

Children, Young People & Skills Committee

Date: **6 March 2023**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

Members: **Councillors:** Allbrooke (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Meadows and Nield

Co-optees

Trevor Cristin (Diocesan Director of Education) and Simon Parr (Catholic Diocese)

Non-Voting Co-optees

Adam Muirhead (Community Works Rep) and Becky Robinson (PaCC)

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AGENDA

47 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.

48 MINUTES

7 - 16

To consider the minutes of the meeting held on 9 January 2023.

49 CHAIR'S COMMUNICATIONS

50 CALL OVER

- (a) Items 55 – 57 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.

51 PUBLIC INVOLVEMENT

17 - 18

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

- (a) **Petitions:** to receive any petitions received by due date of 10 working days ahead of the meeting (20 February):
 - i. Take Action to Protect Unaccompanied Asylum-Seeking Children in Brighton & Hove
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 28 February;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 28 February.

52 ITEMS REFERRED FROM COUNCIL

To consider the following matters raised by members of the public and referred from the last full council meeting:

- (a) **Petitions:** to receive any petitions;
- (b) **Deputations:** to receive any deputations;
- (c) **Petitions for debate:** to receive any petitions that were debated at the full council meeting.

53 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions notified by the due date of (insert date – 10 working days ahead of the meeting);
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion submitted directly to the committee.

54 OUR CITY, OUR WORLD PRESENTATION

Presentation of the Executive Director Families, Children and Learning.

55 WEST BLATCHINGTON PRIMARY SCHOOL

19 - 22

Report of the Executive Director Families, Children and Learning.

Contact Officer: Richard Barker

Tel: 01273 290732

Ward Affected: All Wards

56 EDUCATION CAPITAL RESOURCES & INVESTMENT 2023/24

23 - 40

Report of the Executive Director Families, Children and Learning.

Contact Officer: Richard Barker

Tel: 01273 290732

Ward Affected: All Wards

57 ANNUAL REPORT ON EDUCATION STANDARDS 2022

41 - 70

Report of the Executive Director Families, Children and Learning.

Contact Officer: Mark Storey

Tel: 1273 294271

58 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 30 March 2023 Council meeting for information.

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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 Emma Thomson, (01273 291077, email emma.thomson@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

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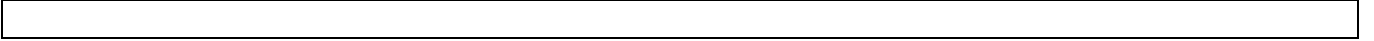
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- Do not re-enter the building until told that it is safe to do so.



Brighton & Hove City Council
Children, Young People & Skills Committee

4.00pm 9 January 2023

Council Chamber, Hove Town Hall

Minutes

Present: Councillor Allbrooke (Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Hamilton, Lloyd, McNair, Meadows and Nield

Co-optees: Mr A Muirhead and Ms B Robinson

Part One

31 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

- 31.1 Cllr Shanks substituted for Cllr John.
- 31.2 Cllr Sankey substituted for Cllr Grimshaw.

b) Declarations of Interest

- 31.3 Ms Robinson declared that her child attended one of the schools discussed in agenda item 43.

(c) Exclusion of Press and Public

- 31.4 There were no Part Two Items and so the press and public were not excluded from the meeting.

32 MINUTES

- 32.1 The Chair highlighted that in her Communications at the previous meeting she had stated that Louise Brown had stepped down as Youth Representative, however, she had since been informed that this was not the case.
- 32.2 **RESOLVED:** That the minutes of the meeting held on 7 November 2022 were agreed as a correct record, subject to the above amendment.

33 CHAIR'S COMMUNICATIONS

33.1 The Chair gave the following communication:

Today's Fees and Charges report gives councillors a deeper insight into the challenges the Council is facing financially, which have been reported to the Policy & Resources Committee. What I think it shows is just how much of the situation we are facing is outside of our control to resolve and presents a challenging picture for this Council in the years to come. So much of the services delivered by Families, Children and Learning are statutory services that we cannot turn down spending on, but at the same time are being asked, year on year, to balance an ever-demanding budget.

The costs of providing homes for children in care is increasing, we are finding increasing difficulty with finding placements, and although we have put the money we offer carers up, the cost-of-living crisis, in particular, is making it harder for foster carers to commit. So instead, we are having to place our children in residential care placements, which are expensive, and where the market is a providers market. The average cost of every residential care placement is around £250,000 per year. It's no wonder that the Competitions and Markets Authority concluded last year that "it is clear to us that this market is not working well and that it will not improve without focused policy reform".

The government's commissioned study by Josh MacAlister concluded that the answer was regional care cooperatives. Personally, I think this is a real dodge of a real crisis because while we talk about the cost, it's also about the care that young people are getting, which is the most important thing, and I don't believe that residential care is the best option for children and young people in care. We know that care is better when children are placed with foster carers, but on top of this, the more we spend on paying private hedge fund backed residential care homes to house our children, the less we can spend on really essential support elsewhere for all our city's children. By the way, no element of Josh MacAlister's study has yet been put into action.

We are also seeing an increased demand on home to school transport with more young people needing it, as well as a real difficulty finding providers. This will be discussed in detail when we come to the Home to School Transport report today.

None of these issues are ours alone. A look across at so many other councils show you that they are facing the exact same issues we are. Time and time again, when I meet with other councillors who do my role, they say that it's things like placement sufficiency and home to school transport that's keeping them up at night. These issues will not go away. They require policy or funding changes from government to help councils like Brighton & Hove, but I remain pessimistic that these days will ever come. We have been waiting years for promised reforms to adult social care and the government's since abandoned reforms have made the cost problem worse, not better.

34 CALL OVER

- 34.1 All items were reserved for discussion, with exception of 43 for which the recommendations were agreed without discussion.

35 PUBLIC INVOLVEMENT

(a) Petitions

35.1 There were no petitions.

(b) Written Questions

35.2 Ms S Perera put their question, which can be found on page 3 of addendum 1, to the Committee.

The Chair provided the following response:

The current draft proposal is that the nursery would close at the end of the Summer term 2023. Based on current attendance figures this would enable the 26 children who are due to start school in September 2023 to complete their early years education at the nursery rather than change setting mid academic year. All children who receive additional support funding due to their additional needs will be starting school, so there will not be a need to find alternative provision.

The remaining 22 families and children will be supported by the Family Hub and Early Years team to secure places in local nurseries. This may involve being allocated a Family Hub keyworker if necessary and support from the childcare brokerage officer. BME and EAL families will be supported by the Ethnic Minority Achievement Service.

Staff vacancies in council nurseries are currently being held to allow for adequate redeployment opportunities for Bright Start Nursery staff. This will allow these nurseries to increase numbers of children attending if staff are redeployed in these settings. Together with the family we would identify where nursery vacancies are across the city, and aim to place staff and children near to where they live or where parents and carers work. We will also work with private sector nurseries to look at securing childcare places from September 2023. It is not possible to cost this work as it is unclear at this time how many families would need support to find those childcare places.

Ms S Perera asked the following supplementary question:

Can the Council guarantee that it will be able to fulfil its legal obligations towards children with SEND in the future if Bright Start closes given that the Jeanne Saunders Centre has seen unprecedented demand for places over the last two years. Can the Council guarantee that every child with SEND will be able to get a suitable nursery place without the capacity and experience that Bright Start brings? If so, how, and what will it cost?

The Legal Advisor provided the following response:

In terms of the Council's legal obligations, the first obligation is to ensure that there is sufficiency for those young people needing nursery places. You will see from the report that we are considering shortly that the issue of childcare sufficiency has been considered. In addition, if any child was entitled to an EHCP, of course the Council would be obligated to provide whatever services were identified as being needed and available under the plan.

- 35.3 Mr P Gilbert put their question, which can be found on page 3 of addendum 1, to the Committee.

The Chair provided the following response:

I think it is first worth clarifying that no decision has been made. There has been reports presented to the Policy & Resources Committee which put forward proposals, but the decision will be made formally at Budget Council at the end of February.

Regarding the Community Infrastructure Levy, the Council is awaiting clarification on the funding of childcare facilities. If changes are made to the scheme there will be a need for us to consult with providers on the levels of funding required for inclusion within our infrastructure delivery plan – which goes to the Tourism, Equalities, Communities, and Culture Committee. Our current plan contains just less than £600m for new infrastructure required across the city by 2030. There will be an annual bidding process for the council's share of that money and the detail agreed annually by Policy and Resources Committee.

We are currently working on updating our childcare sufficiency assessment but do not anticipate that it will show an overall shortage of early years and childcare provision in the city. We do of course continue to review what more targeted provision and support is required for our children most in need including those from low-income backgrounds, refugee, and asylum-seeking families and for children with SEND.

While other councils, although you do not quote which specifics, may laud their settlement, this council does not welcome the Local Government Settlement published in December. This means the budget gap reported to Policy and Resources Committee at the beginning of December was projected to be £18.890m. This takes into account any rise in spending power the Council was given, as well as additional funds because while the government often say that they have given councils more money, a lot of the time it's that we have been given the power to raise more money from our residents.

These assumptions have already been taken into account, however, the impact of our individual settlement received in December is actually that the budget picture has got worse, not better. Our budget deficit for 2023/24 is projected to be £39.1m. At December Policy & Resources Committee, we put forward just £10m of savings. We have then accounted for the additional funding received from the government on top, which means that what's left is at least an £8-10m deficit on top of the savings already found. At this present time, we are focused on trying to make our budget balance and have not reconsidered any proposals on the table.

Mr P Gilbert asked the following supplementary question:

Why has the Council not shown residents a set of criteria, priorities or a strategy which determines whether something is decided for cuts or not, and why has the Council not shown residents an options appraisal that shows whether the Council has considered things other than the out and out closure of Bright Start?

The Chair provided the following response:

We would never put other options on the table that we're not going to put forward for proposals, simply because I think that would cause a real amount of anxiety among the public and teams if we then decided not to put a proposal forward. You know from how this process is treating you and your community that this is an extremely difficult process and if I were to put forward proposals on the table to give other options, that would cause extreme anxiety.

We look in detail at what services we are legally obligated to provide, those are our statutory services, and then we look at what services we can, therefore, put forward on the table. That's the process that we are continuing to do because we continue to have a deficit and a gap to find. That's basically the strategy for this directorate, what services do we have that we can possibly put forward, because so many of our services are statutory, as I said in my Chair's Communications, and we are not allowed to cut our statutory services.

Sadly, nurseries are not a statutory service for councils to provide and so many councils no longer run their nurseries and so many of them cut them years ago. We are very lucky in this city that we have kept so many services running for as long as we can, but we are at the end of the road for what we can do at this point. It's a really, really difficult thing and nobody wants to make any savings. I've said it before, nobody became a councillor to have to make savings and this is a really difficult thing to do but we are doing what we can to try and protect the services that we have. I would much rather we were in a position that we didn't have to make £20m of savings this year but sadly we are in that position, and we're focused on doing all we can to find our way through this.

Unlike the government, we have to make our budget balance. We can't turn around and say that we don't want to make any cuts so we're just going to leave it. The government can borrow and borrow and borrow but that's not the case for us in terms of revenue – we can borrow for capital projects but not for revenue. So, it's a really, really difficult position and so many councils have been in this position. We've been in this position year on year for the last twelve years and that's why we're in a position of closing services, because we've trimmed the fat as much as we can to try and avoid closing services but sadly, we are in a position now where we don't think we can do anything else. I know that's really difficult, and it's difficult for everyone and nobody wants to be in this position but sadly that's where we are.

(c) Deputations

35.4 There were no deputations.

36 ITEMS REFERRED FROM COUNCIL

(a) Petitions

36.1 'Save Bright Start', a petition which was presented by Ms S Perera at Council on 15 December, was referred to the Committee.

36.2 The Chair highlighted that the petition had been debated at Council and that there was a report included later in the agenda relating to the matter.

36.3 **RESOLVED:** That the Committee agreed to note the petition.

(b) Deputations

36.4 'Bright Start Nursery Proposed Closure', a deputation which was presented on behalf of Ms C Jany at Council on 15 December, was referred to the Committee.

