVED:**

1) That the Moulsecoomb Primary School Ofsted 2019 report taken alongside the School Ofsted Presentation be noted.

10 FAMILIES, CHILDREN & LEARNING ANNUAL REPORT

10.1 The Service Manager Directorate Policy & Business Support stated gave a brief overview of the Families, Children & Learning Annual Report. It was stated that this year’s concept was to have a collage feel and that feedback had been received and considered. It was confirmed that a narrated version was in design.

10.2 The Executive Director – Families, Children & Learning noted that this was a summary of the plan for the future. It was clarified that this was more about managing the budget appropriately.

10.3 RESOLVED:

- 1) That the report be noted.

11 ITEMS REFERRED FOR COUNCIL

- 11.1 No items were referred to Full Council for information.

The meeting concluded at 17:46.

Signed

Chair

Dated this

day of

WRITTEN QUESTIONS FROM COUNCILLORS

The following questions have been received from Councillors and will be taken as read along with the written answer which will be included in an addendum that will be circulated at the meeting:

(a) Councillor Hannah Clare

“Given the benefits to wellbeing and learning, what is the council doing to encourage play, particularly in early years and primary, including outdoor play and learning? Is there a current and up to date play strategy?”

NOTICE OF MOTION

GREEN GROUP

CLIMATE CHANGE TEACHER

This committee requests:

(1) The Executive Director for Families, Children & Learning to write to:

- Emily Defries to congratulate her on becoming the first qualified, UN-accredited Climate Change Teacher in Brighton and Hove, and Patcham Junior School for being the first school in the city to have a Lead Teacher for Climate Change Education.
- All Head Teachers in Brighton and Hove to make them aware of the free-of-charge climate change teacher course, and to ask each head to nominate one teacher in their school to take the UN-accredited course and become a Lead Teacher for Climate Change Education.
- The Universities of Brighton and Sussex, as well as Greater Brighton Metropolitan College, to encourage them to include the Climate Change Teacher course as part of their PGCE and Cert Ed qualifications.

(2) That, the subject of having an accredited climate change teacher in every school, be discussed at the next meeting of Head Teachers in Brighton and Hove.

Proposed by: Councillor Hills

Seconded by: Councillor Nield

Supporting information:

Ofsted update 12 August 2019

Schools inspected since last committee 2019

School	Date of Inspection	OE Grade	Previous grade
Full inspections			
There have been no inspections since the last meeting			

Snapshot from 3 June 2019

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary	90.4	86.7	89.5	11.5	18.4
Secondary	100	81.8	100	0	24.5
Special	66.7	94.5	83.7	66.7	39.9
Colleges	100	-	-	-	-
PRUs	100	86.4	100	0	17.0
All Schools (not colleges)	91.3	88.9	93.5	14.5	21.4

National figures as at end of April 2019

Overview of School Ofsted Outcomes

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

Overview of Early Years Ofsted inspections

- 97% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding (March 2019, published June 2019). This is above the figure of 95% in England and 96% in the SE.
- A high percentage of settings are judged as outstanding in Brighton & Hove, well above national and local outcomes:
 - 30% outstanding (B&H), 23% (South East) and 20% (England).
- Early Years inspections since March 2019
 - 5 settings have retained an outstanding judgement
 - 5 settings have retained a good judgement
 - 2 settings have improved from requires improvement to good
 - 2 settings have moved from outstanding to good
 - 1 setting has improved from inadequate to requires improvement
 - 1 new setting has been judged to require improvement

EY Ofsted inspections since May 2019

Setting	Inspection date	Latest grade	Previous grade
Each Peach Childcare	16.5.19	Good	Good
La Casita	30.5.19	Good	Good
Hillbury House	4.6.19	Outstanding	Outstanding
Phoenix Nursery	5.6.19	Outstanding	Outstanding
The Nest	11.6.19	Requires Improvement	n/a
Hopscotch Nursery, Nizells Avenue	7.6.19	Outstanding	Outstanding
Young Sussex, Dyke Road	20.6.19	Good	Outstanding
Gingerbread Day Nursery	14.8.19	Good	Good

Subject:	Moulsecoomb Primary School Survey of Parental Views		
Date of Meeting:	16 September 2019		
Report of:	Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Richard Barker,	Tel: 01273 290732
	Email:	richard.barker@brighton-hove.gov.uk,	
Ward(s) affected:	(All Wards);		

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

- 1.1 The report informs the Children, Young People and Skills Committee of the arrangements for managing the ballot of parents/carers at Moulsecoomb Primary School in response to the issuing of an academy order by the Secretary of State for Education.

2. RECOMMENDATIONS:

- 2.1 That the Committee note that the ballot of parents/carers at Moulsecoomb Primary School is taking place.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 At the last meeting of the CYPS Committee there was discussion about the recent academy order that had been issued for Moulsecoomb Primary School. Given the concerns expressed by Members of the committee a ballot to establish the view of parents is being facilitated by the Council.
- 3.2 Whilst it is understood that many people within the community would wish to express a view, the ballot is only for parent/carers who have children registered at the school at the start of the academic year 2019/20. This ballot is not part of the formal academy order process.
- 3.3 It is proposed that the ballot will ask the question, "Do you want the school to become an academy?" Parent/carers will be able to respond either yes or no.
- 3.4 Consideration has been given to the number of response forms to be issued. It seems appropriate to allocate one response form to the family of each child registered at the school and require the family to determine how they vote, should the views within the family not be the same.
- 3.5 Colleagues in Electoral Services will provide a 'ballot paper file' to the school that can then be used to print response forms. It is expected that a return envelope will also be supplied together with a ballot box so that parent/carers can physically return their response forms to the school if they prefer.

- 3.6 Subsequently a count will be arranged at a council building.
- 3.7 There are costs associated with the ballot process including charges for the supply of return envelopes and the supply of count staff depending upon how the governing body choose to conduct the survey.
- 3.8 The vote is planned to run from the start of term for 3 full weeks. The school reopened to pupils on 5 September 2019.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The survey is not part of the formal academy order process and the council is not required to help facilitate the ballot.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The ballot will be seeking the views of parents/carers of children attending the school.

6. CONCLUSION

- 6.1 The Committee are asked to note the actions being taken to allow for the balloting of parent/carer views on whether they want Moulsecomb Primary School to become an academy.
- 6.2 Parent/carers with children attending the school at the start of the academic year 2019/20 will be asked, "Do you want the school to become an academy?" and will be able to respond either yes or no.
- 6.3 This is not a formal part of the academy order process and while the outcome of the ballot will be shared with the Office of the Regional Schools Commissioner they are not required to take this into account when determining the future of the school.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The costs of the ballot will be met from within existing resources in the Families, Children and Learning directorate.

Finance Officer Consulted: Andy Moore

Date: 03/09/2019

Legal Implications:

- 7.2 When an Academy Order is issued under section 4 (A1) of the Academies Act 2010 (i.e. where a school has been judged inadequate by Ofsted) there is no statutory requirement to carry out any form of consultation with interested parties, including parents, beforehand. The proposed ballot seeks to inform the Office of the Regional Commissioner for Schools (RSC) of the views of parents of

registered pupils at the school. However the RSC is under no obligation to take these views into account when making decisions about the future of the school.

Lawyer Consulted: Serena Kynaston

Date: 29/09/2019

Equalities Implications:

- 7.3 An Equality Impact Assessment has not been carried out. The report provides information for the Committee to note and the school will be ensuring all parent/carers with children attending the school at the start of the academic year 2019/20 will be able to respond to the survey.

Sustainability Implications:

- 7.4 There are no sustainability implications in relation to this report.

Any Other Significant Implications:

- 7.5 There are no other significant implications in relation to this report.

Subject:	Mental Health update report: School Wellbeing Service Trailblazer		
Date of Meeting:	16 September 2019		
Report of:	Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Mohammed Bham	Tel: 01273 574635
		Gill Brooks	Tel: 01273 293568
	Email:	mohammed.bham@brighton-hove.gov.uk, Gill.brooks1@nhs.net	
Ward(s) affected:	(All Wards);		

FOR GENERAL RELEASE/ NOT FOR PUBLICATION**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to update the committee on the successful outcome of the Schools Trailblazer submission (Mental Health Support Team in Schools).

2. RECOMMENDATIONS:

- 2.1 That the Committee note implications of the implementation of the Trailblazer (Mental Health Support Team in schools) in Brighton and Hove.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 In 2016, the Brighton & Hove Inclusion Support Service Schools Wellbeing Service pilot was established and then rolled out to all Secondary Schools in 2017 following a positive evaluation by University of Sussex.
- 3.2 With additional funding from Brighton & Hove City Council's Families Children & Learning Directorate (FCL), Public Health (PH) and Brighton & Hove's Clinical Commissioning Group (CCG); the service has 10 FTE Primary Mental Health Workers (PMHW) embedded within Secondary Schools and Colleges and linked to Primary Schools, providing mild to moderate mental health interventions (1:1 and groups) as well as a Whole School Approach to pupils, staff and parents.
- 3.3 The service works as part of a system of support for children and young people in Brighton and Hove; this includes Specialist Child & Adolescent Mental Health Services (CAMHS) and Community Wellbeing Service (CWS) as outlined in the vision in the Local Transformation Plan. The plan outlines the vision and strategy for children's mental health and wellbeing within the City, developed

collaboratively with all stakeholders including children, young people and families, following the publication of Future in Mind in 2015¹.

- 3.4 Annually updated, the 2018 plan is in the link below.
<https://www.brightonandhoveccg.nhs.uk/children-and-young-people%E2%80%99s-mental-health-and-wellbeing-transformation-planning>
- 3.5 The 2019 refresh, due to be published by the end October 2019 will include achievements such as the Trailblazer, work with unaccompanied asylum seeking children and improving access to services, as well as challenges such as waiting times. There are also opportunities to improve mental health crisis response and neuro-developmental pathway. The plan will reference the NHS Long Term Plan² as well as the Sussex Review of emotional health and wellbeing support for children and young people.
- 3.6 A Sussex wide review of mental health and wellbeing services is currently taking place. This is being coordinated by the Sussex CCGs but is being done in partnership with the three Local Authorities and with local providers. The review is independently chaired and is taking a collective look at demand, capacity, outcomes and experiences of children's mental health services and wellbeing support across Sussex. The final report will be available in early 2020 and will be presented at the Health and Wellbeing Board and the Children, Young People and Skills Committee.
- 3.7 *Transforming Children and Young People's Mental Health Provision: A Green Paper* (2017) focusses on improving mental health interventions within education environments so that awareness of mental health/ emotional wellbeing issues are recognised and identified early so that pupils receive help quickly and in a targeted way. It also recognises that staff and parents/ carers also need support – a whole school approach to mental health.