36.5 The Chair noted that the deputation also related to the report included later in the agenda.

36.6 **RESOLVED:** That the Committee agreed to note the deputation.

37 MEMBER INVOLVEMENT

37.1 There were no petitions, written questions, letters, or notices of motion.

38 UNACCOMPANIED ASYLUM-SEEKING CHILDREN BRIEFING

38.1 The Head of Safeguarding & Performance presented a briefing regarding unaccompanied asylum-seeking children in the city.

38.2 Both Cllr O'Quinn and Cllr Meadows raised questions regarding the missing children and highlighted concerns regarding trafficking and organised crime.

38.3 Cllr O'Quinn queried the number of unaccompanied children in the Council's care and the figures for those placed in foster care placements and children's home.

38.4 Cllr Sankey raised questions relating to the Hove hotel contractor, a comparison of the number of missing children in relation to other local authorities, the Council's position on corporate parental responsibility, and the Home Office's legal authority to transfer children to the city.

38.5 Cllr Hamilton queried the cost of looking after unaccompanied children.

38.6 **RESOLVED:** The Committee agreed to note the briefing.

39 BRIGHT START CLOSURE PROPOSAL

39.1 The Head of Service – Family Hubs introduced the report which outlined the proposal for the closure of Bright Start Nursery.

39.2 Cllr O'Quinn raised questions regarding the subsidised costs of the nursery, the projected cost of building works, and options for alternative sites.

39.3 Cllr Meadows raised questions regarding the nursery's fees, whether provision was still only available for children of Council staff, if Bright Start was a SEND specialist nursery, and the availability of spaces in other nurseries.

- 39.4 Ms Robinson questioned if assurances could be given to parents of children with SEND should they require to move to another nursery.
- 39.5 Cllr Brown raised points regarding the support available for families to find alternative provision and the budget proposal relating to Early Childhood Project Toy Library at the Turner Children's Centre.
- 39.6 The Chair noted that there was a Labour Group amendment and invited Cllr O'Quinn to move the amendment, which can be found on page 165 of addendum 3.
- 39.7 Cllr O'Quinn moved the amendment, which was seconded by Cllr Sankey.
- 39.8 The Committee voted on the amendment, which the Conservatives abstained from.
- 39.9 The Committee voted on the recommendations as amended, which the Conservatives abstained from.
- 39.10 **RESOLVED:** That the Committee -
- i. Noted the information regarding the proposal to close Bright Start Nursery being put forward to Budget Council on 23 February 2023.
 - ii. Agreed that its members receive a copy of the relevant Equalities Impact Assessment.
 - iii. Agreed that CYPS and P&R committee members receive the Building Survey carried out in 2019 and the Stage 1 Fire Risk Assessment carried out in August 2022.
 - iv. Agreed that CYPS and P&R committee members are informed of what assurances there are regarding the future employment of Bright Start Nursery staff.

40 UPDATE ON THE WORK OF THE CORPORATE PARENTING BOARD

- 40.1 The Assistant Director – Children's Safeguarding & Care introduced the report which provided an overview of the work of the Corporate Parenting Board.
- 40.2 Cllr Brown questioned if there had been any noticeable changes to the figures in the Q4 2021/22 dashboard.
- 40.3 Ms Robinson queried if data was collected for children with SEND and EHCPs.
- 40.4 **RESOLVED:** That the Committee –
- i. Noted the work of the Corporate Parenting Board and the responsibilities of the council as Corporate Parents.
 - ii. Approved the new Terms of Reference.

41 HOME TO SCHOOL TRANSPORT SERVICE PROGRESS REPORT - JAN 2023

- 41.1 The Head of Service – Home to School Transport introduced the report which outlined the drivers of increased pressures on the home to school transport budget and service delivery.

- 41.2 Both Cllr Shanks and Cllr O'Quinn raised points about personal travel budgets and travel training.
- 41.3 Ms Robinson provided feedback from PaCC regarding the requested additional contract price uplift and budget for the service.
- 41.4 Cllr Hamilton raised a point in relation to fuel prices and sought clarity on the criteria for Home to School Transport.
- 41.5 The Chair put the recommendations from the report to a vote, which the Conservatives abstained from.
- 41.6 **RESOLVED:** That the Committee –
- i. Noted the increased pressures on the home to school budget and service delivery.
 - ii. Rejected the request for an additional contract price uplift by three home to school transport operators.

42 ELECTIVE HOME EDUCATION IN BRIGHTON AND HOVE

- 42.1 The Head of School Organisation introduced the report which provided an update on the current numbers of Electively Home Educated (EHE) children in the city, a comparison with other Local Authorities and the reasons given for parents choosing to home educate their children.
- 42.2 Mr Muirhead raised questions regarding Homewood College and the Schools Bill.
- 42.3 Cllr McNair raised questions in relation to Portsmouth City Council, teaching provision checks, the reasons for children moving back to the school system, the Council's role in encouraging home educated children to return to school, and the ideological reasons for children being home educated.
- 42.4 Ms Robinson had queries regarding the role of community engagement in establishing the reasons children were removed from schools, the language of the guidance provided to schools, and data on flexi-schooling.
- 42.5 Cllr Nield raised several questions regarding the metrics and outcomes which EHE was judged against.
- 42.6 Cllr Meadows raised further questions regarding the reasoning for children being moved to EHE, the proportion of children who are RAG-rated, and the potential of children falling through the gap and not receiving an education.
- 42.7 Cllr Shanks highlighted safeguarding concerns.
- 42.8 **RESOLVED:** That the Committee –
- i. Noted the information regarding the number of home educated children and how this reflects the regional and national position.

- ii. Noted the Council's process to safeguard children and young people who are Electively Home Educated and the mechanisms to engage positively with the EHE community in the city.

43 SCHOOL ADMISSION ARRANGEMENTS 2024-25

43.1 The recommendations were agreed without discussion.

43.2 **RESOLVED:** That the Committee –

- i. Agreed to make no changes to the Council's school admission arrangements or secondary school catchment areas, except for the changes listed in sub- paragraphs 2.2- 2.4.
- ii. Agreed to a change to the Published Admission Number (PAN) for Downs Infant School from 120 to 90 pupils.
- iii. Agreed to a change to the Published Admission Number (PAN) for Hertford Infant School from 60 to 30 pupils.
- iv. Agreed to a change to the Published Admission Number (PAN) for Hove Junior School - Holland Road from 96 to 64 pupils.
- v. Agreed to make no change to the coordinated scheme for admissions or to the "relevant area".

44 SUPPORTED ACCOMMODATION FOR YOUNG PEOPLE PLACEMENTS

44.1 The Assistant Director – Children's Safeguarding & Care introduced the report which sought approval for the extension of the existing hybrid framework and the re-opening of the hybrid framework for new applications.

44.2 Cllr Brown raised questions regarding the sufficiency of supported accommodation and ability to discontinue use of providers where they were not meeting our requirements.

44.3 Cllr Lloyd queried why East Sussex County Council don't use the framework.

44.4 Cllr Hamilton sought clarity on which councils were involved in the framework.

44.5 Cllr O'Quinn requested a list of the providers on the framework and sought assurances of the quality of the provision.

44.6 The Chair noted that there was a Labour Group amendment and invited Cllr O'Quinn to move the amendment, which can be found on page 167 of addendum 3.

44.7 Cllr O'Quinn moved the amendment, which was seconded by Cllr Hamilton.

44.8 The Committee voted on the amendment, which was carried.

44.9 **RESOLVED:** That the Committee –

- i. Agreed to extend the Supported Accommodation for Young People hybrid framework for a further period of 2 years from 1 July 2023 to 30 June 2025.

- ii. Delegated authority to the Executive Director of Families, Children & Learning to:
 - (1) take all necessary steps to extend the hybrid framework and to reopen it to operators in the new year, and
 - (2) to procure and award call off contracts and individual placement agreements from the hybrid framework.
- iii. Agreed that a progress report come before the Children, Young People & Skills Committee in Autumn 2024 providing information on how effectively the Joint Hybrid Framework has been in providing more supported accommodation for young people placements in the period July 2023-24 and a costing of the Framework.

45 FAMILIES, CHILDREN AND LEARNING FEES AND CHARGES 2023/24

- 45.1 The Head of School Organisation introduced the report which reviewed the Families, Children and Learning Services fees and charges in accordance with the corporate policy.
- 45.2 Cllr Brown raised concerns regarding the management of high levels of risk within the home and the case referenced in paragraph 3.6 of report.
- 45.3 Cllr O'Quinn raised a point regarding the funding rates provided for free childcare places.
- 45.4 Ms Robinson raised questions regarding the communication of information to the community and eligibility for free adult education courses.
- 45.5 The Chair put the recommendations from the report to a vote, which the Conservatives abstained from.
- 45.6 **RESOLVED:** That the Committee –
 - i. Agreed that the implementation of new fees & charges rates is as soon as practicably possible.
 - ii. Agreed the position on fees charged for nurseries as detailed in section 3.22.
 - iii. Agreed the position on fees and charges for Childcare Workforce Development as detailed in section 3.25.
 - iv. Agreed the position on fees and charges for the Early Years Quality Improvement Programme as detailed in section 3.30.
 - v. Noted the position on the charges for school meals as detailed in section 3.31 - 3.37.
 - vi. Agreed the position on fees and charges for Adult Education Courses as detailed in section 3.38 – 3.42.

46 ITEMS REFERRED FOR COUNCIL

- 46.1 No items were referred to the next meeting of Council.

The meeting concluded at 7.20pm

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item 51(a)

Subject: Take Action to Protect Unaccompanied Asylum Seeking
Children in Brighton & Hove
Petition

Date of meeting: 6 March 2023

Ward(s) affected: All

For general release

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To receive the following e-Petition which was submitted via the council's website on 2 February 2023.

2. RECOMMENDATIONS:

- 2.1 That the Committee responds to the petition either by noting it, or where it is considered more appropriate, by calling for an officer report on the matter.

3. CONTEXT / BACKGROUND INFORMATION:

- 3.1 To receive the following petition signed by 40 people at the time of publication:

We the undersigned petition Brighton & Hove Council to publicly acknowledge that they have failed the 136 children who have gone and continue to go missing from a hotel in our city — and commit to using all of their influence and power to produce and implement a viable plan of action to safeguard these children immediately.

Since the Home Office began housing asylum seekers in hotels in Brighton and Hove in July, 2021, over 136 children have gone missing from Home Office run hotels in Brighton and Hove alone.

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item 55

Subject: West Blatchington Primary and Nursery School

Date of meeting: 6 March 2023

Report of: Executive Director Families, Children & Learning

Contact Officer: Name: Richard Barker, Head of School Organisation
Mark Storey, Head of Standards and Achievement

Tel: 01273 290732/07827 233587

Email: richard.barker@brighton-hove.gov.uk
Mark.storey@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 The report provides an update to the Children, Young People & Skills Committee about the consultation being undertaken by the governors of West Blatchington Primary and Nursery School.
- 1.2 The consultation is to consider whether West Blatchington Primary and Nursery School should become an academy as part of The Pioneer Academy.

2. Recommendations

- 2.1 That Committee notes the details of the consultation undertaken by West Blatchington Primary and Nursery School.

3. Context and background information

- 3.1 The governors of West Blatchington Primary and Nursery School launched a consultation on whether the school should become an academy as part of The Pioneer Academy on 25 January 2023 lasting until 28 February 2023.
- 3.2 The consultation was for a period of 5 weeks including the February half term holiday. Details of the consultation were available on the school's website [here](#), together with a question and answer document. Two events were scheduled for current and future parents in early February and additional meetings with parents who couldn't make those original meetings were held. The council were informed of the school's intention to go out to consultation about joining an academy trust on 24 January 2023.
- 3.3 The Department for Education have a [guide](#) available to schools that wish to consider converting to academy status. The governing board has to meet and pass a resolution to convert and if the school is applying to join an

existing multi-academy trust, the trust has to confirm that they are happy for the school to join.

- 3.4 The governing board must consult formally about the school's plans to convert to an academy with anyone who they think will have an interest in the school changing its status. This will include staff members and parents/carers but should also involve pupils and the wider local community. The law doesn't specify how long the consultation should last, but it is important that they show that interested groups, individuals and organisations have had a reasonable opportunity to respond.
- 3.5 The consultation document has been issued to parents/carers and staff at West Blatchington Primary and Nursery School, Brighton and Hove City Council, local primary schools, the local MP, and the Trade Unions recognised by Brighton and Hove City Council.
- 3.6 Following the consultation, if the governing body decide to proceed, it is anticipated by the governing board that West Blatchington Primary and Nursery School would become an academy and join The Pioneer Academy during the Summer Term 2023 or as soon as possible afterwards.
- 3.7 The Pioneer Academy is a Multi Academy Trust (MAT) and details can be found on the government's Get Information about Schools webpages [here](#). There are 15 primary schools in the MAT including Moulsecoomb Primary School which converted in November 2021, after the school was issued with an Academy Order following an inadequate Ofsted rating.
- 3.8 The council remains in on-going dialogue with the governing board, staff and unions regarding the proposal and a formal response to the consultation has been submitted. This response outlines the wide range of support the school has received from the council as well as noting concerns about the length of the consultation and its ability to reach and engage all of the school's community. In addition, concerns about the impact the focus on structural change will have on the school's current school improvement journey.
- 3.9 As soon as an academy order is granted by the Secretary of State a £25,000 support grant is available from the DfE for the school to spend on the conversion process. In 2018 the Schools Forum agreed that a charge of £12,000 would be made by the council to the converting school to fund the process of academy transfer.
- 3.10 Several councils charge schools for the process of academy conversion. This charge contributes to the costs incurred by the council for the work required to convert a school, this includes: the production and negotiation of legal documents including liaison with the Trust's solicitor, agreement of property and lease issues, the time of HR staff to provide advice and support on the TUPE process and the time and support of finance colleagues to close the local authority accounts.

4. Analysis and consideration of alternative options

- 4.1 The report is for noting and no alternative options are relevant.

5. Community engagement and consultation

- 5.1 The governing board of West Blatchington Primary and Nursery School have undertaken a public consultation to inform their decision about becoming an academy as part of The Pioneer Academy.

6. Conclusion

- 6.1 The report provides details of the governing board's proposals to become an academy as part of The Pioneer Academy together with details of the requirements on the council and the potential charge that is applied to schools which choose to convert to academy status.

7. Financial implications

- 7.1 If, following the consultation, the governing body decides to proceed and an academy order is issued, a grant of £25,000 is provided to the school to support the costs of the academisation process. As set out in paragraphs 3.9 and 3.10, the council will be required to undertake significant work, and a charge of £12,000 will be made in view of this.
- 7.2 In the situation where a converter academy has a deficit balance on conversion, the DfE reimburses the local authority and recovers the money back from the academy through abatement of the General Annual Grant paid to academies.

Name of finance officer consulted: Steve Williams Date consulted: 15/02/23

8. Legal implications

- 8.1 Under section 3 of the Academies Act 2010 a maintained school can apply to the Secretary of State for Education for an academy order. This will enable the school to be converted to an academy. Before conversion can take place the school's governing body is required to consult 'such persons as they think appropriate' about whether conversion should take place. The length and manner of the consultation is not specified either in the Act or DfE Guidance but it should be long enough to allow interested groups and individuals sufficient time to make an informed response.
- 8.2 Following the consultation, the governing board is expected conscientiously to consider all the responses it receives.

Name of lawyer consulted: Serena Kynaston Date consulted: 14/02/23

9. Equalities implications

- 9.1 The report provides details of the recent consultation by West Blatchington Primary and Nursery School to consider becoming an academy as part of The Pioneer Academy. There are no direct equalities implications in relation to the report.

10. Sustainability implications

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

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item 56

Subject: Education Capital Resources and Capital Investment Programme 2023/2024

Date of meeting: CYPS 6 March 2023
P&R 16 March 2023

Report of: Executive Director of Families, Children & Learning

Contact Officer: Name: Richard Barker, Head of School Organisation
Tel: 01273 290732
Email: Richard.barker@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 In order to determine an overall Capital Programme for Brighton & Hove City Council, each service is asked to consider its capital investment requirements, within the level of allocated resources for 2023/24.
- 1.2 The purpose of the report is to inform the Committee of the level of available capital resources allocated to support education buildings and to recommend a capital programme for 2023/24 in respect of School Condition Allocation (SCA) and Basic Need funding.

2. Recommendations

- 2.1 That the level of available capital resources totalling £5million for investment relating to education buildings financed from capital grant be noted.
- 2.2 That Committee agree the allocation of funding as shown in Appendices 1 and 2 and recommend this to Policy & Resources Committee on 16 March 2023 for inclusion within the Council's Capital Investment Programme 2023/24.
- 2.3 That Committee agree to recommend to Policy & Resources Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

3. Context and background information

- 3.1 The Education Capital Programme forms part of the Council's full Capital Investment Programme which was presented to Budget Policy & Resources Committee on 9 February 2023 and Budget Council on 23 February 2022.

- 3.2 The capital finance settlement from central government includes Basic Need, School Condition Allocation (SCA), High Needs Provision Capital Allocation and Devolved Formula Capital for community schools.
- 3.3 Capital finance for Voluntary Aided schools, academies and free schools does not form part of the funding allocated to Local Authorities as they have access to the separate Condition Improvement Fund administered by the DfE.
- 3.4 The table below shows the allocations of capital grant funding announced for 2023/24 only and does not include 2022/23 grant forecast to be re-profiled into 2023/24 including those approvals in the Targeted Budget Management 2021/22 Month 9 report to Policy & Resources Committee on 9 February 2023.

	2023/24 Settlement million
School Condition Allocation (SCA)	£4.000 *
Basic Need Funding	£0
High Needs Provision Capital Allocation	£3.368
LA Devolved Formula Capital Grant (Passported entirely to schools)	£0.500 *
Sub Total	£7.868*

* To be confirmed. Estimate based on 2022/23 allocation

- 3.5 At the present time the government has not announced the maintenance funding allocations for 2023/24. For the purposes of this report we are working on the assumption that there will be no appreciable difference to the allocation for the 2022/23 financial year and therefore we assume that the School Condition Allocation will be £4.0million and the Devolved Formula Capital (DFC) allocation will be £0.5million. This is considered to be a cautious assumption; we have compiled a reserve list in case the actual settlement is higher than anticipated.
- 3.6 DFC grants are passed directly to schools and therefore are not available for the Local Authority to spend.
- 3.7 In March 2022 the Government updated their allocation figures for Basic Need capital funding for 2023/24. There was no allocation for Brighton & Hove for this period.
- 3.8 In addition to the funding from central Government there is a Services to Schools buy back option for the council's strategic property function providing schools with a full condition survey, statutory compliance contracts and access to advice and support on all property matters. It is anticipated that this will generate £0.500 million for the 2023/24 financial year. We are forecasting a drop in income this year since schools have indicated that they

are looking closely at where they can save money. In the event that we receive the same level of buy back as in previous years we will look to the reserve list mentioned in para 3.5 above.

- 3.9 This service buy back resulted from a change in the rules around the ways in which schools are funded in 2017/18. Before this date Schools Forum agreed to the use of £0.9million for building maintenance. As a result of this we set up a buy back scheme for schools. Since the change all community schools have purchased the service, Voluntary Aided schools buy a partial service (in recognition of their different status with the council when it comes to property) and the free schools and academies do not buy the service at all due to their direct relationship with the DfE. It is for this reason that the total buy back amount is less than the original amount of £0.9million.
- 3.10 The table below shows the level of new resources available for the Local Authority to spend in the 2023/24 financial year.

	Million
Capital Finance settlement	£4.000
Services to Schools Income	£0.500
High Needs Provision Capital Allocation	£3.368
Total	£7.868

- 3.11 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.
- 3.12 Capital reprofiles and slippage arising from the 2022/2023 Capital Programme will be incorporated into the 2023/2024 programme when the capital accounts are closed on 31 March 2023.

Capital Commitments

- 3.13 An overall summary of expenditure for 2023/24 is attached at **Appendix 1** and a more detailed explanation of each item is shown below.

Condition Related Works

- 3.14 The capital maintenance funding will be used to address the most urgent and important items highlighted by the condition surveys of school buildings as well as a number of programmes to address specific safety and improvement priorities as set out in paragraphs 3.15 – 3.25 below. In doing this the council will consider how best to do so in a responsible and sustainable way.
- 3.15 It is recommended that £4.0 million from SCA plus £0.500 million from Services to Schools is allocated to carry out maintenance and legislative works to the school estate in the 2023/24 financial year.
- 3.16 A copy of the proposed structural maintenance programme is attached at **Appendix 2** to this report. This shows the estimated total cost of each

programme of work (such as roof replacements, mechanical and electrical works etc.) but not the estimates for each individual element. This is because at the present time the amounts are pre-tender estimates and it would not make commercial sense to reveal these prior to going out to tender.

- 3.17 The extent of the work at each school will be determined by the condition survey and detailed investigation and scoping of the problem to be addressed. There will also be discussion with each school on the timing and scope of the works.
- 3.18 Projects within the planned programme are procured using the building maintenance frameworks put in place in 2020/21. The successful contractors had to demonstrate that they would minimise waste, meet targets for reductions in waste to landfill and optimise the recovery, reuse and recycling of waste.
- 3.19 In addition to this they had to describe the steps they will take to minimise the use of resources (water, fuel, energy from fossil fuels) and improve sustainable sourcing and this was all taken into account when scoring the applicants. The framework contracts include performance indicators in respect of sustainability and environmental management that are to be monitored on a quarterly basis.
- 3.20 We look at the sustainability of projects at the outset to ensure the best outcomes for the building and its users. The building works we undertake will improve the thermal performance of the building overall. This can include items such as repointing, replacing curtain walling with aluminium systems which have better lifecycle costs, recyclability and energy efficiency.
- 3.21 When replacing or refurbishing roofs we look to exceed Approved Document L requirements in terms of energy efficiency. The insulation we install when undertaking roofing works are rated A+ (the highest) in the BRE Green Specification Guide. We are now also considering the use of aluminium rainwater goods (gutters and pipes) in some cases, but there are significant cost implications to this.
- 3.22 In terms of mechanical plant, we install efficient condensing boilers and water heaters, make use of heat recovery on ventilation and heat pumps with improved coefficients of performance. Pipework is insulated and building management systems include zoning and automatic adjustments with the seasons to reduce waste. We use LED and PIR controlled lighting, low energy extract fans, non-concussive taps and water flow restrictors all of which reduce waste and improve efficiency.
- 3.23 By allocating the School Condition Allocation for 2023/24 (£4.0million), and the £0.500 million from the services to schools funding we will be able to invest £4.5 million in improving the condition of the school estate. Of this, £4.0 million will be allocated to the most urgent projects detailed in **Appendix 2**.

3.24 In addition to these works we also allocate funding to programmes of work arising from statutory responsibilities. The allocation is as shown below:

Legionella	£0.100million
Asbestos	£0.100million
Fire Safety works	£0.100million
Accessibility adaptations	£0.100million
Surveys feasibility and Advanced design	£0.100million
TOTAL	£0.500million

3.25 Legislation on the control of asbestos in buildings has given rise to the need to carry out works on a rolling programme to school buildings to achieve compliance with the legislation. In line with good practice the council does not seek to actively identify and remove dormant asbestos due to the risks of disturbance. Instead the rolling programme means works are completed alongside larger improvement projects in the school or a standalone removal project when the circumstances require it.

3.26 In 2022/23 we identified 62 individual projects to undertake throughout the year at an estimated cost of £4.313million (Inc. fees). To date we have undertaken 58 of these (some of these are still ongoing) and 4 will continue into 2023/24, the budget to meet the cost of this work has been re-profiled within the TBM9 report. A list of these projects is included in **Appendix 3**.

Basic Need Funding

3.27 Basic Need funding is provided to authorities who are experiencing increasing school rolls. The funding is provided to ensure that the Local Authority can meet its statutory obligation to secure a school place for every child that wants one.