Emotional Mental Health & Well-being (EMHWP) partnership with schools

- 3.8 The Partnership Adviser Team Partnership Adviser: Health & Wellbeing, Public Health Schools Programme and Brighton & Hove Inclusion Support Service (BHISS) work in partnership with our city's schools to continue to support the improvement of mental health for our city's children and young people.
- 3.9 BHCC Partnership Advisers continue to promote services to schools which support the development of best practice related to e-safety and cyberbullying. Many schools do ban use of mobile phones in the classroom, although in some classes students will be encouraged to use them responsibly to do research or in PSHE for example to look at positive social media campaigns including those related to mental health and wellbeing. There is a balance between discouraging constant attachment to phones/social media etc. and how phones can be used to support learning.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf

²<https://www.longtermplan.nhs.uk/>

- 3.10 Supporting work on e-safety and cyberbullying currently needs to be bought in by schools through the ICT service (e-safety and workshops for parents and carers) and through the Equality and Anti-Bullying Service.
- 3.11 Public Health Schools Programme, PSHE Service and Brighton & Hove Inclusion Support Service (BHISS): Educational Psychologists, Specialist Teachers & Practitioners for SEMH and Primary Mental Health Workers all work together with schools, families and children and young people to deliver a comprehensive Social Emotional and Mental Health offer to ensure school staff can access training and support to respond to the needs of children and young people's social emotional and mental health (SEMH) needs.
- 3.12 There is a comprehensive menu of training available to schools teams that equip them to respond directly to poor mental health and low self-esteem. This includes: Mental Health First Aid, Attachment Aware and Emotion Coaching, Self-Harm including suicidal ideation, bereavement support and trauma informed practice.
- 3.13 In September 2018 the FCL Directorate published the city-wide 'Developing an Attachment Aware Behaviour Regulation Policy Guidance' for our schools.
https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf
- 3.14 To specifically address the emotional mental health and well-being needs of our children & young people and their families through our schools, we are able to provide specialist support for the following types of issues:
- anxiety
 - conduct behaviour
 - life event
 - bereavement
 - depression / low mood
 - self-harm
 - suicidal ideation
 - Autism Spectrum Condition (ASC)
 - Attention Deficit Hyperactivity Disorder (ADHD)
- 3.15 The team adopts a 50:50 delivery model to divide their time between direct evidence-based interventions for individual and small groups of young people and systemic whole-school/college work to improve staff resilience and deliver training and workshops for staff and parents/carers.
- 3.16 The systemic work includes:
- school-based triage
 - staff reflective space
 - staff consultation
 - staff training / workshops
 - parent consultation
 - parent training / workshops
 - assemblies / year group work
- 3.17 With additional Council funding received in 2018 support was extended to Post 16 education provisions (6th form and FE Colleges) in Brighton & Hove City. Each school based 6th form has an increased allocation of half day a week

additional PMHW time. Each stand-alone 6th form college has an allocated one and a half days per week PMHW time plus half day per week Educational Psychologist (EP) time.

- 3.18 All colleges have been visited and PMHW role set up; EMHWB evaluation undertaken and action plans produced. EPs have sent out staff and student questionnaires and interviewed Post-16 Mental Health leads in settings. PMHWs are offering a menu of staff consultation, training, reflective practice and student group work. EPs are evaluating the project and offering co-delivered training.
- 3.19 We carefully utilise joint funding from the Council (FCL and PH) and CCG to provide a consistent offer across all our local primary schools. Primary schools are allocated 3 days per year (half-day per half term) and are utilising their PMHW allocated time well and employing a mix of staff consultation, reflective practice, parent consultation and training. There is also some direct work with primary-aged children and their families. Schools prefer to work individually with their link PMHW and are also encouraged to collaborate across their partnerships with staff training.
- 3.20 There is a variety of other provision in schools which has been individually provided by a school through direct employment of staff or commissioned from local providers to deliver counselling or other therapeutic support for children or supervision and support for staff. BHISS-SWS provide a city-wide offer.
- 3.21 We are also developing our offer during school holiday periods of two weeks or more to have PMHW provision including telephone support, group and 1:1 support for parents/carers.
- 3.22 Central to the work across schools is participation. Increasing numbers of schools are developing Mental Health Champions who provide a wide range of support to challenge stigma and support peers to be confident to access services. These secondary school young people are also linked with primary feeder schools to support transition.
- 3.23 There is growing evidence that directs emotional health and wellbeing improvement to consider the wider determinants of health. In secondary schools PE staff have been trained to deliver yoga as part of the sports curriculum and schools provide taster yoga sessions to improve exam stress. Schools have also began to link children and young people who present with low level emotional health issues to sports and physical activities available within the school and communities.
- 3.24 In primary schools there is growing use of theatre productions that provide children, staff and parents with increased understanding and a joint language to talk about parental depression. This has also been linked with Healthy Choice award that links physical activity and breakfast clubs. There are pathways being developed from universal and targeted health messaging in school and specialist support attached to healthy weight offer.
- 3.25 School Nursing services provide direct on-site health drop-ins and a texting service, CHATHEALTH. This service is beginning to see links developed with the

texting response and school nursing service being able to provide one-to-one support.

Mental Health Support Team: Trailblazer Bid 2019

- 3.26 A Mental Health Support Team Trailblazer bid was jointly submitted by FCL, PH and CCG in April 2019 for National Funding towards Mental Health Support in Schools (MHST).
- 3.27 Brighton and Hove has been successful in its application to be a Trailblazer to implement a Mental Health Support Team, which is a national model. This additional team will enhance the current support for schools, in particular the support available for primary schools as well as pupils who are not attending school and those who are vulnerable.
- 3.28 Implementing a MHST will enable the service to address gaps identified:
- a) Insufficient mental health and emotional wellbeing resource and support in primary schools, so not providing a universal offer;
 - b) Insufficient capacity within the service to provide assessment and treatment within people's home, especially for those pupils on roll and not attending school, so providing a flexible offer; and
 - c) Being able to address specific needs to more vulnerable pupils such as Black and Minority Ethnic, Lesbian Gay Bisexual Transgender Queer or Questioning and deprivation.
- 3.29 The MHST will create a second team within the BHISS School Wellbeing Service. This will consist of four Education Mental Health Practitioner trainees (to be trained via the University of Sussex) and will be commencing training from September 2019, plus two supervisors and one highly specialist therapist. It is the intention that the whole team will be operational during the Autumn term.
- 3.30 The focus of the MHST will be on schools in areas of deprivation, learning from schools that are modelling good practice, improving persistent school non-attendance, reducing exclusion and a focus on 'Hidden Children' and enhancing our current offer to primary schools.
- 3.31 The partnerships to be involved in the Trailblazer include: The Brighton City Partnership for Education' & 'Deans Partnership, The Central Hub (Social, Emotional and Mental Health Special School and PRU) and St. Luke's Primary School.
- 3.32 The expected outcomes and benefits are:
- a) A reduction in referrals to Specialist CAMHS (earlier intervention; improving outcomes);
 - b) An integrated triage with shared risk management, decision-making tools and pathways across a Thrive-informed system;
 - c) An increase in direct interventions in education environments (from 1,000 interventions to 1,200 in 2019/20 and 1,500 in 2020/21); and
 - d) An increase in direct work with vulnerable pupils allowing interventions to take place outside education settings.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The Clinical Commissioning Group (CCG) and the Local Authority (FCL & PH) agreed to submit a joint application to become a Trailblazer, as this is an opportunity to increase the capacity of the BHISS-SWS and address the needs and gaps identified above. It also aligns with the NHS Long Term Plan (2018).

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 During the pilot, establishment of the BHISS-SWS and the application for the Trailblazer, engagement and consultation has been extremely important in ensuring success and improved outcomes. This has included engagement and consultation with schools, with pupils and with the wider stakeholders.
- 5.2 Engagement with schools has included presenting a summary of the Trailblazer Bid at Headteacher and Special Educational Needs Co-ordinator (SENCo) Meetings, to gauge initial expression of interest. Schools are now due to receive individual communications about the arrangements we will be working to have in place in time for welcoming the Education Mental Health Practitioner Trainees.
- 5.3 Engagement with pupils has included the introduction of IAMWHOLE School Champions to strengthen the student voice and ensure pupils are part of improvements to the service.
- 5.4 Engagement with wider stakeholders has also been important in the design of the model as Schools wellbeing Service fits within a wider children and young people's mental health system.

6. CONCLUSION

- 6.1 That the Committee note the update on the Schools Wellbeing Service and the Schools Trailblazer developments.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 Brighton and Hove CCG, Families, Children and Learning Directorate and Public Health within the Local Authority jointly fund the Schools Wellbeing Service. The Trailblazer will provide additional funding to the Service. The table below outlines the financial arrangements.

B&H Schools Wellbeing Service & Trailblazer Finances				
Year	2019/20	2020/21	2021/22	2022/23
B&H CCG	212,000	212,000	212,000	212,000
BHCC FCL & Public Health	358,000	358,000	358,000	358,000
Health Education England	90,546	67,626	-	-
Trailblazer funding via CCG*	138,014	303,084	357,000	357,000
Total	798,560	940,710	927,000	927,000

*Includes £20k non-recurrent project support in 19/20.

- 7.2 Both the CCG and the Local Authority understand that ongoing funding for this (from September 2020) will be the responsibility of local commissioners. The CCG has agreed to fund this from September 2020. If a further MHST was implemented in August/ September 2020; further funding would have to be found from September 2021.

Finance Officer Consulted: Steve Williams

Date: 22/08/19

Legal Implications:

There are no legal implications arising from this report.

Lawyer Consulted: Serena Kynaston

Date: 13/08/2019

Equalities Implications:

- 7.3 This development will provide an enhanced offer; therefore children and young people, families and children's workforce will receive an increase in service access and delivery.

Sustainability Implications:

- 7.4 This development is funded through the NHS Health Education England and will be funded and commissioned locally through the Clinical Commissioning Group and delivered through Families Children & Learning Directorate's Schools Wellbeing Service (SWS) in Brighton & Hove Inclusion Support Service (BHISS).

Any Other Significant Implications:

- 7.5 None known at this time.

Subject:	Early Headlines: Standards and Achievement in Brighton & Hove Schools and Colleges, 2018 - 2019		
Date of Meeting:	16th September 2019		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Mark Storey	Tel: 01273 293513
	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 2019. 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 The last few years have seen significant changes to teacher assessment frameworks for key stage 2 writing, and qualifications arrangements for key stage four and key stage five. 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 2018 – 2019.

3.0 CONTEXT/ BACKGROUND INFORMATION

3.1 School Effectiveness – snapshot June 2019

- 3.2 The percentage of schools judged to be good or outstanding in the city is 91.3% in summer 2019, above the national average of 85.6%. The percentage of pupils attending a school judged to be good or outstanding at the end of the summer term was 93.5%. There are five schools in the city that are judged to require improvement. There is one school 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	2019
NCER Emerging National*	60.4%	66.3%	69.3%	70.7%	71.5%	71.8%
NCER Year on Year Change	N/A	+5.9%	+3.0%	+1.4%	+0.8%	+0.3%
Brighton & Hove	60.1%	64.7%	66.2%	69.4%	72.6%	71.5%
B&H Year on Year Change	N/A	+4.6%	+1.5%	+3.2%	+3.2%	-1.1%

**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 71.8% of pupils achieved a good level of development (GLD) in the Early Years Foundation Stage Profile. This is 0.3 percentage points lower than the emerging national percentage. This should be seen to be broadly in line with National Averages. The main area of challenge appears to be literacy.