3.28 Brighton & Hove did not receive an allocation for the 2023/24 financial year because our pupil numbers are falling. We do however have £8.312million of unallocated Basic Need funding from previous years.

3.29 Our Basic Need priorities remain implementing the outcomes of the SEND review by making adaptations to special schools and to ensure there are adequate secondary school places available in the city over the next few years.

3.30 In the capital budget for 2019/20 an allocation of £4.0million was agreed for the work required to create the Central Hub which was to incorporate Homewood College and the Pupil Referral Unit.

3.31 A scheme to provide enhanced facilities for Homewood College on the previous site of the Cedar Centre was developed in conjunction with the school and tendered in the summer of 2021. A tender evaluation exercise was undertaken to select the preferred contractor.

- 3.32 However, owing to the outcome of the Ofsted inspection, the school being made the subject of an academy order it is no longer considered prudent to continue with this proposal.
- 3.33 In September 2022, CYPS Committee agreed a proposal to create a satellite site for Hill Park School on the site of the former Cedar Centre to provide 30-place provision for autistic children and young people who have anxiety and mental health issues, but who do not have a learning disability.
- 3.34 The allocation of £4.2 million for this project will need to be increased as a result of the delay to awarding the contract. It is recommended that £0.5million is allocated to cover the cost of inflation over the delay period from the High Needs Provision Capital Allocation (see below).
- 3.35 The LA has previously installed mobile accommodation on the site of two schools. One to accommodate a bulge in pupil numbers in a primary school and one to provide accommodation in a secondary school while a permanent extension was being constructed at a secondary school. This accommodation is no longer required and is to be removed over the summer holiday 2023.

High Needs Provision Capital Funding

- 3.36 On 29 March 2022 the DfE announced an allocation of capital funding to support the provision of additional high needs places.
- 3.37 Brighton & Hove were allocated £2.765million for 2022 23 and a further £3.386million for 2023 24. A condition of receiving the grant was that we submitted a form outlining our proposals to the DfE. We did this in September 2022.
- 3.38 The information we submitted was very general with the exception of the £0.5million for the Hill Park works mentioned at 3.34 above and an allocation for Downs View School of £1.0 million for the expansion of the site to allow for admission of nursery age pupils and £0.4million for works to relocate the primary PRU from Lynchet Close to Connaught Road.

Section 106 Funding

- 3.39 Since 2007 we have sought education contributions for developments of more than 10 new dwellings in areas where there was a pressure on school places. The calculation of a contribution has always been based on the number of pupils the development is likely to generate and the cost of providing this number of places. We do not seek contributions in areas where there are sufficient school places.
- 3.40 From 2007 until January 2022, we had secured approximately £5.725million of contributions. Since that date we have secured a further £0.317million from 3 developments. **Appendix 4** shows the contributions received between January 2022 and January 2023.

3.41 It is important that any monies accrued are used in accordance with planning legislation and policy objectives as further defined in the Developer Contributions Technical Guidance. The decision on how to use the funding is based on knowledge of the school estate in terms of its capacity and condition. This information is gathered via the condition surveys and the yearly updating of the plans for the SCAP return.

3.42 In the 2022/23 financial year we have not spent any Section 106 funding.

4. Analysis and consideration of alternative options

4.1 The only option available would be to not make use of this funding to improve or extend the education property portfolio. This is not recommended as it would limit our ability to maintain, modernise and improve our school buildings property portfolio and to secure sufficient school places.

5. Community engagement and consultation

5.1 There has been no specific consultation regarding the content of this report. When an individual project is developed the necessary consultation is undertaken and reported to the relevant committee.

6. Conclusion

6.1 The proposed Capital Programme will enable us to continue to ensure that we secure school places in areas of the City where they are required and to improve the condition of our education property portfolio.

7. Financial implications

7.1 The report sets out the allocation of capital resources included in the Capital Investment Programme 2023/24 as approved at Policy & Resources Committee on 9 February 2023 and Budget Council on 23 February 2023. The capital resources will meet ongoing capital maintenance requirements as well as addressing bulge classes, refurbishments, permanent expansions and to implement outcomes resulting directly from the SEND review.

7.2 The report details the resources available for investment into the Education Capital Investment Programme for 2023-24. The report includes estimated Government grant contributions for Education Capital Maintenance (£4.0m) and Devolved Capital Formula (£0.5m) which are subject to confirmation from the DfE in due course and will be reported in future TBM reports. The capital resources include income estimated at £0.500m for 2023/24 that relates to Services to Schools buy back associated with the strategic property function. This income will assist with maintenance spend identified in this report.

7.3 Developer contributions (Section 106 contributions) received and the spend to date is detailed in Appendix 4. The contributions are required to be spent

in accordance with planning legislation and policy objectives. These do not form part of the resources included in Appendix 2.

Name of finance officer consulted: Rob Allen Date consulted 28/01/2023

8. Legal implications

- 8.1 There are no direct legal implications arising from this report. Particular projects may give rise to specific issues which will be covered by individual reports at future meetings.

Name of lawyer consulted: Serena Kynaston Date consulted 14/02/2023

9. Equalities implications

- 9.1 Para 3.24 refers to £0.15million being allocated for Accessibility Adaptions. This funding is used to make adaptations to mainstream schools required by pupils with SEND who prefer a place at a mainstream school. This could include changes resulting from any type of SEND and ensuring school buildings are compliant with the Equalities Act.

- 9.2 New and refurbished buildings will conform with all relevant regulations and be fully accessible.

10. Sustainability implications

- 10.1 The environmental impacts of individual schemes are reported to Members when the detailed report is submitted to Policy and Resources Committee for final approval. The detailed planning of projects at educational establishments will take account of the implications of Brighton & Hove's policies in relation to sustainability issues generally.
- 10.2 The council will consider how best to undertake the planned programme in a responsible, sustainable way. Projects within the planned programme are procured using the new building maintenance frameworks put in place last year. The successful contractors had to demonstrate that they would minimise waste, meet targets for reductions in waste to landfill and optimise the recovery, reuse and recycling of waste. In addition to this they had to describe the steps they will take to minimise the use of resources (water, fuel, energy from fossil fuels) and improve sustainable sourcing. The framework contracts include Performance Indicators in respect of sustainability and Environmental Management these will be monitored on a quarterly basis.
- 10.3 We look at the sustainability of projects at the outset to ensure the best outcomes for the building and its users. The building works we undertake will improve the thermal performance of the building overall. This can include items such as repointing, replacing curtain walling with aluminium systems which have better lifecycle costs, recyclability and energy efficiency. When replacing or refurbishing roofs we look to exceed Approved Document L requirements in terms of energy efficiency. The

insulation we install when undertaking roofing works are rated A+ (the highest) in the BRE Green Specification Guide.

11. Other Implications

Social Value and procurement implications

- 11.1 Works arising from this report will be procured using the council's framework contracts. These have been evaluated on a number of factors including Social Value.

Crime & disorder implications:

- 11.2 There are no specific crime and disorder implications arising from this report. Which just serves to allocate funding. The detailed planning of projects will take account of security issues. Well maintained buildings are less likely to attract anti-social behaviour.

Public health implications:

- 11.3 There are no public health implications arising from this report.

Supporting Documentation

1. Appendices

1. Overall summary of expenditure
2. Proposed structural maintenance programme for 2023/24
3. Complete projects from 2022/23
4. S106 Contributions received in 2022/23

Education Capital Resources and Investment programme 2023 / 24

	2022/23	2023/24
CAPITAL MAINTENANCE INCOME		
SCA Allocated in 2022	£4,007,396	
2023/24 (para 3.5)(to be confirmed)		£4,000,000
School contributions (Para 3.8)	£615,000	£500,000
Unallocated from previous years	£523,657	£141,053
funding not used for Moulseccomb toilet works in 2021/22	£110,000	
Total	£5,256,053	£4,641,053
CAPITAL MAINTENANCE EXPENDITURE		
Condition works proposed by committee in March (Para 3.16 & 3.23)	£4,315,000	£4,000,000
Asbestos (Para 3.24 & 3.25)	£150,000	£100,000
Legionella (Para 3.24)	£150,000	£100,000
Fire Risk Assessments (Para 3.24)	£150,000	£100,000
Advanced design on future schemes (Para 3.24)	£50,000	inc in below
Surveys (condition gas etc.) and feasibility work (Para 3.24)	£150,000	£100,000
Individual Pupil needs (Para 3.24)	£150,000	£100,000
Total	£5,115,000	£4,500,000
Unallocated / - shortfall	£141,053	£141,053
BASIC NEED INCOME		
2022/23	£0	
2023/24		£0
Unallocated from previous years	£8,311,917	£8,311,917
Total	£8,311,917	£8,311,917
BASIC NEED EXPENDITURE		
Removal of mobiles provided for previous temporary expansions (para 3.35)		£500,000
Total New Commitments		£500,000
Amount to carry forward to 2023/24	£8,311,917	£7,811,917
High Needs Provision Capital Allocation		
2022/23	£2,765,594	
2023/24		£3,368,000
Unallocated from previous years	£1,000,000	£3,765,594
Total	£3,765,594	£7,133,594
HIGH NEEDS PROVISION CAPITAL EXPENDITURE		
Relocate Primary PRU to Connaught Road (Para3.36 to 3.38)		£400,000
Additional funding to meet uplift in costs for HillPark 3rd site (Para3.36 to 3.38)		£500,000
Funding to allow the admission of nursery pupils to DownsView School (Para3.36 to 3.38)		£1,000,000
Total New Commitments		£1,900,000
Amount to carry forward to 2023/24	£3,765,594	£5,233,594

PLANNED 2023-24 EDUCATION CAPITAL MAINTENANCE

School	Bid	Priority		
Asbestos Works				
Benfield Primary	Asbestos removal, soffit shuttering to concrete canopy and subsequent concrete repairs	D2		
Goldstone Primary	Rewire, ceiling replacement, asbestos removal, and new lighting to classrooms 0/010, 0/012, 0/022, 0/025	D2		
Middle Street	Phase 2 – Replacement power, lighting, asbestos removal and new ceilings (Ground floor South)	D2		
			ASBESTOS TOTAL	£136,000.00
Electrical Works				
Brackenbury Primary	Electrical works in Block 1	D2		
Hangleton Primary	DB replacements	D2		
Hove Park Upper	Replace lighting and ceilings (phase 4)	D2		
Longhill High	External lighting to the Car Park	D2		
Longhill High	A100 Hall lighting	D2		
			ELECTRICALTOTAL	£323,000.00
General Building Works				
Blatchington Mill	Crack repairs, repointing (Block 1 and 2)	D2		
Blatchington Mill	Replace staircase glazing to stairs 0/151, 1/200, 2/112A including repairs to brick piers	D2		
Downs View School	Structural glazing replacements – phase 2	D2		
Downs View School	AHU safe access and guarding	D2		
Fairlight Primary	Replacement ceilings on top floor including removal of ACM (phase 4) classrooms 2/015, 2/016, 2/018	D2		
Hill Park Lower	Under ground drain works	D2		
Longhill Leisure Centre	Replacement Sport Hall flooring	D2		
Middle Street	Replacement curtain walling – Phase 1	D2		
St Lukes	Wall ties replacement (Infant WC) and crack stitching (to bell tower)	D2		
			GENERAL TOTAL	£595,000.00
Mechanical Works				
Coombe Road	Boiler replacement (-1/003)	D2		
Downs Junior	Replacement heating distribution pipework	D2		
Fairlight Primary	Replace Heating distribution in First floor (phase 2)	D2		
Hill Park Lower	Replace mains water intake	D2		
St Peters Primary	Replace Heating distribution in Old School	D2		
St Peters Primary	Replace H&C water distribution in Old School	D2		
			MECHANICALTOTAL	£1,157,000.00
Resurfacing works				
Balfour Primary	Resurface tarmac in front year 2 and entrance walkway- 31t (Infant)	D2		
Surrenden Pool	Resurfacing of path leading down to front of the building from the car park, extend path to the south elevation level access door path (40m2).	D2		
			RESURFACING TOTAL	£42,000.00
Roofing Works				
Balfour Primary	Flat roofs to corridor (Old Junior site)	D2		
Blatchington Mill	Replacement pitched roofs (Phase 2 West)	D2		
Blatchington Mill	Flat roof coverings to 1/C30, 1/C31, 2/109, 0/155A	D2		
Brackenbury Primary	Recover flat roof to main building	D2		
Brackenbury Primary	Recover single ply roofs above Annexe building corridors	D2		
Hove Park Upper	Replace pitched tiled roof (phase 2) main building	D2		
Lynchet Close	Recover pitched roofs (phase 2 North)	D2		
Patcham Infant	Replace flat roof coverings between gym, canteen and boiler room	D2		
Portslade Sport C	Replace flat roof above gym, windows and cladding	D2		
			ROOFING TOTAL	£938,000.00
Toilet works				
Bevendean Primary	Refurbish Year 2 boys and girls toilets 1/003 & 1/004	D2		
Carden Primary	Boys and Girls Toilet Refurbishment 1/008 and 1/008A	D2		
Downs View School	Toilet refurbishments 0/052, 0/056, 0/057 (Phase 1)	D2		
Goldstone Primary	Staff WC Refurbishment (0/004 and 0/005)	D2		
Longhill High	Girls Toilet Refurbishment Room A061 (Basement Block 1)	D2		
Longhill High	Boys toilet refurbishment A064 (Basement Block 1)	D2		
Roundabout Nursery	Refurbishment of toddlers toilets	D2		
			TOILETS TOTAL	£445,000.00
			OVERALL TOTAL (Excluding Fees)	£3,636,000.00
			Fees @10%	£363,600.00
			Overall total (incl. fees)	£3,999,600.00

COMPLETED PROJECTS 2022-23 EDUCATION CAPITAL MAINTENANCE

School	Bid	Priority	Started in 2022/23	Carry forward to 2023/24
Asbestos works				
Goldstone Primary	Rewire, lighting and ceiling replacement in Classrooms 0/032, 0/035, 0/035A, 0/038 and WC's 0/032, 0/030	D2	£80,000.00	
Middle Street	Phase 1 - Replacement power, lighting, asbestos removal and new ceilings (Ground floor South)	D2	£70,000.00	
	Sub Total		£150,000.00	£0
General building works				
Balfour Primary	Replace high level cladding (Old Infant site)	D2	£60,000.00	
Benfield Primary	Concrete remedial works	D2	£45,000.00	
Brunswick Primary	Stair replacement phase 2	D2		£20,000
Coldean Primary	Replace kitchen structural glazing	D2	£25,000.00	
Downs View Life Skills	Replace structural glazing generally and including removal of asbestos panels	D2	£30,000.00	
Downs View Link Coll	Repair timber deck to fire escapes required	D2	£10,000.00	
Downs View Woodingdean	Upgrade structural glazing to the South elevation.	D2	£75,000.00	*
Fairlight Primary	Replacement ceilings on top floor including removal of ACM (Phase 2) outside lobby 2/003, classrooms 2/012 & 2/014	D2	£35,000.00	
Hove Park Lower	Re-pointing and wall tie replacement to south and west elevations	D2	£70,000.00	
Hove Park Lower	Replace main hall ceiling and lighting	D2	£100,000.00	
Hove Park Upper	Masonry repairs and lintel replacement outside toilet block	D2	£10,000.00	
Royal Spa Nursery	Replace cladding insulation	D2	£10,000.00	
Rudyard Kipling	Replace timber cladding to rear of building and first floor main building inc. curtain walling.	D2	£80,000.00	
St Georges House	Damp -proofing works and drainage works	D2	£15,000.00	
St Lukes	Replacement lintels and wall ties in West elevation	D1	£80,000.00	
Stanford Junior	Stonework repairs around bell tower	D2	£50,000.00	
West Hove Infant (Connaught Rd)	Re pointing front and rear elevations	D2		£44,000
Woodingdean Primary	Re-pointing, cavity wall ties replacement (West)	D2		£20,000
	Sub Total		£695,000.00	£84,000
Roofing				
Balfour Primary	Flat roofs to front and rear classrooms (Junior)	D2	£145,000.00	
Benfield Primary	Recover canopy flat roof to South elevation	D2	£25,000.00	
Benfield Primary	Replacement flat roof above kitchen and south west facing playground	D2	£50,000.00	
Bevendean Primary	Single ply roof replacement above 0/103 - 0/105	D2	£25,000.00	
Bevendean Primary	Replacement of pitched felted roof above nursery 0/060 – 0/065	D2	£80,000.00	
Blatchington Mill	Replacement pitched roofs (Phase 1 West)	D2	£80,000.00	
Brackenbury Primary	Recover felt flat roofs above single storey Annexe building	D2	£40,000.00	
Hove Junior (Holland Road)	Recover staffroom flat roof	D2	£15,000.00	
Hove Park Lower	Replace flat roof covering above main entrance	D2	£35,000.00	
Hove Park Upper	Replace pitched tiled roof (phase 1) main building	D2	£110,000.00	
Lynchet Close	Recover pitched roofs (phase 1 South)	D2	£110,000.00	
Mile Oak	Recover flat roof above main reception	D2	£65,000.00	
Saldean	Flat roof replacement above Year 1 adjacent to reception	D2	£40,000.00	
	Sub Total		£820,000.00	£0
Mechanical Works				
Carlton Hill	Replace heating system	D2	£180,000.00	*
Coombe Road	Replace Lead incoming Main	D2	£15,000.00	
Hill Park Lower	Replace main boilers	D2	£110,000.00	
Hove Junior (Portland Rd)	Replace heating	D2	£230,000.00	*
Peter Gladwin	Renew fan coil units in KS1, approx. 12	D2	£35,000.00	
Portslade Sport C	Boilers replacement, control panel and gas supply	D2	£160,000.00	
Queens Park	Replace H&C Water Services	D2	£120,000.00	*
St Lukes	Replace Breakfast Club Heat Pump & Radiator Replacement (to be included in Main Heating works)	D2		£30,000
	Sub Total		£850,000.00	£30,000
Electrical works				
Hove Park Upper	Replace ground floor ceilings to corridor and classrooms, power and lighting	D2	£100,000.00	
Patcham Junior	Phase 3 lighting works (upper floors)	D2	£18,000.00	
Rudyard Kipling	Replace & rewire external lighting on south wall including integral emergency	D2	£10,000.00	
West Hove Infant (School Rd)	Replacement lighting and wiring circuits - GF and FF	D2	£50,000.00	*
West Hove Infant (School Rd)	Re-wire final circuits	D2	£365,000.00	*
Westdene Primary	Rewire and replacement lighting	D2	£12,000.00	
	Sub Total		£555,000.00	£0
Toilet works				
Bevendean Primary	Boys toilet refurbishment and adaptation 0/067	D2	£80,000.00	
Carden Primary	Boys Toilet Refurbishment 0/002 and 0/002b	D2	£85,000.00	
Carden Primary	Girls Toilet Refurbishment 0/004 and 0/004b	D2	£85,000.00	
Mile Oak Primary	Nursery toilets alteration and refurbishment	D2	£50,000.00	
Patcham Infant	Refurbish boys and girls toilets x 2 - 0/009, 0/010, 0/020 and 0/021	D2	£150,000.00	
Saldean	Refurbish toilets; Block 4, Ground floor girls and boys toilets 0/003 and 0/004.	D2	£45,000.00	
St Lukes	Refurbish top floor boys and girls toilets	D2	£60,000.00	
Stanford Infant	Toilet Refurbishment Boys 1st Floor	D2	£55,000.00	
Stanford Infant	Toilet Refurbishment Girls 1st Floor	D2	£55,000.00	
	Sub Total		£665,000.00	£0
Resurfacing works				
Benfield Primary	Resurface path to north of site	D2	£7,000.00	
Blatchington Mill	Resurfacing tarmac path outside mobile units	D2	£7,000.00	
Blatchington Mill	Construct new path around OLA building	D2	£20,000.00	
Blatchington Mill	Take up paving slabs south of West wing entrance and resurface with tarmac.	D2	£15,000.00	
Downs View Life Skills	Resurface playground	D2	£8,000.00	
Hove Junior (Holland Road)	Linear drains where DPC bridged	D2	£15,000.00	
	Sub Total		£72,000.00	£0
	Works started in 2022/23		£3,807,000.00	
	Works not started in 2022/23			£114,000.00
	OVERALL TOTAL (Excl. fees)		£3,921,000.00	
	Fees @10%		£392,100.00	
	Overall Total		£4,313,100.00	

* These projects were started in 2022/23 but will run into 2023/24

APPENDIX 4

REF XPPB Classification	RECEIPT OF SECTION 106 CONTRIBUTIONS TO EDUCATION		date received	Sums received
449	land at Lyon Close (Davigdor Road) Hove 2018/01738 signed 31/7/2019 yr 19/20	Education	28/01/2022	£ 133,388.00
450	Site of the former Sackville Hotel, 189 Kingsway Hove 2020/00355 signed 14/11/2017 (DoV 7/5/21) yr 17/18	Education	15/06/2022	£ 54,520.00
458	land at Newtown Road Hove (KAP) 2018/03356 signed 28/9/2020 yr 2020/21	Education	03/11/2022	£ 129,582.00
				£ 317,490.00

Subject:	Annual Standards Report
Date of Meeting:	March 2023
Report of:	Executive Director for Families, Children & Learning
Contact Officer:	Name: Mark Storey, Head of Education Standards & Achievement
	Email: mark.storey@brighton-hove.gov.uk
Ward(s) affected:	All

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2021 - 2022 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.
- 1.3 This report also explains some of the work that is happening as a result of the disadvantaged strategy and its impact. (note details on each specific key stage are held within Annexes)

2. RECOMMENDATIONS

- 2.1 To note the report and support the focus across the city on improving outcomes for all children and young people, particularly those from disadvantaged backgrounds.
- 2.2 To note that education of all children and young people has been negatively impacted because of the pandemic and this has impacted on outcomes as it has nationally

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 At the end of December 2022 91.2% of schools in Brighton & Hove were judged by Ofsted to be Good or Outstanding. This was above the national average of 90.1%. 90% of secondary schools are Good or Outstanding. 13.2% of schools are judged as outstanding compared to 16.4% nationally.
- 3.2 In August 2022 95% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding compared with 96% in England.

- 3.3 The percentage of pupils currently attending a school judged to be Good or Outstanding is 93.2% against a national average of 89.2%. There are four schools in the city that are judged to require improvement. There are two schools judged to be inadequate.
- 3.4 The Local Authority continues to focus on the schools which it believes may be vulnerable to losing their judgement of 'Good' as well as supporting and challenging schools which are currently judged as 'Requires Improvement' to get to 'Good'.
- 3.5 Overall, in Brighton and Hove Ofsted outcomes are strong and on key measures at the end of primary education (Key Stage 2) or at GCSE pupils as a whole in the City tend to achieve in line with or above pupils nationally. The challenge, that disadvantaged pupil do not achieve as well as those who are not disadvantaged remains. However, our schools are committed to addressing this supported by a 'Educational Disadvantage Strategy' and 'A Fairer Brighton and Hove Framework'. The impact of this work can be seen and outcomes for disadvantaged at the end of primary education (KS2) and GCSE are now broadly in line with national disadvantaged data.