3.9 Table 2: Areas of learning

EYFSP	% At Least Expected in Area of Learning	2017	2018	2019
Brighton & Hove	Cohort	2,783 -68	2,656 -127	2,639 -17
	Communication & Language	81.5% +2.2%	82.6% +1.1%	81.7% -0.9%
	Physical Development	87.7% +1.0%	88.5% +0.8%	87.1% -1.4%
	Personal, Social & Emotional Development	85.7% +1.5%	86.1% +0.4%	85.2% -0.9%
	Literacy	73.0% +2.0%	75.0% +2.0%	73.7% -1.3%
	Maths	80.1% +1.1%	81.6% +1.5%	80.1% -1.5%
	Understanding the World	86.8% +0.4%	88.0% +1.2%	86.9% -1.1%
	Expressive Arts & Design	90.3% +1.0%	91.6% +1.3%	91.1% -0.5%
NCER Emerging National	Communication & Language	82.1% +0.5%	82.4% +0.3%	82.2% -0.2%
	Physical Development	87.4% -0.1%	87.3% -0.1%	87.1% -0.3%
	Personal, Social & Emotional Development	85.2% +0.4%	85.2% 0.0%	84.8% -0.4%
	Literacy	72.8% +0.7%	73.3% +0.5%	73.4% +0.1%
	Maths	77.9% +0.5%	78.3% +0.4%	78.4% +0.1%
	Understanding the World	83.6% +0.4%	83.9% +0.3%	83.8% -0.2%
	Expressive Arts & Design	86.7% +0.4%	87.1% +0.4%	87.2% 0.0%

- 3.10 Pupils again achieved highest in the Expressive Arts and Design area of learning, with 91.1% of pupils achieving the expected level. The lowest outcome was in Literacy, with 73.7% of pupils achieving the expected level. This is a slight decrease on the 2018 literacy outcome.
- 3.11 To increase outcomes, following analysis, specific schools are challenged through School Partnership Adviser Visits. Schools will also be given support by a Headteacher from an outstanding nursery school.
- 3.12 A new development over the last year has been adopting the National Children's Bureau Raising Early Achievement in Literacy (REAL) programme across children's centres, nurseries, libraries and schools. The programme's aim is to improve children's early literacy skills before they start school by working with parents to increase opportunities to learn in the home environment.
- 3.13 Brighton and Hove is one of 53 local authorities selected to take part in the national Early Years Professional Development Programme (EYPDP). This will support pre-Reception Early Years Practitioners (EYPs) to improve their practice in working with children between the ages of 2 and 4, to improve outcomes in

language, literacy and numeracy for the most disadvantaged children. The programme is due to start in January 2020 and will create a continued professional development partnership of up to 15 settings.

3.14 Year 1 Phonics Screening Check (age 6)

Year 1 Phonics % Achieving the Expected Standard	2016	2017	2018	2019
NCER Emerging National	80.6%	81.2%	82.5%	81.9%
	+3.8%	+0.6%	+1.3%	-0.6%
Brighton & Hove	79.5%	78.1%	82.7%	80.2%
	+4.3%	-1.4%	+4.6%	-2.5%

3.15 80.2% of year 1 pupils achieved the expected standard in the phonics screening check in 2019. This is slightly below the emerging national figure. Initial analysis indicates that a small number of schools will need further challenge and support. Support includes support from the wider partnership; LA phonics training or via the Spring Hill English Hub in Southampton.

3.16 Year 2 Phonics Screening Check

3.17 By the end of year 2, 93% 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 2.6 percentage point increase on 2018.

3.18 There is no national benchmark data available until the statistical release is published in the autumn term 2019.

3.19 Key Stage 1 outcomes (seven year olds)

3.20 Brighton and Hove outcomes for the proportion of pupils achieving the expected standard, are above the emerging national proxy figure from NCER* for 2019 in reading, in writing and in maths.

3.21 Table 3:

	KS1	Subject	2016	2017	2018	2019
% Pupils Achieving the Expected Standard	Brighton & Hove	Reading	74.8%	76.1%	74.2%	76.1%
			-	+1.3% pts	-1.9% pts	+1.9% pts
		Writing	66.6%	68.7%	68.6%	69.7%
			-	+2.2% pts	-0.1% pts	+2.2% pts
	NCER Emerging National	Maths	73.9%	74.8%	75.6%	76.4%
			-	+0.9% pts	+0.8% pts	+0.8% pts
		RWM	60.2%	63.4%	63.5%	64.3%
			-	+3.2% pts	+0.1% pts	+0.7% pts
NCER Emerging National	Reading	74.0%	75.6%	75.5%	74.95%	
		-	+1.5% pts	-0.1% pts	-0.5% pts	
	Writing	65.5%	68.2%	69.9%	69.2%	
		-	+2.7% pts	+1.8% pts	-0.7% pts	
NCER Emerging National	Maths	72.6%	75.1%	76.1%	75.6%	
		-	+2.5% pts	+1.0% pts	-0.4% pts	
	RWM	60.3%	63.7%	65.4%	64.9%	
		-	+3.4% pts	+1.7% pts	-0.4% pts	
% Pupil Achieving Greater Depth	Brighton & Hove	Reading	25.6%	24.8%	24.8%	26.4%
			-	-0.7% pts	-0.0% pts	+1.6% pts
		Writing	13.0%	13.5%	12.9%	13.9%
			-	+0.5% pts	-0.6% pts	-1.0% pts
	NCER Emerging National	Maths	18.0%	18.0%	18.5%	21.0%
			-	-0.0% pts	+0.5% pts	+2.5% pts
		RWM	8.7%	8.7%	8.8%	10.1%
			-	+0.0% pts	+0.1% pts	+1.3% pts
NCER Emerging National	Reading	23.6%	25.2%	25.6%	25.0%	
		-	+1.7% pts	+0.4% pts	-0.6% pts	
	Writing	13.3%	15.6%	15.9%	14.8%	
		-	+2.3% pts	+0.2% pts	-1.1% pts	
NCER Emerging National	Maths	17.8%	20.5%	21.8%	21.7%	
		-	+2.7% pts	+1.3% pts	-0.1% pts	
	RWM	8.9%	11.0%	11.7%	11.2%	
		-	+2.0% pts	+0.7% pts	-0.5% pts	

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3.22 Key Stage 2 outcomes (11 year olds)

3.23 This was the fourth year of the new, more challenging national curriculum tests and interim frameworks for teacher assessment. Figures for 2019 are comparable to 2016, 2017 and 2018.

3.24 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.

3.25 There are also progress scores in reading, writing and maths, but currently these are provisional and subject to change.

3.26 Summary

3.27 Overall schools in the city have outperformed the national results. 66% of pupils attained the new benchmark standard in reading, writing and mathematics against the national of 65%.

3.28 There have been increases in maths attainment in 2019 and the city is matching or exceeding national attainment levels in all areas:

3.29 Table 4: % pupils achieving expected standard

Key Stage Two	Brighton & Hove				National			
	2016	2017	2018	2019	2016	2017	2018	2019
Reading	75%	77%	79%	77%	66%	72%	75%	73%
Grammar, punctuation and spelling (GPS)	75%	78%	77%	78%	73%	77%	78%	78%
Writing	76%	78%	80%	80%	74%	76%	78%	78%
Maths	70%	75%	76%	79%	70%	75%	76%	79%
Reading, Writing & Maths	58%	64%	67%	66%	53%	61%	64%	65%

3.30 *Reading*

Brighton and Hove reading results are well above national average.

3.31 *Maths*

In maths city schools were in line with the national of 79%.

3.32 *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.

3.33 *Grammar, punctuation and spelling (GPS)*

In GPS the city schools were matching national figures at 78% reaching .

3.34 **Underperforming schools**

3.35 The DfE will no longer publish, or use, floor or coasting standards. Instead, from September, they will use a new single, transparent method for identifying schools eligible for improvement support – Ofsted Requires Improvement.

3.36 Twenty five schools had combined attainment below national and so we will be exploring the results of these schools further.

3.37 Schools with very low progress have plans to improve that are monitored by a school improvement board.

3.38 **Key Stage Four – GCSE results (16 year olds)**

- 3.39 Following the introduction of new GCSEs in English and maths in 2017 and most core subjects in 2018, a further wave of GCSEs were sat for the first time in 2019. 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.
- 3.40 As part of the transition to the new 9-1 grades in the reformed GCSEs the government will adjust A*-G grades to number grades to calculate Attainment 8 until reforms are complete in 2020.
- 3.41 Provisional results shared by schools indicate Attainment 8 is 47.7 compared to last year's result of 48.0 although these figures are not directly comparable. Results in English and maths combined have increased by one percentage point.
- 3.42 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.
- 3.43 Table 5:

Brighton & Hove GCSE results		2018	2019 Provisional
Pupils		2,169	2,211
Attainment 8		48.0	47.7
% achieving 'standard pass' grade 4 or above	English and maths	68%	69%
	English	80%	79%
	Maths	75%	74%
% achieving 'standard pass' grade 5 or above	English and maths	47%	48%
	English	67%	66%
	Maths	54%	53%

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

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

3.47 Table 6:

Provisional A level results 2019		Brighton & Hove	National (JCQ* benchmark)
Entries		5138	-
% of entries graded	A*-A	31.2%	25.2%
	A*-B	61.7%	51.1%
	A*-C	83.1%	75.5%
	A*-E	98.5%	97.5%

* Joint Council for Qualifications.

3.48 National Results

3.49 Nationally, the A level pass rate (A*-E) has fallen slightly from 97.6% to 97.5%, whilst the proportion of A* and A grades was 25.2%, which is a decrease of one percentage point from the previous year.

3.50 This year's pattern is a slight decrease across most grade measurements. The A* - B pass rate is 51.1% and A*-C is 75.5%.

3.51 The 2019 results feature a continuing rise in linear A levels, as these have been 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.

3.52 AS levels have been "decoupled" from being part of A-levels as part of reforms, so that they are stand-alone qualifications. This year's figures show a 56% drop in entries nationally, after a 84% drop in the previous year.

3.53 Brighton & Hove

3.54 Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A* -B grades. The overall pass rate is also above national.

3.55 Around 89% of A Level entries in the city were from the two sixth form colleges, which can be broken down into around 65% at BHASVIC and around 24% at Varndean College. The remaining 11% 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.

3.56 For 2018/19, there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is 61.7%, well above the provisional national average figure of 51.1% and slightly above the Brighton result for the previous year (61.6%).

3.57 Supporting Disadvantaged Pupils

3.58 A priority area for improvement is outcomes for disadvantaged pupils.

- There is currently no new data to report. This will be reported once the DFE have released further data in Spring 2020.

3.59 At the end of academic year 2017/18, we already know (see standard report March 2019) that:

- Progress and attainment of Disadvantaged pupils at KS4 improved to be in line with SE averages but remained below national averages in 2018.
- The percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics at KS2 is below the national average for this group. However the percentage of disadvantaged pupils achieving the expected standard in Reading is above and the progress score is equal to the national average for this group.

3.60 As data is released the impact of different programmes start to be able to be measured. The most successful initiatives will continue if they will have further impact.

3.61 Actions that have taken place to improve outcomes:

3.62 The “Know Your School Visit” (challenge and support visits) for all schools and data passed on to schools is designed to focus challenge and support school on outcomes for disadvantaged. Termly School Improvement Visits; conferences; networks and training all complement this.

3.63 Funding has been allocated to support further school improvement support for Early Years. This is led by the Head in an outstanding nursery and is a continuation of work we know has had impact. The focus of this work has been supporting schools who have the lowest outcomes for those on FSM.

3.64 A strategic group has been linked to the successful strategic school improvement bid for disadvantaged Maths. This has been supported by Sussex Coast Teaching School Alliance involving 12 schools within the authority. A further 8 schools have been supported by a further project.

3.65 8 primary schools have had Pupil Premium reviews and continued to be targeted with follow up action plan reviews. These reviews have provided support and challenge to schools, to achieve the best outcomes for disadvantaged pupils. These have been led by Brighton and Hove National Leaders in Education.

3.66 Schools intervention team support has focus on pupil groups vulnerable to low progress and outcomes.

3.67 Brighton and Hove Partnership have set up an LA disadvantaged strategy group. To compliment this Pupil premium leads were appointed for a day a week each. Their main role is to support schools in raising the outcomes of disadvantaged pupils. The group and leads together have developed improved training for

Governors and Schools and a schools self-evaluation toolkit that uses national research to inform practice.

- 3.68 To address writing outcome particularly for disadvantaged the LA has led a project that 28 schools have attended. It covered expectations for, and ways to achieve Greater Depth Writing across the Primary Phase.
- 3.69 ECaR service has continued to support reading outcomes for all pupils including those in disadvantage.
- 3.70 Services such as Virtual School, Traveller Service and EMAS (Ethnic Minority Achievement Service) are working alongside schools and Governors to raise awareness in schools and support these children and will further support many disadvantaged pupils.
- 3.71 Addressing disadvantage is a priority for commissioned school improvement advisers' work and the teaching school have recently been commissioned to set up secondary pupil premium triad reviews and secondary network to further support schools collaborating.
- 3.72 Schools showing least progress with disadvantaged pupils have extra challenge either through meeting with Head and Chairs of Governors or through their academy chain.
- 3.73 Pavilion and Downs Teaching School worked in partnership with the Local Authority on a project that supports attendance of disadvantaged pupils, particularly in secondary schools.
- 3.74 The entire school improvement system from Headteacher and Governor training to School Improvement visits has a focus on supporting disadvantaged pupils. E.g. the LA's research conference had support from the Education Endowment Fund.
- 3.75 Conclusion and next steps**
- 3.76 Despite intervention and some improvement outcomes for disadvantaged is an ongoing area for development. We aim for consistency and to raise performance in a sustainable way rather than releasing strategies or projects which lead to short term unsustainable gains. Many of the initiatives above will continue or will be adapted moving forward. Improving outcomes for disadvantaged is a strand that comes through all services within education.
- 3.77 Significant work has been put in to support disadvantaged outcomes. Significant work has already been undertaken with Head teachers and governing bodies to identify and disseminate good practice and to highlight and challenge schools where outcomes are not good enough. As part of this approach, Pupil Premium review take place in primary and secondary schools. Also the whole school improvement system supports and challenges on this issue. This is now being further developed and embedded by use of a disadvantaged strategy group;

3.78 A programme of governor events will continue to be held and reviews will be conducted to strengthen the knowledge base and capacity of our governors to challenge and support their own schools to improve outcomes. This work has a particular focus on improving outcomes for disadvantaged groups.

3.79 Looking ahead

3.80 The provisional headline results for 2019 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 2019/20 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: Andy Moore

Date: 24/07/19

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: 27/08/19

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:	Transition to new children's safeguarding arrangements
Date of Meeting:	16th September 2019
Report of:	Executive Director for Families, Children & Learning
Contact Officer: Name:	Laura Perkins
Email:	laura.perkins@brighton-hove.gov.uk
Ward(s) affected:	(All Wards);

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

This paper summarises proposed changes to children's safeguarding arrangements in line with new legislation under the Children and Social Work Act 2017 and subsequent revision to Working Together to Safeguard Children, 2018.

The report is submitted as a collaborative paper between the three statutory partners: Local Authority, CCG and Police and follows consultation with existing LSCB members. It seeks to set out the governance, strategic aims, scrutiny and structure that will satisfy statutory requirements, delivering the best possible safeguarding and promoting the welfare of children.

Significant timescales have been set out by the DfE. Details of new arrangements were to be submitted to them for QA no later than 29th June 2019 and those arrangements should then be live no more than 3 months later.

Under the drive to increase awareness and ensure that safeguarding children is 'everyone's responsibility', this paper will impact on all residents and professionals in Brighton and Hove. There will be some important changes for professionals and existing partners who are involved in safeguarding, but of greatest significance is the impact this will have on our children and young people.

2. RECOMMENDATIONS:

1. That the Committee note the New Safeguarding Arrangements and reporting structure.

3. CONTEXT/ BACKGROUND INFORMATION

4. This paper outlines changes to local children's safeguarding arrangements, as required by new legislation detailed in the Children and Social Work Act 2017 and subsequent changes to Working Together to Safeguard Children 2018.

5. Until the new legislation comes into effect on 29th September 2019 the safeguarding arrangements are undertaken by the LSCB which provides the strategic and operational direction of safeguarding and continuous monitoring of performance in Brighton & Hove using a board structure with an independent chair.
6. The new primary responsibility for safeguarding children is now placed with three named 'safeguarding partners', Local Authority, CCG and police. The LSCB will cease to exist but there is an expectation that local partners will continue to contribute to safeguarding and may be named as 'relevant agencies' (list of proposed agencies are contained within the report). The new arrangements must include a provision for independent scrutiny (this is not the role of the Health and Wellbeing Board to undertake).
7. The paper explains the new structure that will take over from the existing arrangements with a strategic steering group, led by the safeguarding partners overseeing delivery via an operational board and subject specific sub-groups. These groups will ensure strategy and policy are delivered in key areas.
8. The report sets out timescales for implementation and deals with the requirement for the new partnership to produce an annual report that will detail new arrangements and how effective the arrangements have been in practice.

Glossary of Terms

BHSCP – Brighton and Hove Safeguarding Children Partnership

CCG – Clinical Commissioning Group

LSCB – Local Safeguarding Children Board

DfE - Department for Education

QA – Quality Assure

EDI – Equality, Diversity and Inclusion

9. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 9.1 The new arrangements detailed in the attached document need to comply with legislation, a process is in place that will allow the DfE to check for compliance.

10. COMMUNITY ENGAGEMENT & CONSULTATION

- 10.1 Not relevant.

6. CONCLUSION

- 6.1 The Children and Young People Committee are asked to note the New Safeguarding Arrangements and reporting structure.

7. FINANCIAL & OTHER IMPLICATIONS:

The structure of the Partnership described herein and further referenced within the enclosed is affordable and within budget and, as such, there are no significant financial implications attached to the proposals.

It should be noted however, that, as the partnership and associated budget is based on a joint funding arrangement (wherein B&HCC fund £223k and £82.5k is contributed by the 'external' partner agencies) any future reduction in budget will impact on service delivery.

Discussion is ongoing re the proposal that, in the event of an underspend, up to £40k per year may be carried forward by B & HCC on behalf of the Partnership as a contingency against potentially high-cost Child Safeguarding Practice Reviews. Any balance over £40k will be discussed with partners as this can either be repaid or, if all partners agree, added to the £40k

7.1 Financial contributions are detailed in the attached report.

Finance Officer Consulted: Brian Mcgonigle

Date: 30/07/19

Legal Implications:

7.2 The new arrangements detailed in the attached document need to comply with legislation, a process is in place that will allow the DfE to check for compliance.

Lawyer Consulted:

Natasha Watson

Date: 21/06/19

Equalities Implications:

7.3 The new arrangements were amended to incorporate suggestions by the Equality, Diversity & Inclusion Team. The plans to engage with young people, wider communities and relevant agencies will help to gain a range of diverse perspectives through the scrutiny process and in setting aims and priorities. It will also help with raising awareness of safeguarding and how everyone can play a role in ensuring children and young people are safe.

Equalities Manager consulted: Sarah Tighe-Ford

Date: 12/06/19

Sustainability Implications:

7.4 Sustainability: This is a joint paper that details changes across the current safeguarding partnership. There are no significant changes to commissioning anticipated at this time.

Any Other Significant Implications:

7.5 Health, social care, children's services and public health: Detailed in the paper

SUPPORTING DOCUMENTATION

Appendices:

1. Appendix1: New safeguarding children arrangements.

Documents in Members' Rooms

none

Background Documents

none

Crime & Disorder Implications:

- 1.1 none

Risk and Opportunity Management Implications:

- 1.2 none

Public Health Implications:

- 1.3 none

Corporate / Citywide Implications:

- 1.4 none



Brighton & Hove Safeguarding Children Partnership

New Safeguarding Arrangements June 2019

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Foreword

Brighton and Hove has always been a place with a strong identity – one that our residents are rightly proud of. In 2019 we are now strengthening our partnership arrangements in regard to safeguarding children, in order to ensure we continue to provide safeguarding that the city can also be proud of.

In this document we have set out how the safeguarding partners, (Sussex Police, Brighton and Hove Local Authority and Clinical Commissioning Group) and other organisations, including schools, will work together to safeguard children and young people. These new arrangements are in response to Working Together 2018 which asks for a replacement of Local Safeguarding Children Boards (LSCB) with new local multi-agency safeguarding partnership arrangements.

The changes have given us the opportunity to review and change some of our ways of working, building on strengths within the good partnership relationships that already exist, but also focusing on how we can make a real difference to multi-agency frontline practice to improve outcomes for children, young people and their families. We aim to achieve these improvements by developing and spreading good practice based on what we know works well and is evidenced based. We have made the new arrangements mindful of the fact that the LSCB was functioning well and had been

endorsed as such by Ofsted in 2015 which judged it to be 'Good'.

Our safeguarding partnership arrangements have been improved to form Brighton and Hove Safeguarding Children Partnership (BHSCP) and its priority-focused sub-groups. We are, therefore, very pleased to publish our arrangements in accordance with the requirements and inclusions prescribed in Working Together 2018.

As a partnership we are sticking to our principles and aims:

- for clear accountability;
- for clear and demonstrable influence;
- and for equitable and fair contributions from all partners.

We will be continuing to make sure that effective systems are in place to protect children from abuse and to prevent impairment to children's health and development. We want to be sure that children grow up in circumstances consistent with the provision of safe and effective care. We will ensure that action takes place to improve practice and to enable all children to have the best possible outcomes.

Above all, we want to hear the voices of children and young people, by asking them for their views and letting them know what partners, and the Partnership, are doing as a result.

Geoff Raw,
Chief Executive,
Brighton and Hove City
Council

Adam Doyle,
Chief Executive Officer,
Sussex and East Surrey
Clinical Commissioning
Groups

Giles York,
Chief Constable QPM,
Sussex Police

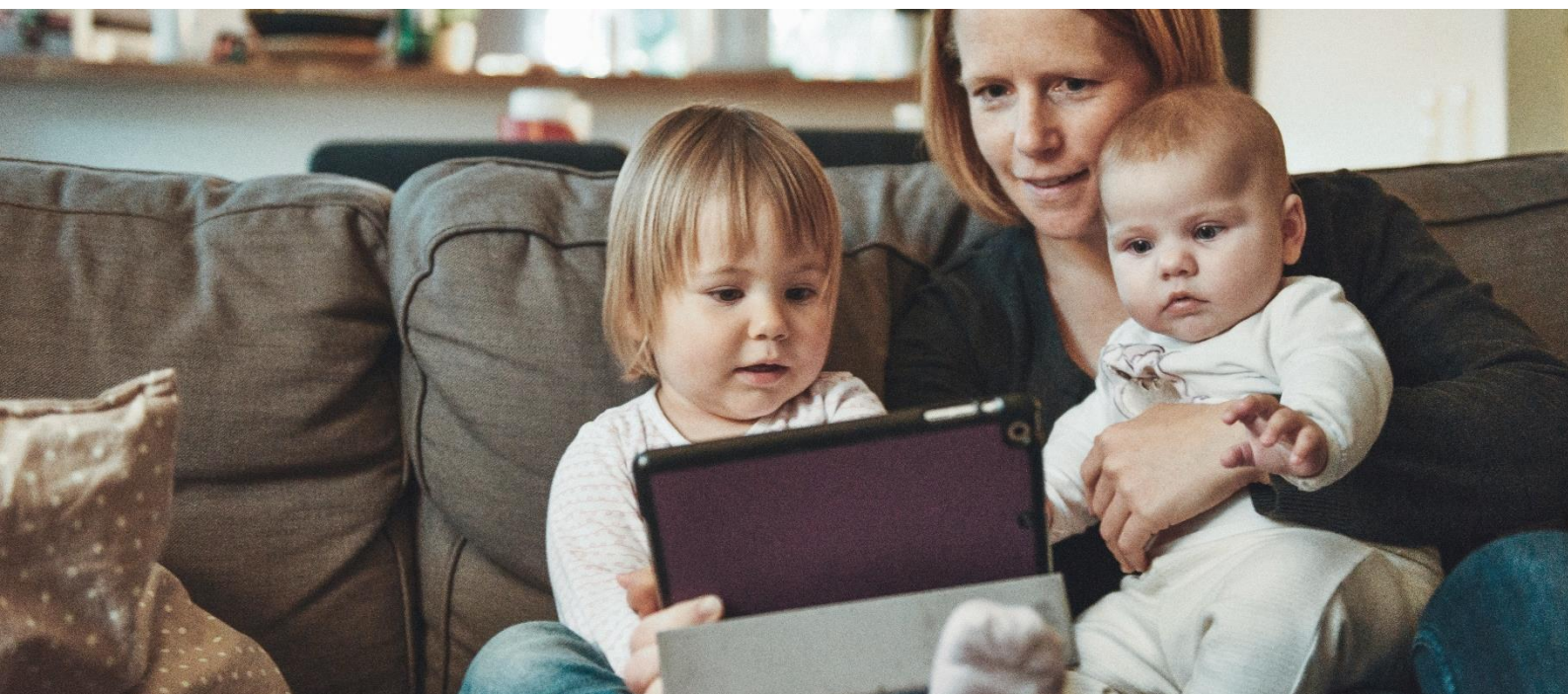
1. BHSCP Vision and Values

The Brighton and Hove Safeguarding Children Partnership has a vision that:

Children and young people in Brighton & Hove live a life free from fear, harm, abuse and exploitation, enabling every child in every part of the City to achieve their potential.