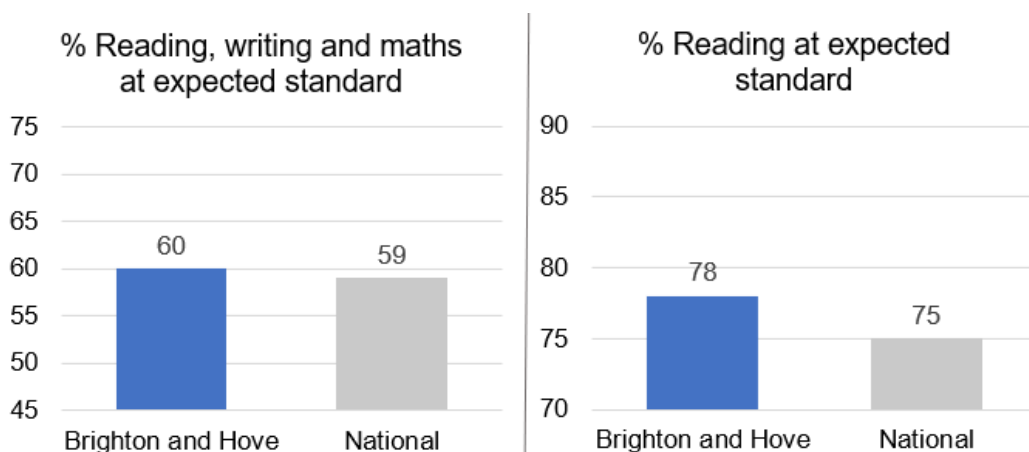
4. DATA HEADLINES:

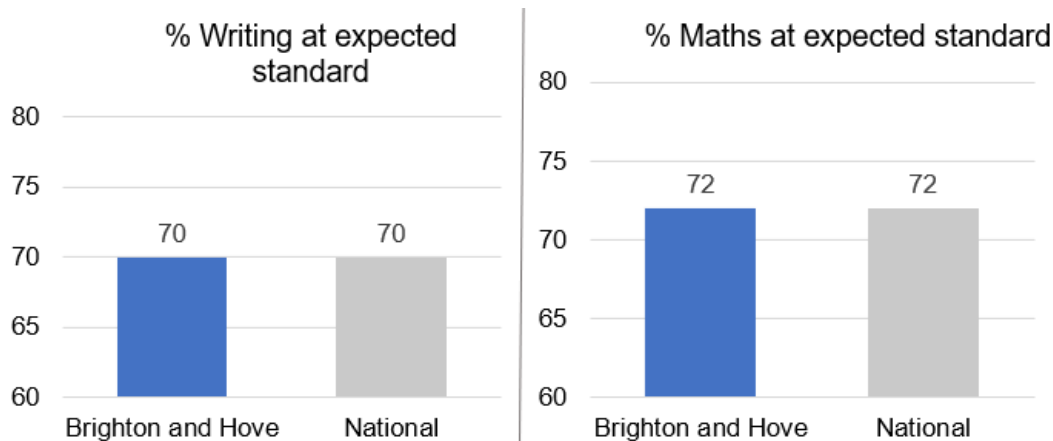
4.1 Early Years and Key Stage 1

- 4.1.1 The Brighton & Hove percentage of pupils achieving a good level of development in Early Years is above the national average. (See Appendix 1)
- 4.1.2 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was in-line with the national average. (See Appendix 2)
- 4.1.3 At KS1, assessments for the proportion of pupils at age related expectation in Reading, in Writing and in Maths were below the national average. (see Appendix 3)

4.2 Key Stage 2 (End of Primary Education): (See Appendix 4)

4.2.1 Key performance indicators of 2021/22 outcomes for all pupils

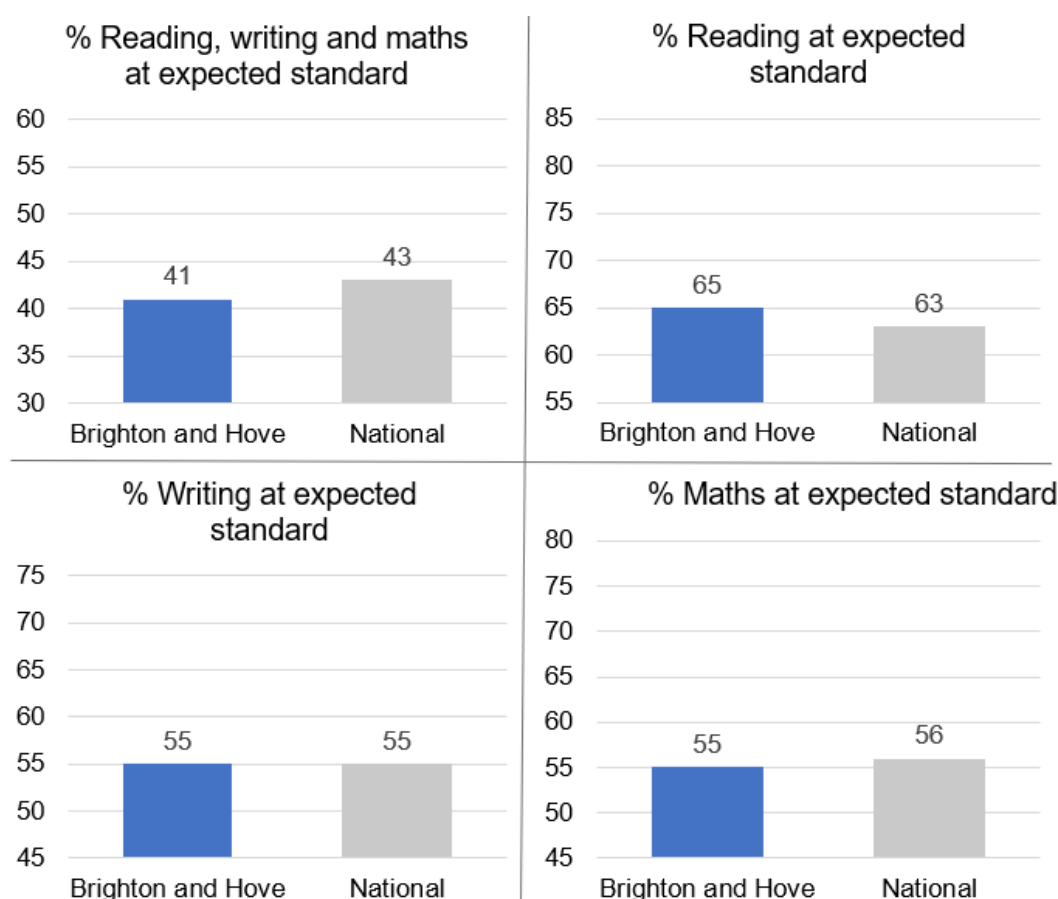




Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.2.2 At KS2, the percentage of all pupils achieving the expected standard in Reading, Writing and Mathematics combined was above the national average. Attainment in reading was above the national average. Maths and writing were in line with the national average.

4.2.3 Key performance indicators of 2021/22 outcomes for Disadvantaged pupils.

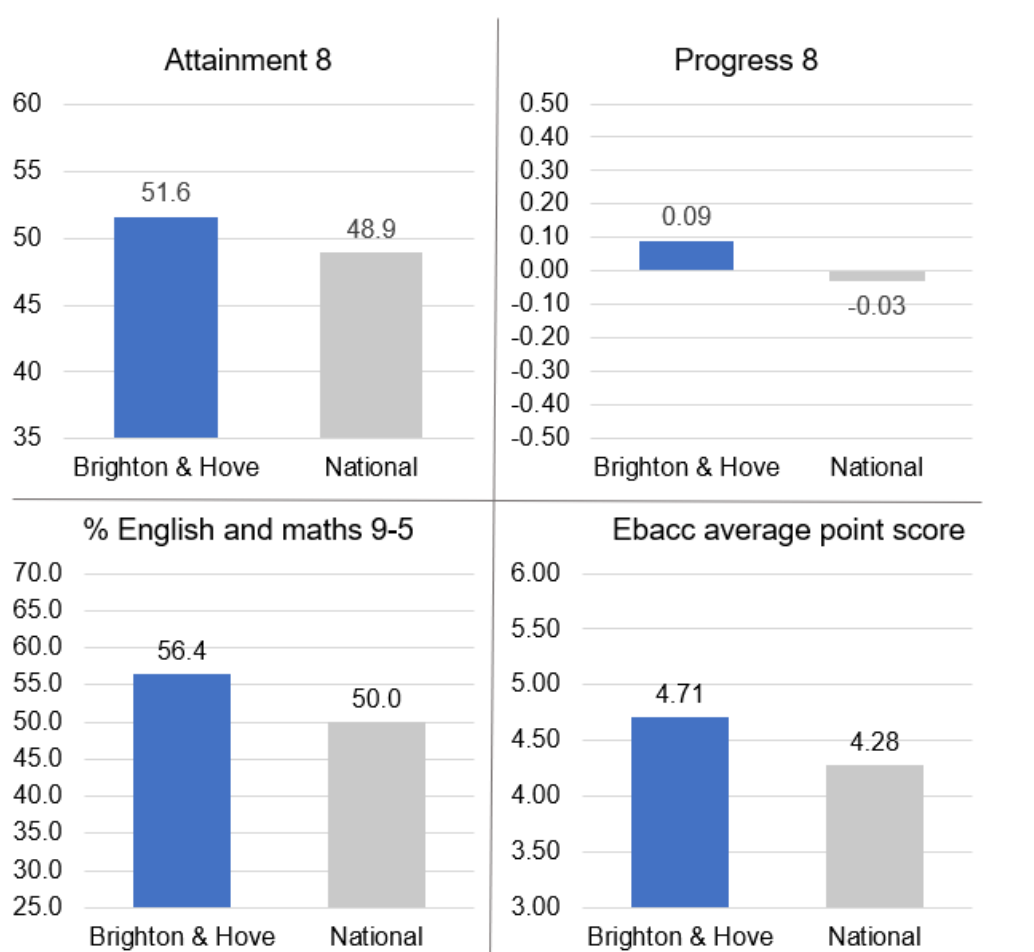


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.2.4 At KS2, the percentage of all pupils achieving the expected standard in Reading, Writing and Mathematics combined was just below the national average. Attainment in reading was above the national average, writing in line with the national average and maths just below the national average. Overall, we would consider these results to be broadly in line with national averages.

4.3 Key Stage 4 (GCSE Results) (See Appendix 5)

4.3.1 Key performance indicators of 2021/22 outcomes for all pupils

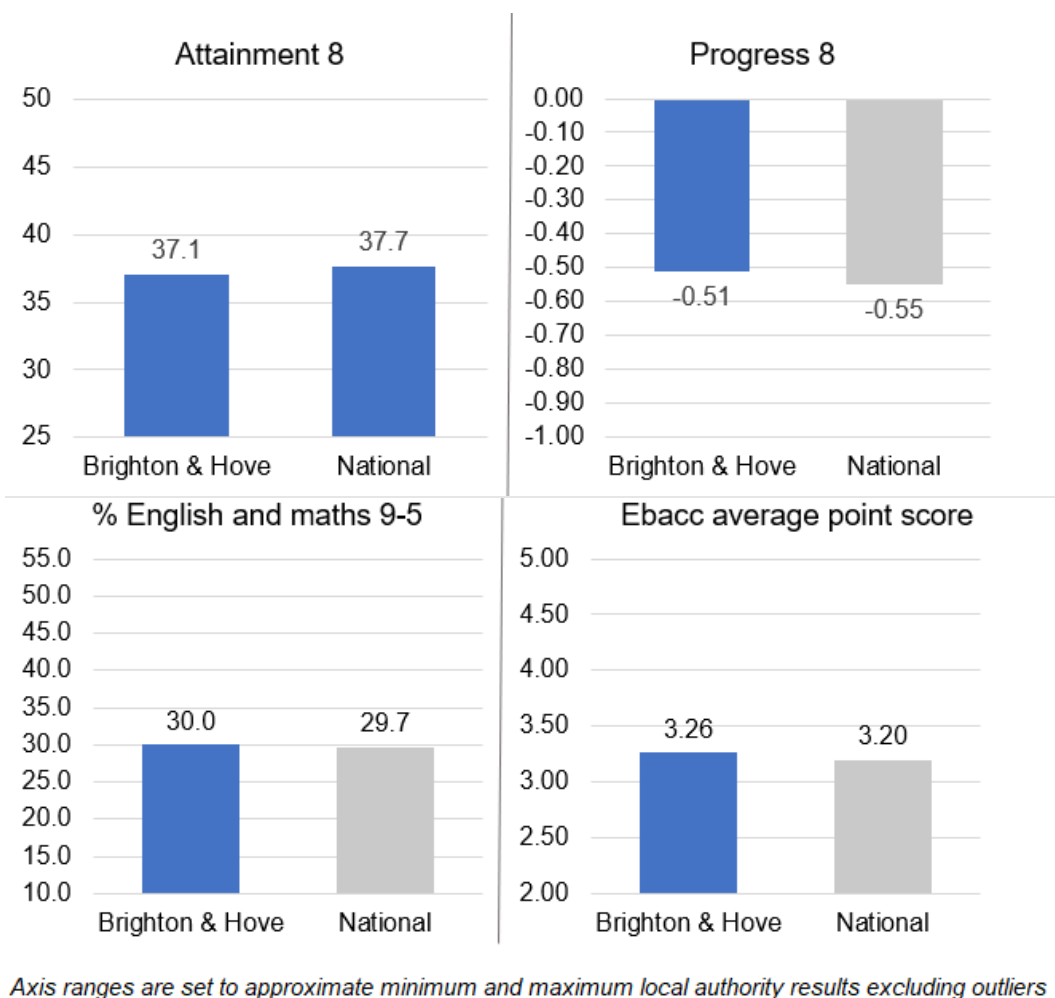


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.3.2 At KS4, key attainment measures for all students show Attainment 8; Grade 5 + in both English and Maths; EBAC are strong and above national averages. Progress 8 is also above National Average (provisional data).(see Appendix 5)

4.3.3 We should note that this still means that GCSE students have been significantly affected by the pandemic and that assessments were different in 2021.