This is underpinned by our Core Values:

- A child centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.
- Safeguarding is everyone's responsibility: for services to be effective each citizen, practitioner and organisation should play their part.



2. Introduction

These arrangements are in line with 'Working Together to Safeguard Children (WTSC)' (2018) and are subject to approval by the Health & Wellbeing Board.

The partnership will be known as the Brighton & Hove Safeguarding Children Partnership (BHSCP) and will be coterminous with the Brighton and Hove Local Authority area with the exception of the work of the Child Death Overview Panel (CDOP) which will have a Pan-Sussex geographical footprint.

The three lead safeguarding partners are as follows:

**Brighton and Hove City
Council**

Nominated officer:
Executive Director,
Families, Children and
Learning (FCL)

**Sussex Clinical
Commissioning Groups**

Nominated officer:
Head of Safeguarding and
Looked After Children

Sussex Police

Nominated officer:
Detective Superintendent,
Safeguarding
Investigations Unit

The BHSCP will commission **Independent Scrutiny (IS)** for the partnership, whose role and function will be to provide external challenge to the business of the partnership, its meetings, subgroups and priorities.

The BHSCP draws on a **positive environment** of **multi-agency working** in Brighton and Hove. We are committed to partnership working between the three key partners, with all relevant agencies, with children and young people and with local communities.

We aim to **promote the welfare of all children** and to ensure that children and young people are effectively safeguarded. We aim to achieve this by implementing WTSC (2018) **effectively** and **imaginatively**.

We aim to work to support: universal safeguarding and protection of children and young people in public arenas, more safeguarding presence in social media, and more knowledge of safeguarding within organisations in the community.



The following **principles** have guided the work to develop the new arrangements:

- Striving to constantly improve and develop the quality of safeguarding across the city
- Development of an effective form of independent scrutiny
- Creative engagement with and seek the voice of young people
- Creative engagement with the wider community
- Ensuring that 'relevant agencies' continue to be involved in the activities of the partnership, for example, through membership and the work of the subgroups, participation in community engagement events, consultation on specific issues
- Development of pan-Sussex arrangements, as appropriate.

3. Governance

Pan-Sussex

In Brighton & Hove we start from a position where strong collaboration with West and East Sussex Safeguarding Partnerships is already happening, however, the safeguarding partners recognise the opportunity to further develop consistent policies throughout the safeguarding community. Any further collaboration, whilst welcomed, needs to be balanced against the acknowledged position that each local authority carries its own safeguarding risks.

Where appropriate the partnership will work with pan-Sussex partners to allow opportunity for innovation, improved practice, and creating better outcomes for our children and young people across a much wider area.

To drive forward the pan-Sussex arrangements there will be regular meetings at both business manager and strategic leadership level.

We will strive to ensure that there is 'consistency of language' pan-Sussex.



Pan-Sussex Strategic Leadership Group

The safeguarding partners from all three areas (West Sussex, East Sussex, and Brighton & Hove) will oversee Pan Sussex Strategic Governance through a Pan-Sussex Strategic Leadership Group; this will set a 'road map' for how to develop the partnership in the future.

Pan-Sussex Procedures Group

The pan-Sussex Procedures group currently oversees the [Safeguarding & Child Protection Procedures](#) website; this group will continue to meet on a quarterly basis.

Pan-Sussex Quality Assurance Framework (QAF)

We plan to develop a pan-Sussex Quality Assurance Framework (QAF), in relation to JTAI themes, which would create a consistent approach, better align quality assurance activity across the county, and reduce the potential for duplicated quality assurance efforts. A pan-Sussex QAF would also afford an opportunity to improve audit scheduling which could further support agency involvement from those agencies that span the county.

Each local authority area will also retain a local quality assurance sub-group.

Brighton and Hove

Steering Group

There will be a Brighton & Hove Steering Group which will meet quarterly and will be organised and supported by the Business Manager and Senior Administration Officer. This will be chaired by the Independent Scrutineer and attended by:

- The nominated officers for the three lead safeguarding partners
- The independent scrutineer
- The designated professionals for the 3 lead safeguarding partners
- The chairs of the BHSCP subgroups
- A representative from the Community Safety Partnership (CSP)
- A professional to represent schools and early years
- People with expertise (including members of the Youth Reference Group) if required to discuss specific issues.

Deputies of sufficient seniority will be allowed to attend the steering group provided the Chair has been notified in advance.

The Steering group will be provided with data and intelligence in order to be fully appraised of the effectiveness of help, including early help, being provided to children and their families.

This group will be responsible for the following:

- Analysis of multi-agency statistics, performance measures and outcomes
- Scrutiny of reports
- Section 11 self-assessments and challenge events
- Practitioner and partnership challenge events
- Oversight of Child Safeguarding Practice Reviews (CSPRs)
- Developing & overseeing the overarching strategic aims of the BHSCP
- Setting safeguarding priorities for the BHSCP
- Financial planning and resourcing of the safeguarding arrangements
- Agreeing the Annual Report for publication
- Consideration of joint commissioning
- Oversight of safeguarding work completed by local partners through the Board
- Appointment of an independent scrutineer
- Consideration of opportunities for working in collaboration with other geographical areas to reduce cost and improve performance



4. Independent Scrutiny

The Independent Scrutineer will consider how effectively the arrangements are working for children and families as well as for practitioners, and how well the safeguarding partners are providing strong leadership. To achieve this, the Independent Scrutineer will attend the subgroups and speak to practitioners and service users to understand the effectiveness of partnership work.

The Independent Scrutineer will report to the steering group, providing details of strengths, weaknesses, and challenges.

The Independent Scrutineer will:

- Act as a constructive critical friend, providing critical challenge and appraisal of Brighton and Hove's multiagency safeguarding partnership arrangements in relation to children and young people
- Act independently of the three safeguarding partners
- Focus on the impact of the partnership arrangements and working rather than processes
- Promote reflection to drive continuous improvement
- Introduce the Annual Report
- Front 'Child Safeguarding Practice Review' publications, where needed, to demonstrate independent scrutiny

The Independent Scrutineer will scrutinise the decisions to undertake child Safeguarding Practice Reviews and provide challenge where s/he feels the decision is not correct. Where there is disagreement across the partnership in relation to commissioning of reviews the Independent Scrutineer will be the final decision maker.

The Independent Scrutineer role will be accountable to the partnerships and 3 Chief Officers. The employment and management will be through the Local Authority.

The partnership will continue to have lay member representation in the subgroups and board and lead member representation on the board, as this provides another level of scrutiny and challenge.



Annual
Report



5. Annual Report

The steering group will produce an Annual Report which will be owned by the three Safeguarding Partners. This report will be available on the BHSCP website.

6. Business Delivery Model: Structure and Responsibilities

The work of the partnership will be driven by the BHSCP subgroups, which will be responsible for managing work streams and delivering against partnership strategies. The BHSCP will work in partnership with a list of 'relevant agencies', as defined by WTSC (2018), to ensure representation on the subgroups from wider partners.

The overall purpose of all subgroups is to:

- Drive forward and deliver the work of the Partnership
- Provide reports and information that will inform the strategies set by the Steering Group
- Report on progress to the Steering Group
- Keep the Steering Group apprised of emerging threats, patterns and gaps in safeguarding delivery
- Consider recommendations arising from local and national serious child safeguarding practice reviews.

The subgroups will require strong leadership and should be attended by individuals with decision-making status and who can contribute towards the end goals. The chairs of the subgroups will attend the steering group.



Case Review Group and Child Safeguarding Practice Reviews

The partnership will work to improve child protection and safeguarding practice through its review of practice, scrutiny and challenge functions, identifying areas of good practice, areas for improvement and in particular from the learning from local and national Child Safeguarding Practice Reviews. The reviews will be conducted in such a way to provide opportunities to explore why individuals and organisations operate in a particular way, making use of relevant research, case evidence, incorporating learning from national, regional and local reviews to inform findings and learning. The process will place the child at the centre, including them and their families (where possible) to understand their lived experience. Reviews will involve practitioners and managers in order to understand practice from their viewpoint.

Processes will be implemented to regularly monitor and follow-up actions from reviews/learning opportunities to ensure they make a real impact on improving outcomes for children and improvements are sustained.



The case review group will consider whether the partnership should undertake Child Safeguarding Practice Reviews (CSPR) or Learning Reviews, follow the progress of reviews underway, agree final reports, develop action plans and track actions.

All notifications, rapid reviews and practice reviews will be shared with the steering group and the Independent Scrutineer, so that they are fully aware of good practice, key incidents and developments.

We will review our Learning and Improvement framework to ensure that there is a mechanism to review good practice and disseminate any learning Pan Sussex.

Monitoring & Evaluation Group

The BHSCP will ensure data and intelligence is used to fully appraise the effectiveness of help, including early help, being provided to children and their families. The Monitoring & Evaluation group will hold the quality assurance function and provide the review and scrutiny.

This group's work includes:

- Analysis of multi-agency statistics, performance measures and outcomes
- Single and multi-agency audits
- Joint targeted area inspections (JTAI) audits and action plans

The group will undertake two multi-agency audits per year and present the Management Information Report to the steering group every six months.

This group will oversee and ensure that threshold documents are reviewed, as appropriate.



Exploitation Group

The Exploitation Group is a joint group with the Safeguarding Adults Board (SAB) and the Community Safety Partnership.

The Exploitation group reports to all three boards but the strategy is held by the Community Safety Partnership. It ensures the Violence, Vulnerability and Exploitation (VVE) strategy is operationalised via the action plan and addresses any multi-agency sticking points.



Learning & Development Group

The Learning & Development group will support the BHSCP Learning and Development Officer in commissioning, delivering, reviewing and evaluating the quality, scope and effectiveness of single-agency and multi-agency training to ensure all those coming into contact/working with children are competent and up to date with current legislation.

The Learning & Development group will work closely with other BHSCP groups, notably the Monitoring & Evaluation group and the Case Review group, so that output of one group informs the input to another.

Under the new arrangements this group will support the Business Manager with progressing the partnership's youth and community engagement work.

The group will ensure that learning from Pan-Sussex reviews is disseminated and incorporated into Brighton and Hove learning events.

Safeguarding Liaison Group (SLG)

The SLG is a forum for managers across the multi-agency partners to discuss practice, review local pathways, and consider cases where there are multi-agency practice concerns.

This group is not a statutory requirement, but the partners feel this is a valuable group that helps address multi-agency operational safeguarding issues.



7. Safeguarding Partnership Board

The Safeguarding Partnership Board will bring together wider partners from across the city to ensure the strategic direction as set by the steering group and subgroups is taken forward and operationalised in all organisations.

The purpose of the Board is to:

- Ensure good representation from organisations on subgroups
- Operationalise the strategic aims of the steering group
- Raise issues put forward by Steering Group
- Engage the wider safeguarding community

This group will meet quarterly and will be chaired the Independent Scrutineer.

7.1 Proposed membership of the BHSCP Board:

Brighton & Hove City Council	Executive Director of Children's Services Assistant Director Children's Services: Safeguarding & Care Assistant Director Children's Services: Education & Inclusion Head of Safeguarding Head of Safer Communities Tenancy Services Operation Manager, Housing Education/Early Years Safeguarding Lead Officer Lead Member, BHCC Children's Services Managing Principal Lawyer
Public Health	Director of Public Health Public Health Strategic Commissioner Children's Services
Sussex Police	Detective Superintendent, Public Protection Detective Chief Inspector
National Probation Service	Senior Operations Manager
Kent Surrey & Sussex Community Rehabilitation Company	Senior Probation Officer
CAFCASS	Service Manager
Violence Against women and Girls Forum	Chair, VAWG Forum
Community & Voluntary Sector	Three representatives, proving a good spectrum of representatives from across the CVS partnership, including sports groups.
Schools	Primary School Representative Secondary School Representative Independent Schools Representative College/FE Representation
NHS England (South East)	Assistant Director for Safeguarding and Quality
Brighton & Hove Clinical Commissioning Group (CCG)	Head of Safeguarding and Looked After Children Named GP Designated Doctor Designated Nurse for Safeguarding Children
Brighton & Sussex University Hospitals (BSUH)	Chief Nurse Named Nurse Named Doctor
Sussex Community Foundation Trust (SCFT)	Named Doctor Named Nurse Head of Safeguarding Lead Nurse for CSARC
Sussex Partnership Foundation Trust (SPFT)	Lead Nurse Named Nurse
East Sussex Fire & Rescue Service (ESFRS)	Head of Community Safety Inclusion and Partnership Manager
South East Coast Ambulance Service	Executive Director Safeguarding Practitioner

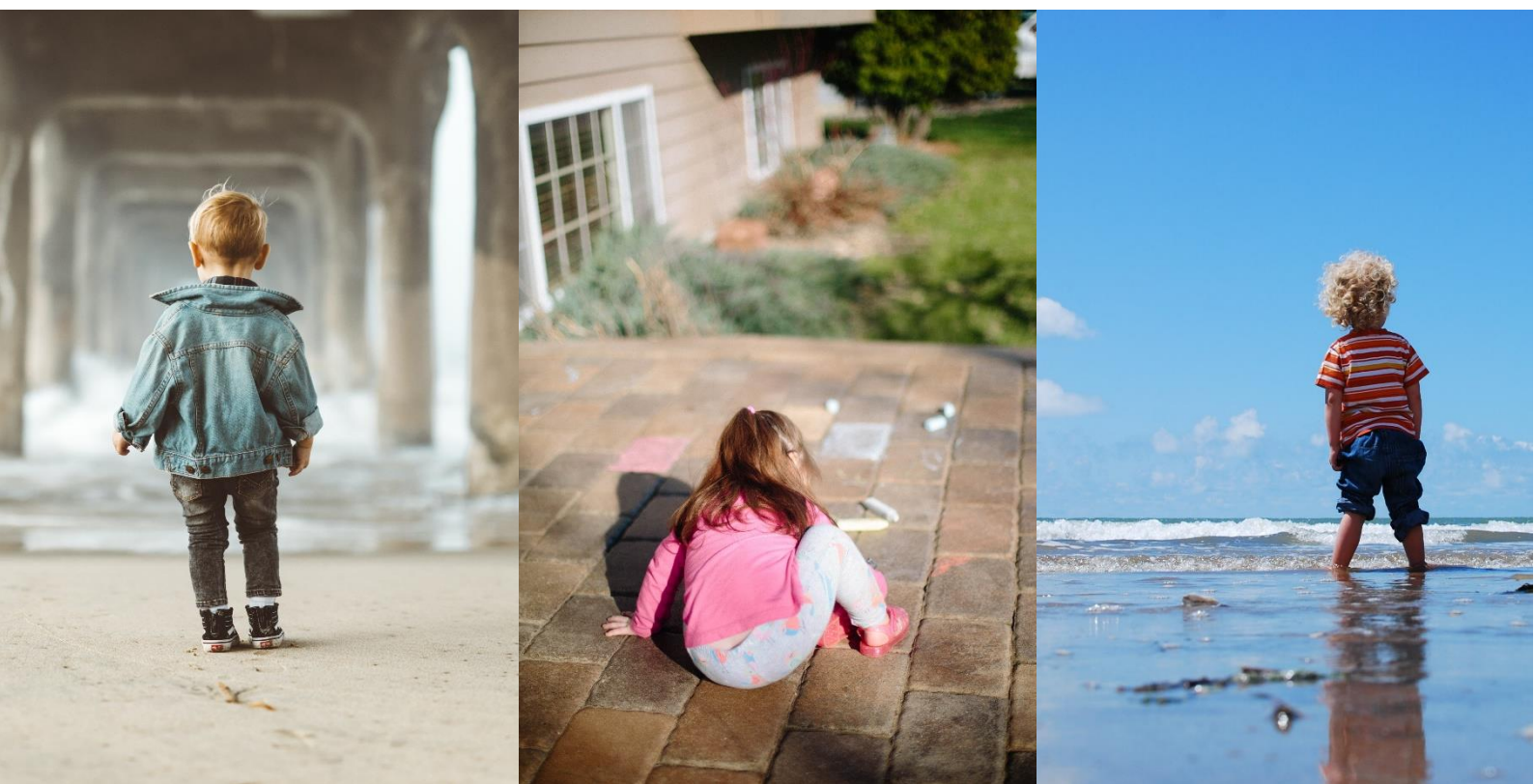
8. Arrangements for Commissioning and Publishing Local Child Safeguarding Practice Reviews (CSPRs)

BHSCP will work to improve local child protection and safeguarding practice through our practice, scrutiny and challenge functions.

Different subgroups will be responsible for leading on specific elements of CSPRs, for example commissioning and monitoring will be undertaken by the Case Review Group, and the Learning and Development Group will be responsible for identifying and responding to identified training needs as a result of the review findings.

We will incorporate learning from national, regional and local reviews.

The decision to undertake CSPRs sits with the three safeguarding partners. The Chair of the Case Review Group makes recommendations that will be ratified or rejected by the partners. If an issue cannot be resolved, it will be referred to the independent scrutineer.



9. Youth Custody and Residential Homes

Brighton and Hove do not have any secure residential accommodation for children and young people or Youth Offender Institutions. Should this situation change in the future then the BHSCP will include scrutiny of the effectiveness of these or similar settings.

Brighton and Hove have three children's homes run by an independent provider. A representative of the provider will be invited to join the Safeguarding Partnership Board and we will ensure that their staff are kept updated with the work of the partnership through our newsletter and training events.



10. Liaison with Other Partnerships

The partnership is committed to multidisciplinary working in order to deliver effective outcomes and have a positive impact on the lives of children and young people. Strong collaborative relationships which are already established with the Safeguarding Adult Board and the Community Safety Partnership will continue. Joint working arrangements on specific themes (e.g. exploitation and trauma) will be maintained and progressed.

11. Child Death Overview Panel

The future arrangements of the Child Death Overview Panel are being progressed separately, led by the Child Death Review (CDR) Partners, namely the Local Authority and the CCG. It is acknowledged that there is a need to maintain the excellent links with CDOP, including early information exchange when children die.

12. Participation and Engagement

The BHSCP is committed to ensuring that we are consulting with the community and children and young people when developing our strategies. The partnership will achieve this by including:

Community, Voluntary sector and faith group Voice

We recognise that there are a lot of small voluntary, charity, social enterprise (VCSE) and faith groups within our city that we want to engage with.

Through offering one or two targeted community events a year we hope to engage voluntary, charity, social enterprise (VCSE) and faith groups in training, challenge and consultation.

The youth reference group (see below) would be involved in the planning of these events.

Youth Reference and Challenge Group

A crucial element to our new working arrangements is to ensure the voice of the child and families are considered when developing strategies and delivering safeguarding.

In Brighton and Hove the Local Authority has already developed a 'Youth Voice Forum' which works with young people identified by the community and voluntary sector to provide challenge and scrutiny on work and delivery of services provided by the local authority and



council decision making. It is proposed that BHSCP work with this group, enabling them to provide challenge and the voice of young people to the partnership. Through additional joint work with the community and voluntary sector, there will be good access young people from across the city.

Sussex Police and Brighton & Hove CCG also have such arrangements in place, which the Partnership will seek to utilise.



13. Engaging with Partners within the Wider Safeguarding Arrangements

BHSCP will maintain an up-to-date website that will contain all relevant information. We will publish briefings and newsletters aimed at relevant professionals, children, young people and families. Signing up for the newsletter will be widely promoted through training, events and through community outreach.

BHSCP will host a learning event each year, in addition to the training programme, targeting smaller community groups. It will focus and deal with key safeguarding issues and/or emerging themes. It will provide an excellent opportunity to disseminate learning to a wider safeguarding community, learning from each other and support both statutory and non-statutory agencies in their safeguarding provision. The forward plan for the themes will be determined by the Steering Group.

14. Supporting the Partnership: The Role of BHSCP Staff

It is crucial that the safeguarding partnership has stable and robust support to both instigate and then develop the safeguarding work in the medium and long term. In order to ensure this the safeguarding partners have agreed the following:

Business Manager Role

The Business Manager will:

- Produce the Annual Report, Business Plan and strategies on behalf of the Partnership,
- Manage all case review activity, including liaison with the National Panel, on behalf of the Partnership,
- Set revised Terms of Reference for Partnership Sub-groups and manage the running of these,
- Vice-chair sub-groups,
- Provide business support to both the Partnership and the Independent Scrutineer,
- Recruit and support lay members,
- Manage the partnership staff, administration officer and the Learning and Development Officer,
- Be responsible for the BHSCP budget,
- Lead the community development work with faith/community groups, families and the youth group to ensure the voice of the child, families and the voice of the community are including and heard on all issues pertaining to the partnership.



Learning and Development Officer Role

The Learning and Development Officer will:

- Co-ordinate and provide the partnership safeguarding training,
- Working with Pan-Sussex partners, develop a Pan-Sussex training programme, as well as a local programme, identifying areas that may need to be addressed for local issues,
- Ensure learning from Child Safeguarding Practice Reviews and Learning Reviews across the Pan-Sussex area is disseminated (currently we only disseminate Brighton & Hove Reviews).