4.4 Key performance indicators of 2021/22 outcomes for Disadvantaged pupils.



Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.4.1 At KS4, Progress and attainment of Disadvantaged pupils is now above SE averages and broadly 'in-line' with national averages for this group. When assessments were taking place before the pandemic disadvantaged outcomes tended to be below Nationals.

4.4 Other Measures

4.4.1 Brighton and Hove A- Level results remain above National Averages.

4.4.2 Geographical analysis shows that there is significant variance of outcomes when we look at certain areas. KS2 and KS4 outcomes are significantly lower in Moulsecoomb and Bevendean and East Brighton. This was also the case previous to the pandemic.

5. NEXT STEPS AND FOCUS ON DISADVANTAGE

5.1.1 There is some positive data both in terms of attainment and progress compared to National Average and this is a positive reflection on the School Improvement Strategy and partnership working across the city. There are, however, key priorities that remain particularly with regard to outcomes for Disadvantage and SEN. Significant work has been put in to support outcomes for disadvantaged pupils through the development and subsequent implementation of the Strategy for Educational Disadvantage found [here](#). The SEN strategy and fairer Brighton initiative will also continue to support the improvement of educational outcomes.

5.1.2 Specific work happening as a result of the Strategy for Educational Disadvantage includes:

5.1.2.1 Training for Governors and the Leadership Training program designed to support outcomes for disadvantaged. A School Leaders' Conference planned for the Spring Term which will focus on asking them whether children and young people feel like they belong in schools and how this is measured.

5.1.2.2 An extensive training programme in partnership with a Research School and the Education Endowment Foundation, which 26 schools have been involved in. The impact has been improved outcomes for disadvantaged pupils across all measures of achievement (when compared with DA outcomes within the city/nationally), for example in KS2, the percentage of pupils achieving the expected standard in reading, writing and maths is 1.4% higher than the national average for this group. 13 schools are taking part in a follow up programme focused on best practice in implementing change.

5.1.2.3 Schools prioritising disadvantaged pupils for the 'Every Child Counts' maths intervention. Pupils that have received 1st Class at Number made an average progress of 14 months during an intervention lasting up to 5 months.

5.1.2.4 A collaborative project with Sussex Maths Hub ("Close your eyes and you can see it") is targeting the city's primary schools with a larger than average population of disadvantaged pupils. The outcomes of the first cohort in 2021-22 have been strong and the project continues to be evaluated.

5.1.2.5 Young people continuing to co-ordinate, organise and deliver forums where their learning experiences are being collated and analysed and aligned with SAWSS and poverty proofing data. A report is being produced and will make recommendations that will be presented to the Belonging Conference.

5.1.2.6 In primary schools, Disadvantaged pupils being prioritised for Every Child a Reader and pupils who received inference interventions are making an average reading progress of 20 months after only 10 weeks. Schools have also been offered other projects to support reading outcomes.

5.2 The most recent newsletter sent to schools on the work to support outcomes for disadvantaged pupils can be found [here](#).

5.3 Each school is allocated a prioritisation level and any school at risk of not being Ofsted 'Good' has a specified action plan outlining the support for those schools. The use of Strategy Board Meetings and individual meetings with Heads and Chairs of Governors allows the LA to challenge outcomes appropriately.

5.4 The strategy for school improvement and intervention is about to be reviewed so that is more fully incorporates the partnership and schools supporting school.

6 COMMUNITY ENGAGEMENT & CONSULTATION

6.1 Hearing from and responding to what communities are telling us is a fundamental element of this work and for the wider Fairer Brighton & Hove Framework. That was informed by a wide discussion with communities and stakeholders, including

a 'call for assistance' with the Voluntary and Community sector undertaken in January and February 2022. That feedback directly informed and influenced the work we develop to support those at risk of disadvantage. Further community engagement work is planned in the city to develop the next years of the Framework.

7 FINANCIAL & OTHER IMPLICATIONS

7.1 Financial Implications

7.1.2 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

7.1.3 There are no direct financial implications for the LA as a result of the recommendations in this report. It is also key that the budgets are reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council during the financial year.

Finance Officer consulted: Steve Williams

Date 30/01/23

7.2 Legal Implications

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

Senior Lawyer consulted: Serena Kynaston

Date 30/01/23

7.3.1 Equalities Implications

There are SEN Strategy, Disadvantaged Strategy and Antiracist Schools referenced in this report aiming to improve outcomes for all. The focus of school improvement is to ensure all groups of pupils have equality in opportunity to do well in their education.

7.4.1 Sustainability Implications

Schools take account of the implications of Brighton and Hove's policies in relation to sustainability issues generally. [Our City, Our world](#) explains Brighton and Hove Climate Change, Sustainability and Environmental Education Programme.

APPENDIX 1

8.1.1 Early Years Foundation Stage Profile – (4- to 5-year-olds)

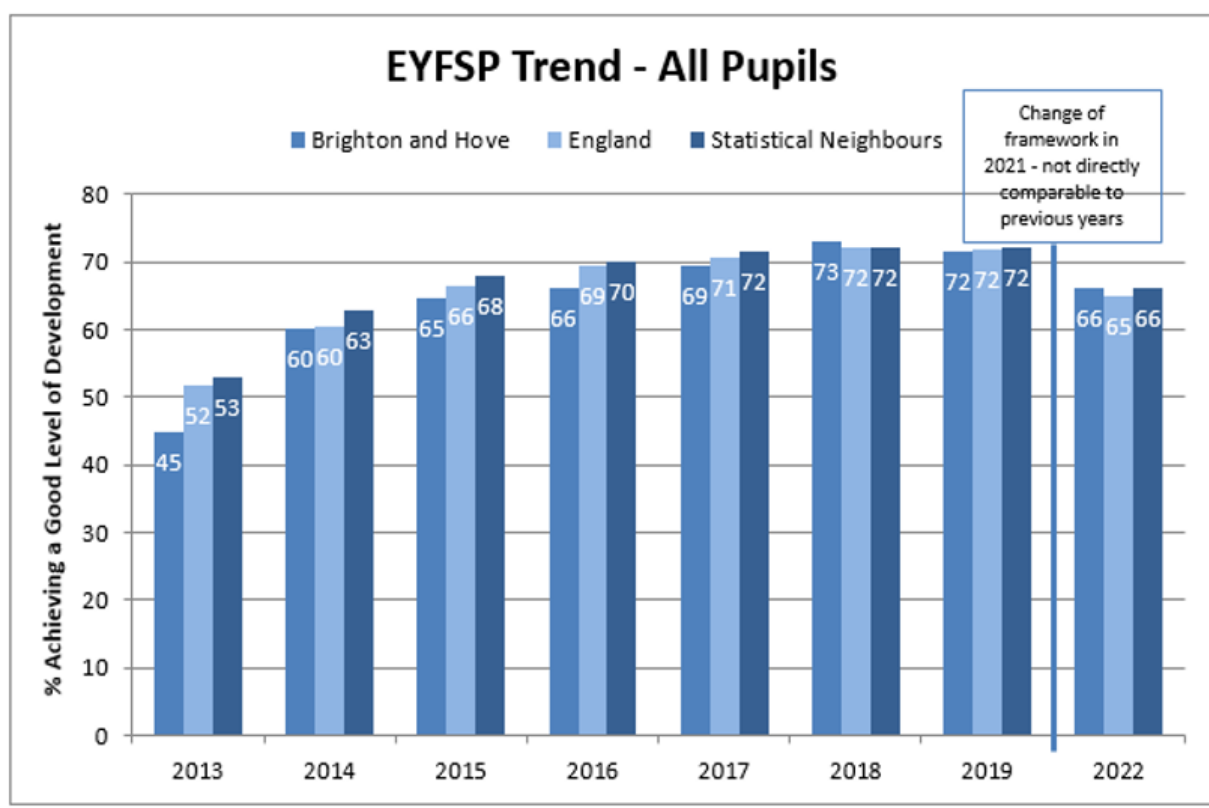
8.1.2 This is the first Early Years Foundation Stage Profile (EYFSP) data published since the 2021/22 EYFS reforms were introduced, in September 2021 EYFS framework

8.1.3 As part of those reforms, the EYFSP was significantly revised. It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years.

8.1.4 It is also the first release since the publication of the 2018/19 statistics, as the 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19).

8.1.5 To achieve a good level of development, a pupil must achieve the expected level in all the early learning goals within areas of communication and language, physical development, personal, social and emotional development, literacy, and numeracy.

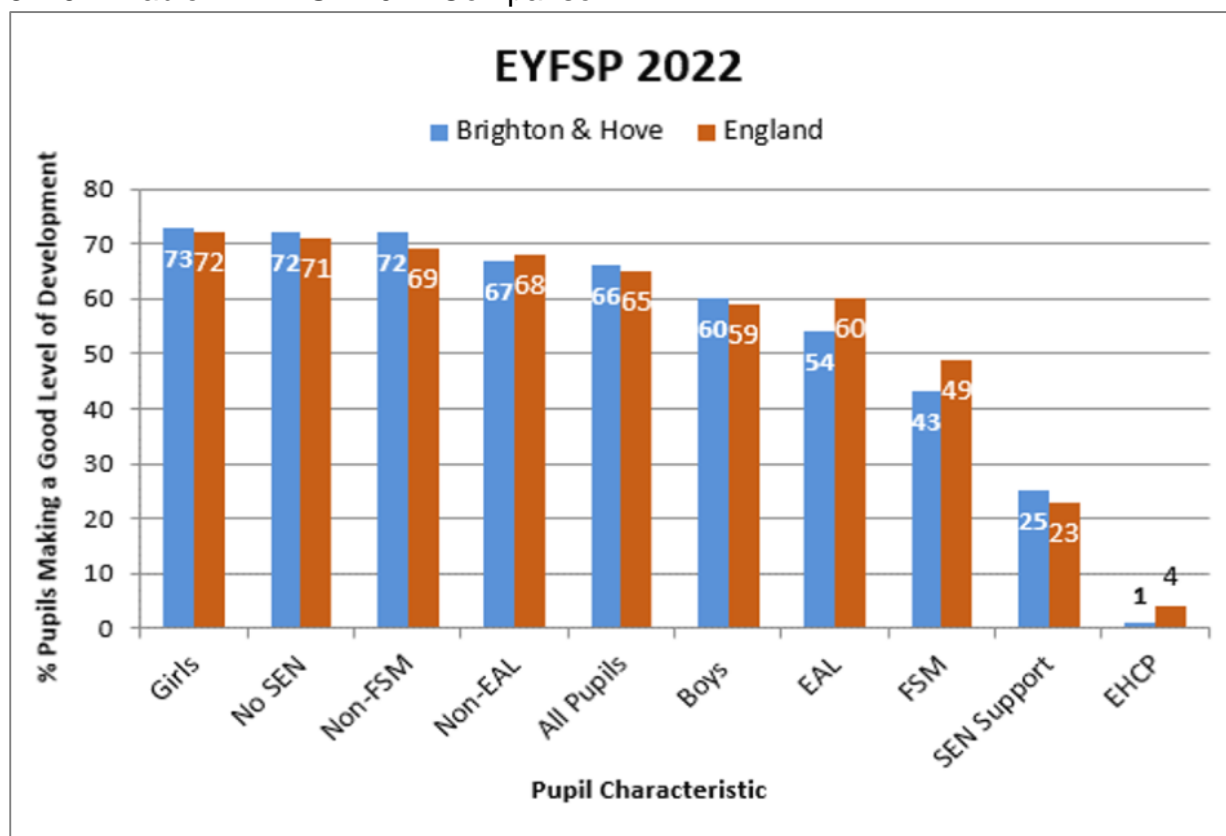
8.1.6 Table 1: EYFSP 2022 All Pupils



8.1.7 The Brighton & Hove percentage of all pupils achieving a good level of development is above the national and in line with the statistical neighbour average.