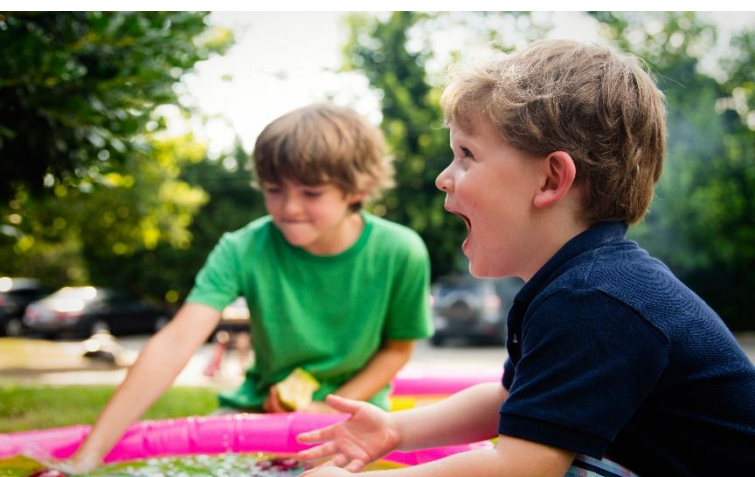
Senior Administration Officer Role

The Senior Administration Officer will:

- Provide support to the Partnership, Business Manager and Independent Scrutineer,
- Service all meetings, training events and conferences,
- Ensure the website and Twitter accounts are up to date, generate and upload news stories on behalf of the Partnership onto social media sites,
- Support the community engagement work and coordination of the community engagement activities.

Hosting the New Local Arrangements

The Local Authority will continue to host the post of Business Manager, Learning and Development Officer and Senior Administrator.





15. Finance

BHSCP will encourage equitable financial contributions from each of the partner organisations.

The partnership will seek funding from the wider partnership and explore the possibility of increasing income from training.

The partnership aims to put a mechanism in place for equal funding of Child Safeguarding Practice Reviews if they go over budget. A MOU will be developed.

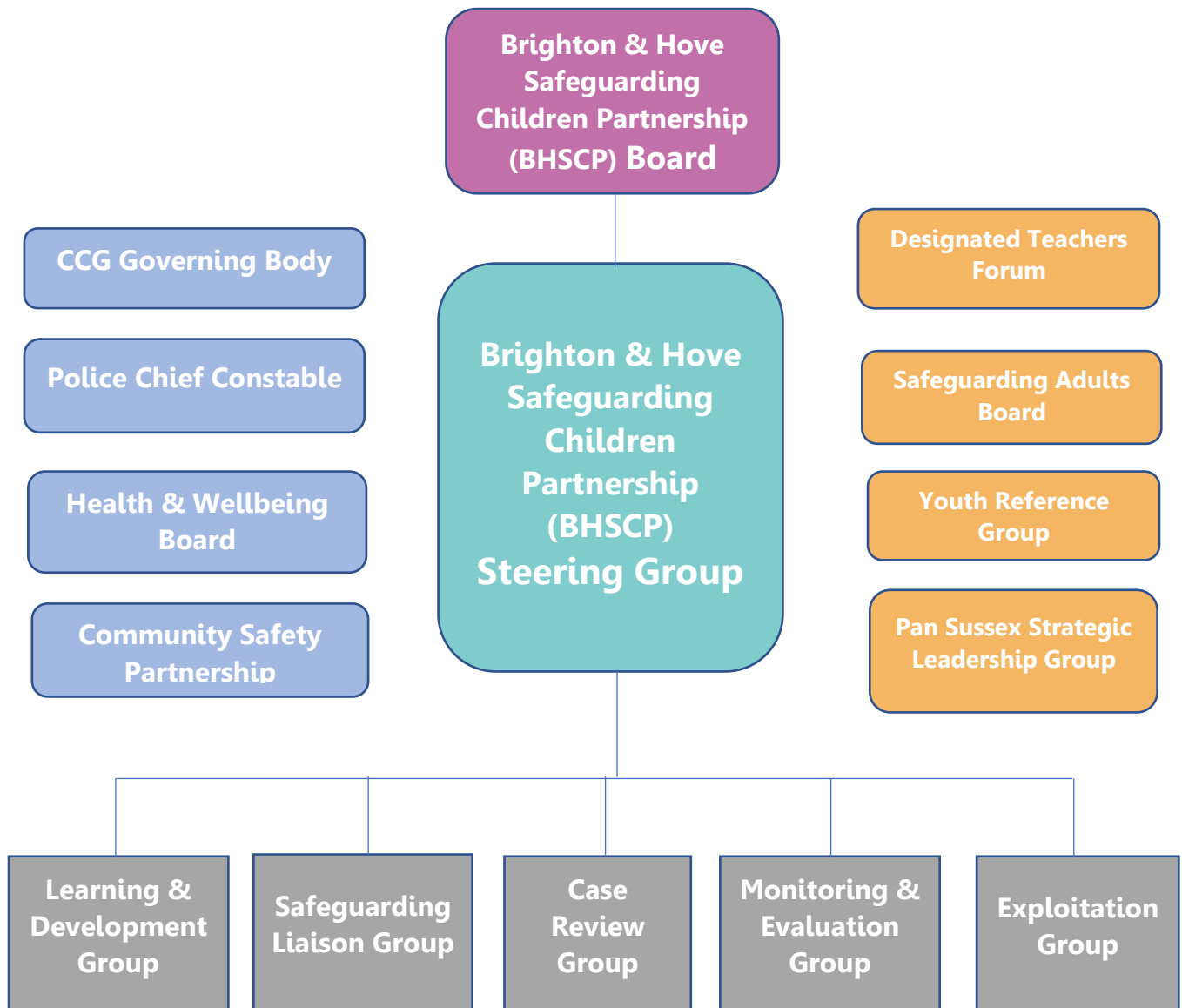
16. Dispute Resolution

The BHSCP will use the dispute resolution procedure for professional conflict or disagreement that already exists in the Pan Sussex Safeguarding Procedures. [Link here](#).

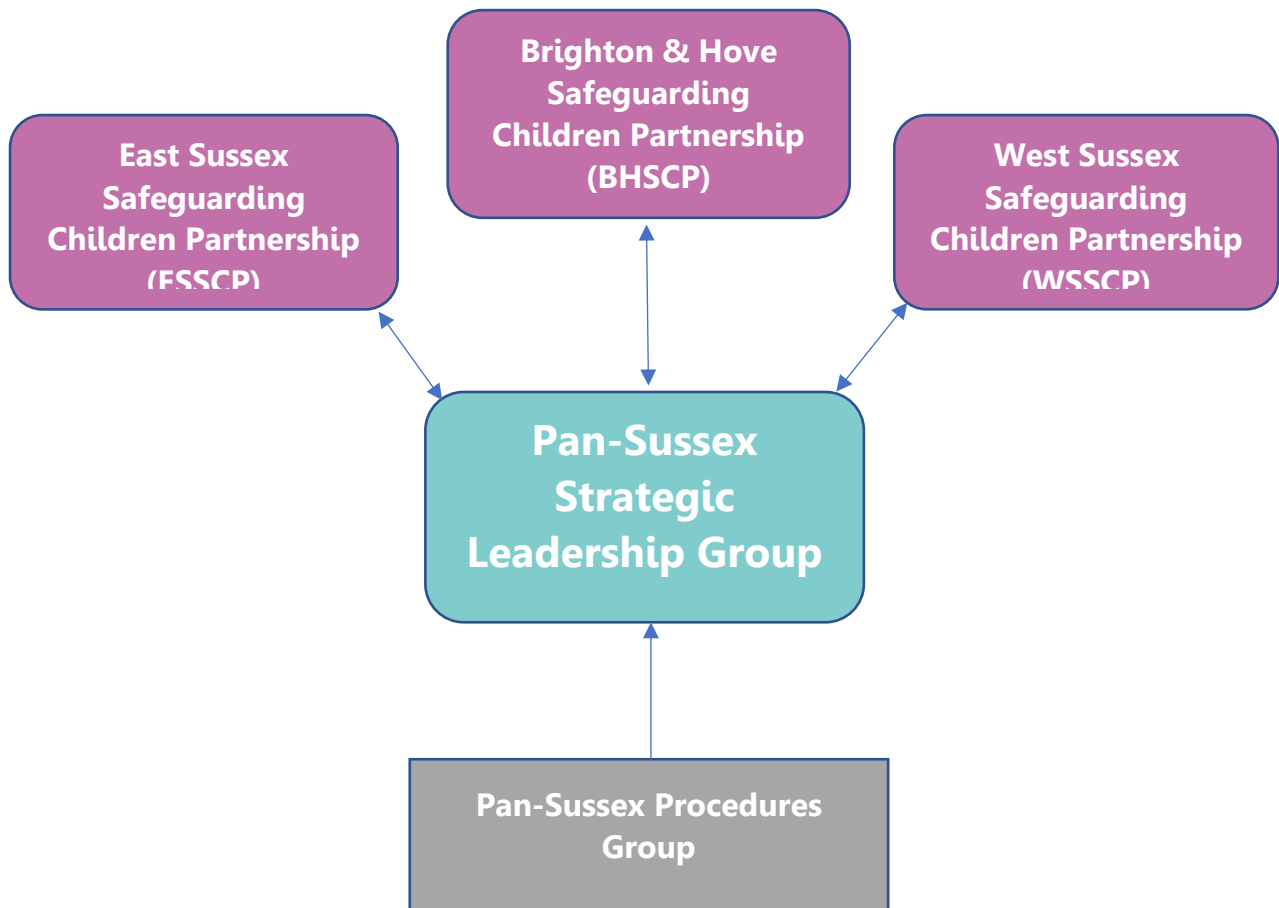
A conflict resolution protocol in regard to conflict between the three partner agencies will be developed. It is proposed that where there is conflict between the partners the independent scrutineer will be empowered to arbitrate to ensure decisions can be reached.



Appendix 1: Brighton & Hove Safeguarding Children Partnership Governance Flowchart



Appendix 2: Pan-Sussex Safeguarding Children Partnership Governance Flowchart



Subject:	Update on the Brighton & Hove Education Partnership		
Date of Meeting:	16 September 2019		
Report of:	Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Hilary Ferries	Tel: 01273 293738
	Email:	hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	(All Wards);		

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

- 1.1 The report updates members on the structure of the Brighton & Hove Education Partnership, progress on the identified priorities and next steps.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the update to the Brighton & Hove Education Partnership

3. CONTEXT/ BACKGROUND INFORMATION**1. Introduction**

There has been a growth nationally of 'area based partnerships' that aim to minimise the dangers of fragmentation and isolation and to create a better local education system¹. The structure and working of these partnerships varies from region to region. The Brighton and Hove Education Partnership was amongst the first to be created. It was agreed by the Children, Young People and Skills Committee in March 2017 following citywide consultation.

All education partners in the city are invited to join the partnership and are automatically members. This includes early years, all maintained schools, academies, Teaching School Alliances, governors, the Further Education Colleges, the two Universities, the Church of England and Catholic dioceses, Our Future City and the Local Authority. Independent schools were invited to send a representative, expressed an interest, but

¹ Gilbert, C. (2017). Optimism of the will: the development of local area-based education partnerships. London: London Centre for Leadership in Learning. Available at: <http://www.lcll.org.uk/publications.html>, accessed [12.08.19].

did not send a representative to the meeting. There is no cost to join the partnership. The Council contributes advice, coordination and facilitation through the Senior Advisor Education Partnerships and clerking and administration.

2. Vision and Values

The main aim of the Partnership is to focus on continuing improvement of outcomes for all young people across the city through the coming together of the different partners in the city.

The Brighton & Hove Education Partnership works together to:

- Strengthen further the 'whole city family' of education in the city to ensure equality and success for all – with no child or young person left behind
- Ensure that no school / establishment is left behind
- Identify and address citywide priorities by working together on strategic priorities
- Ensure that the curriculum offer supports a well-rounded education

We want to:

- Put the child / young person at the centre of all our choices
- Demonstrate strong Moral Purpose: promote and strive for equality of education
- Celebrate the successes of partnership members
- Celebrate and share good and innovative practice across the city
- Maintain the individuality and creativity of the Brighton & Hove education offer
- Ensure that the diverse nature of the city is reflected
- Be ambitious and aspirational for all young people to achieve well
- Be inclusive: No child / young person should be left behind
- Be collegiate: the partnership should work for the good of all and decisions made should not lead to the detriment of others
- Use the resources from across the city (cross agency working) to best effect
- Be outward facing, so we look beyond the city, recognising that we don't have all the answers locally
- Use research to inform our work
- Have a shared and open culture based on trust, honesty and transparency

3. The Strategic Board

Governance is through this board, which agrees priorities and sets direction: where there are areas that everyone is seeking to improve, everyone can work together. Each group / phase of education is represented on the strategic board, which meets termly. The Executive Director for Families, Children and Learning is currently the chair of the strategic board. The Chair of Children Young People and Skills Committee has been invited to attend future meetings.

The Strategic Board holds no legal power. Members are not giving up any Governing Body rights or responsibilities and equally the Local Authority is not giving up any of its statutory obligations. However, all partners agree that the Brighton & Hove Education

Partnership should challenge, support and take action in order to achieve improved educational outcomes for our children and young people.



4. Priorities

The priorities for the first two years have been:

- Outcomes for the disadvantaged
- Recruitment , retention and celebration of staff in education
- School Attendance

The priorities will be reviewed in autumn 2019

5. Achieved so far:

1. *Outcomes for the disadvantaged: progress: - although outcomes are rising, the gap between disadvantaged pupils and their peers remains.*

- A series of pupil premium, reviews, carried out by National Leaders of Education
- Secondment of two senior leaders from schools who have led the development of strategy for those in disadvantage
- Poverty Proofing the School Day
- Conference at the University of Sussex, July 2019

2. *Recruitment , retention and celebration of staff in education: number of vacancies in schools falling, vast majority of posts in schools filled*

- Recruitment fair for education held in Brighton and attendance at recruitment fairs in other areas
- Leadership continuum developed and led by the Sussex Coast Teaching School Alliance
- Compered the Sussex 'Teacher of the Year' awards
- Possible housing for teachers as part of 1000 home development in the city for teachers
- Potential workload charter / well-being statement
- Hosted visit from 'School Teachers' Review Body about teacher pay and conditions
- Development of 'ONSIDE Mentoring programme' with University of Brighton – pilot just completed.

3. *School attendance: attendance figures 2017-2018. Brighton & Hove Primary 95.9%, national 95.8%, Brighton & Hove secondary 93.7%, national 94.5%*

- 'Miss School, Miss Out' campaign for schools
- Funding from the Strategic School Improvement Fund to support a project for secondary schools and attendance, led by Pavilion and Downs Teaching School Alliance
- Additional funding for schools where attendance is well below national
- Tighter, whole city approaches to attendance

6. School to school support: partnership development

The development of school to school support through a self-improving school led system is one of the aims of the wider partnership and outlined in the Brighton & Hove School Improvement Strategy. All schools in the city belong to one of seven partnerships and the chairs of the partnerships meet regularly to share good practice and discuss partnership activity to ensure schools continue to be judged to be good. Partnerships can also identify schools that potentially could be at risk of losing their judgement of good and support those who are judged to require improvement through a range of bespoke and targeted intervention. This is carried out both through schools in the partnership and through the Teaching Schools who can deploy Local Leaders of Education and Specialist Leaders of Education.

7. Next Steps

- Review progress on the priorities and agree on priorities for 2019 – 2021 at the Autumn term 2019 meeting
- Celebrate success and communicate to the wider city
- Consider strategies identified by teachers to celebrate staff
- Continue to build and link networks for the benefit of pupils

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS.

4.1 The CYPS agreed the formation of the Brighton & Hove City Education Partnership at their meeting in March 2017

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 There was extensive consultation on the structure of the Brighton & Hove Education Partnership during the consultation. All members of the education 'family' in the city are represented.

6. CONCLUSION

6.1 The Brighton & Hove Education Partnership has the potential to channel and focus support from all members of the education 'family' to promote the best outcomes for pupils and students across the city,

- 6.2 This way of working is being adopted by other places in the country and is seen as an effective way of building on strengths and addressing areas for improvement.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 Any financial implications arising from this report will be met from existing resources within schools and the local authority.

Finance Officer Consulted: Andy Moore

Date: 27/08/2019

Legal Implications:

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

Lawyer Consulted: Serena Kynaston

Date: 19/08/2019

Equalities Implications:

- 7.3 The priorities of the Partnership include improving outcomes for disadvantaged pupils.

SUPPORTING DOCUMENTATION

Public Health Implications:

- 1.3 The Brighton & Hove Education Partnership is committed to improving outcomes for children and young people in the city.

Corporate / Citywide Implications:

- 1.4 The Brighton & Hove Education Partnership supports the council's priorities, particularly 'A good life: Ensuring a city for all ages, inclusive of everyone and protecting the most vulnerable' and 'A vibrant economy: Promoting a world class economy with a local workforce to match'.

Notes from the Brighton & Hove Education Partnership Strategic Board Meeting

University of Brighton, Checkland House, 10 June 2019

Present:

Pinaki Ghoshal, Executive Director, Families, Children & Learning
John McKee, Chair of Secondary School Partnership
Gianni Franceschi Chair of Partnership in Leading and Learning
Janis Taylor, Chair of Hove Partnership
Jo Lyons, Assistant Director, Education and Skills
Sarah Fitzjohn-Scott, University of Brighton
Marie Ryan Director, Diocese of Arundel and Brighton
Hilary Ferries, Senior Adviser, Education Partnerships
Mark Storey, Head of Education, Standards & Achievement
Tess Gill, School Partnership Coordinator

Chris Taylor, Chair of City Partnership
Joanne Smith, Chair of Deans Partnership
Andy Richbell, Portslade Partnership
Helen Horsley Sussex Coast Teaching School Alliance
Ellen Mulvihill, Pavilion and Downs Teaching School Alliance
Richard Barker, Head of School Organisation
Emma Lake, National Leader of Education (NLE)
Pete Bailey, Varndean College
Jo Tregenza, University of Sussex
Sally Dudley, University of Sussex
Rachel Carter, Our Future City
Peter Chivers, Our Future City

Apologies:

Jonathan Whitfield, Chair of Aspirational Partners in Learning and Leadership (APPL)
Bob Speight, BACA, Representative for Academy/Free Schools

Mary Ellinger, Early Years Representative
Lesley Hurst, Diocese of Chichester
Jenny Barnard Langstone, National Leader of Governance

1. Agenda

Everyone was welcomed to the meeting and Sarah Fitzjohn Scott was thanked for venue and refreshments

2. Notes and actions from last meeting

Notes were agreed. All matters arising were on the agenda.

3. City Priorities update

Attendance

The following actions have been taken

- The SEMH inclusion group is working on pupil mobility and inclusivity particularly working with cross party school workshop on the negative impacts of frequently moving school.
- LA have issued new advice regarding fixed term penalty notices to schools that if parents are referred to the LA to challenge the LA will support the school as they are following LA guidance.
- The LA's Access to Education team is looking at ways to find additional capacity to support schools with attendance.
- Ellen Mulvihill provided an update on the SIF 2 Project on Attendance.
 - i. Project focused on Y11 disadvantaged outcomes at 5 schools – 4 schools have improved attendance. The findings showed that there is no single action to impact but multiple, comprehensive and consistent actions across the school do have an impact.
 - ii. Broken weeks just before holidays i.e. Friday/ Monday before and after holidays had a negative effect and it was requested that the LA consider this when setting term dates.
 - iii. Once the nudge texting is set up maintenance costs are minimal

ACTION: EM to consider how to roll out some of the actions from the SIF2 project to primary

Disadvantaged Outcomes

Actions that have taken place include:

- Development of a self-evaluation tool to be used in primary and secondary schools

- NQT Conference focused on outcomes for disadvantaged pupils
- Governor support regarding outcomes for disadvantaged pupils
- A map of activity to support disadvantaged pupil in city schools is taking place
- Jonathan Cooper, headteacher of St Luke's has agreed to chair the working group.

Recruitment, retention and celebration

Actions that have taken place include:

Locally

- Onside mentoring project has been successful and there is a meeting on July 2nd to discuss possible rollout.
- Wellbeing is the focus for the Leadership Conference on 4 October.
- Discussions about a workload charter are ongoing
- Consultation with teachers about how best to celebrate teaching and make staff feel valued

Nationally

- Changes to national policy means that a NQT will become a qualified teacher over a two year period in the future and will still have development time in the second year. There will be funding from the DfE to support this.
- The pilot runs through "Ambition Institute". Teacher mentor/ induction tutors are being supported. (through Sussex Coast TSA)
- St Andrew's CE Primary School is the lead school looking at a teacher toolkit for reducing workload (through Sussex Coast TSA).

ACTION: Priorities to be reviewed at next meeting

4. Update from Teaching Schools

Helen Horsley provided an update from Sussex Coast Teaching School Alliance.

- Strategic School Improvement Fund focusing on outcomes of KS2 primary maths has finished. 17 schools benefitted from the funded CPD programme.
- Schools Partnership Project had 16 schools involved. Seven new schools will be joining in September.
- Workload trial and NQT+1 as above

Pavilion and Downs Teaching School Alliance

Ellen Mulvihill provided a national update and from Pavilion and Downs Teaching School Alliance

- DfE is planning to alter the current system of teaching schools, move from approximately 800 teaching schools nationally to 150 superhubs. Teaching school funding will remain for the current year for 800 teaching schools. The new Superhubs will each be responsible for 200-300 schools.
- Meetings are taking place across Sussex regarding the application for projects starting in 2020.
- There will be no new designation of teaching schools or NLEs.
- SIF3 – KS2 project to improve writing outcomes is going well

Ellen is leaving Pavilion and Downs at the end of the academic year and the meeting wished her well. She is working on succession planning for ongoing projects.

5. University of Sussex

Sally and Jo provided a presentation looking at the range of support and activities provided by University of Sussex for education (attached)

6. University of Brighton

Sarah provided a presentation about the University of Brighton and its work in education (attached)

ACTION: Contact Sarah if members are looking at planning events/ celebrations as the University may be able to offer a free venue.

There was a discussion about:

- How areas for research were identified?
- Could there be strategic engagement with schools/ colleges in order to bid for projects?
- Who is in partnership with each University?
- Richard Barker identified that there was not so much focused around special educational needs and focus on one form entry schools.

ACTION: meeting with HF, HH and reps from the two Universities to discuss joining up and a potential newsletter to signpost activities

7. Cities of Learning Programme

Peter Chivers and Rachel Carter provided a presentation on Our Future City (attached)

- This 10 year programme (just finished year three) has core funding for next three years through the Arts Council.
- They will be working with network partners to create digital badges for non-exam skill development to recognise the importance of informal learning. (This supports Damien Hinds February release on the five foundations for Building Character).

ACTION: If interested, contact Rachel and Peter

Wise Foundation report to be distributed with the meeting notes.

AOB

Councillor Nick Childs, the chair of the Children, Young People and Skills Committee, would like to come to this meeting and to make some visits to schools. This was agreed.

Dates of Future Brighton & Hove Education Partnership Strategic Board meetings

It was agreed this board will meet 3 times a year.

ACTION: Tess to organise meetings for the coming year and they will be sent out with notes of meeting.