8.1.8 The following table provides further information on the performance of groups compared to the national benchmark.

8.1.9 Table 2: EYFSP 2022 Comparison



8.1.10 In 2022, there were 510 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,484 (20.5%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 43% which is 6 percentage points lower than the national figure of 49%.

8.1.11 In Brighton & Hove the percentage of pupils with SEN (Special Educational Needs) Support achieving a good level of development was above the national figure. 1% of Brighton & Hove reception children with an Education Health and Care Plan achieved a good level of development.

8.1.12 The percentage of pupils with English as an additional language (EAL) achieving a good level of development continues to be below the national figure.

8.2 Actions taking place or planned – focus on disadvantage:

8.2.1 In Brighton & Hove, we have high take up rates of the early years free entitlement by eligible two year olds. From the 2022 census the take-up in Brighton & Hove was 90%, significantly above the national figure of 72% and our statistical neighbours of 69%. This early provision will support the children of disadvantaged families and provide that early support that can make such a difference.

8.2.2 Early education from age two has long-lasting benefits for children, and helps to promote a child's physical, emotional, cognitive, and social development. Joint work between the early years team, Family Information Service, Children's Centres, health visitors and nurseries across the city continues to ensure high take up of free childcare places for low income two-year-olds in the city.

- 8.2.3 Work is continuing to roll out the National Children's Bureau Making it REAL (Raising Early Achievement in in Literacy) programme with children's centres and nurseries attended by disadvantaged children. The programme aims to improve children's early literacy by working with parents to increase opportunities to learn in the home environment. A successful expression of interest to the DfE in 2022 has enabled staff from BHISS, Jean Saunders Centre and Children's Centres to work with families with children with SEND. This has also included three parent workshops run by the National Children's Bureau with more planned in February 2023. REAL groups and 1-1 work continues across the city as part of the core Children's Centre offer and will continue as part of the transformation into Family Hubs.
- 8.2.4 Brighton & Hove took part in Phase 1 of the national Early Years Professional Development Programme (EYPDP). This supported 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. Fourteen early years practitioners in Brighton & Hove gained a level 4 qualification in Creating Communication Friendly Settings for 2s to 4s, and ten settings in the private and voluntary sectors as well as our children's centre nurseries gained Communication Friendly Status for 2s to 4s. Brighton & Hove will take part in Phase 3 of the updated EYPDP national programme from spring 2023.
- 8.2.5 The Ethnic Minority Achievement Service (EMAS) has targeted bilingual support for the language groups most at risk of not achieving a Good Level of Development. EMAS delivered specific training for parents of children receiving EMAS bilingual and TA support in reception. This comprised 3 sessions around how to help your child at home. This was delivered over zoom and in community languages. EMAS supported early years settings with network meetings focussing on how children progress through steps of learning English and how to identify SEND for an EAL child. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant.
- 8.2.6 The Brighton and Hove Inclusion Support Service support nurseries with training and support to identify and support individual children with SEND. In schools SEN is prioritised throughout school improvement and as well as being examined during know your school visits there is now an annual Headteacher conference dedicated to SEN.
- 8.2.7 A new early years strategic action plan was presented to and agreed by the Children Young People and Skills Committee in November 2022. The Early Years Strategic Action Plan will be replaced by a start for life strategy in March 2024 as part of the family hubs transformation. The Early Years Strategic action plan has 4 priority areas:
1. To ensure sufficient and appropriate support for early years children identified with SEND.
 2. To ensure clear and consistent assessments and pathways for early years children.

3. To ensure there are sufficient early years childcare places in the city so that all children can take up their early years free entitlement and parents can work.
4. To ensure early years provision is good quality and supports outcomes for disadvantaged children with the aim of closing the gap between them and their peers.

APPENDIX 2

9.1 Year 1 Phonics Check (age 6)

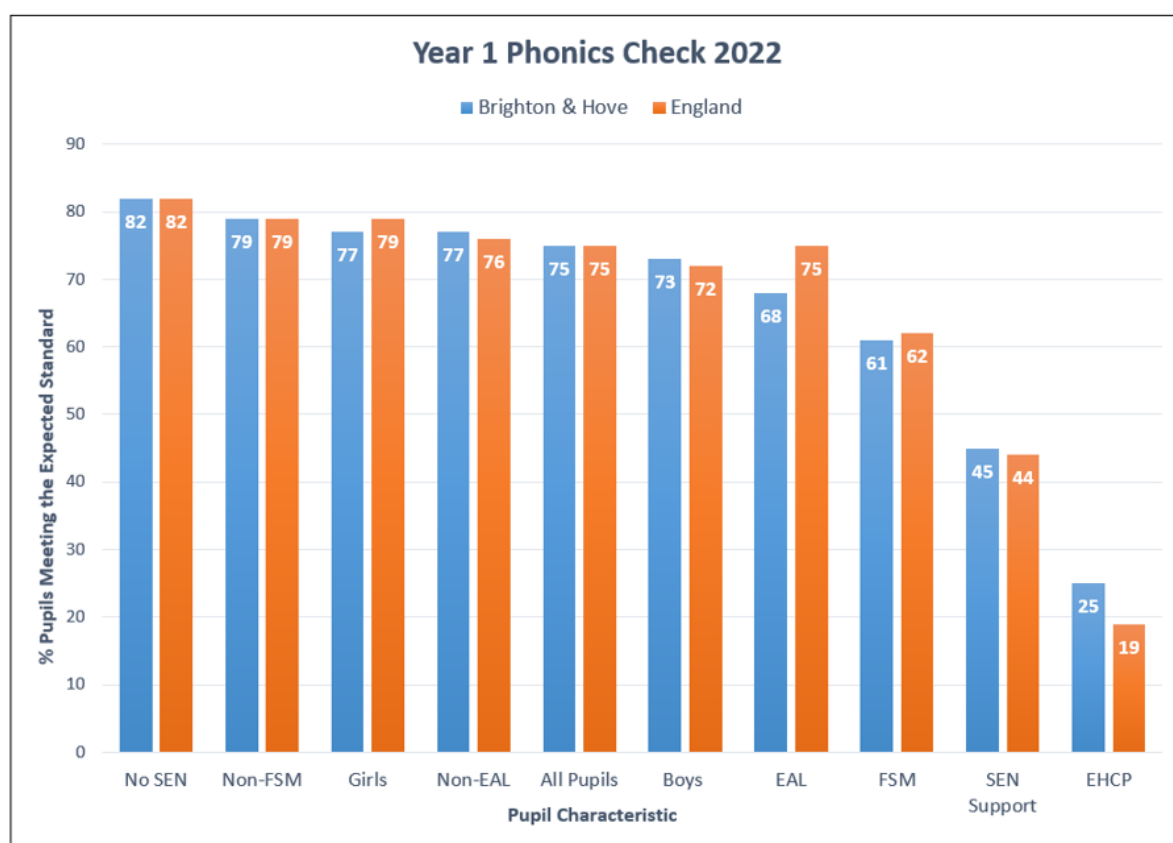
9.1.1 These are the first published Phonics screening check statistics since 2019, due to the pandemic.

9.1.2 These statistics cover the attainment of year 1 and year 2 pupils who took these assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic.

9.1.3 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was in line with national and 1 percentage point above statistical neighbours.

9.1.4 The following table provides further information on the performance of groups compared to the national benchmark.

9.1.5 Table 3: Year 1 Phonics 2022



9.1.6 The percentages of Year 1 pupils eligible for FSM meeting the required standard for Phonics was 1% below the national figure.

9.1.7 The percentages of Year 1 pupils with SEN Support or an Education, Health and Care Plan, EAL meeting the required standard for Phonics were above the national figures.

9.2 Actions (taken place or) happening as a result of data:

9.2.1 Support is available for all schools for phonics in the form of a phonics audit, CPD (Continuing Professional Development) and resources, some of which are provided by the Southampton English Hub working in partnership with the Local Authority. A small number of schools have had and continue to have further challenge and support. This is being done mainly by School Partnership Advisers.

APPENDIX 3

10.1 Key Stage 1 Outcomes (7-year-olds)

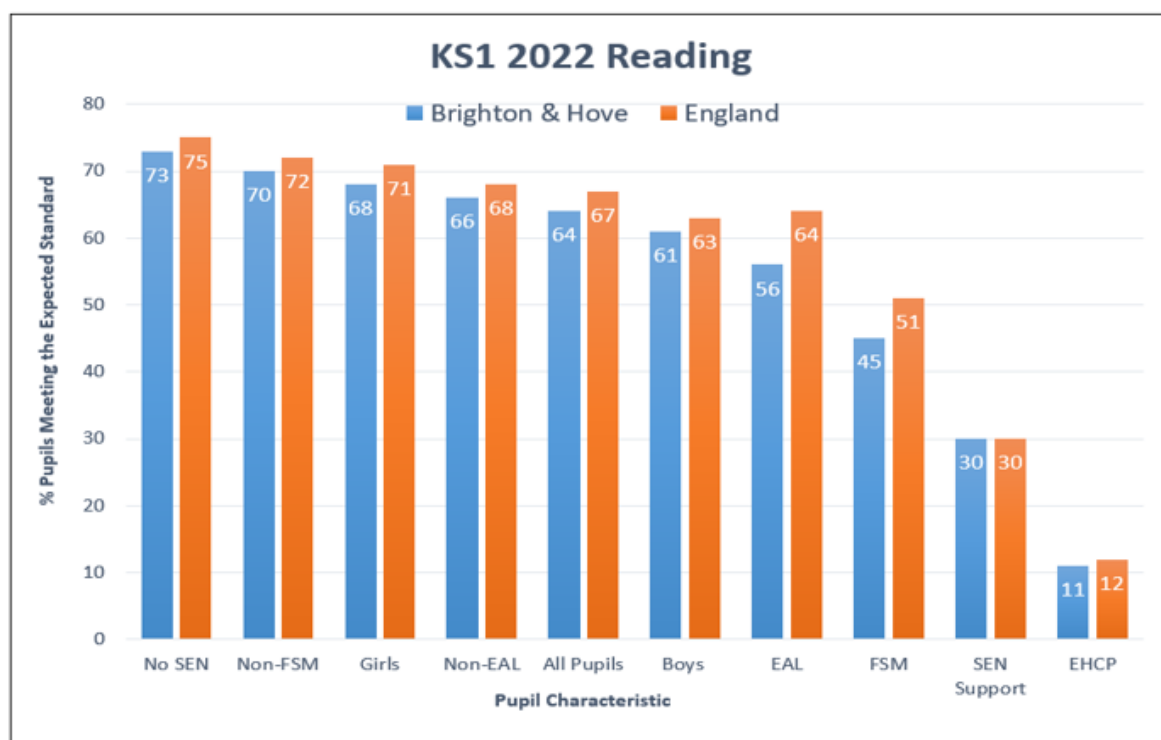
10.1.2 These are the first Key Stage 1 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic.

Note this is teacher assessment that will be done for the final time in 2023

10.1.3 The percentage of Brighton & Hove pupils achieving the expected standard in Reading was 64% which was 3 percentage points below national.

10.1.4 In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in Reading was 45% which was 6 percentage points below national.

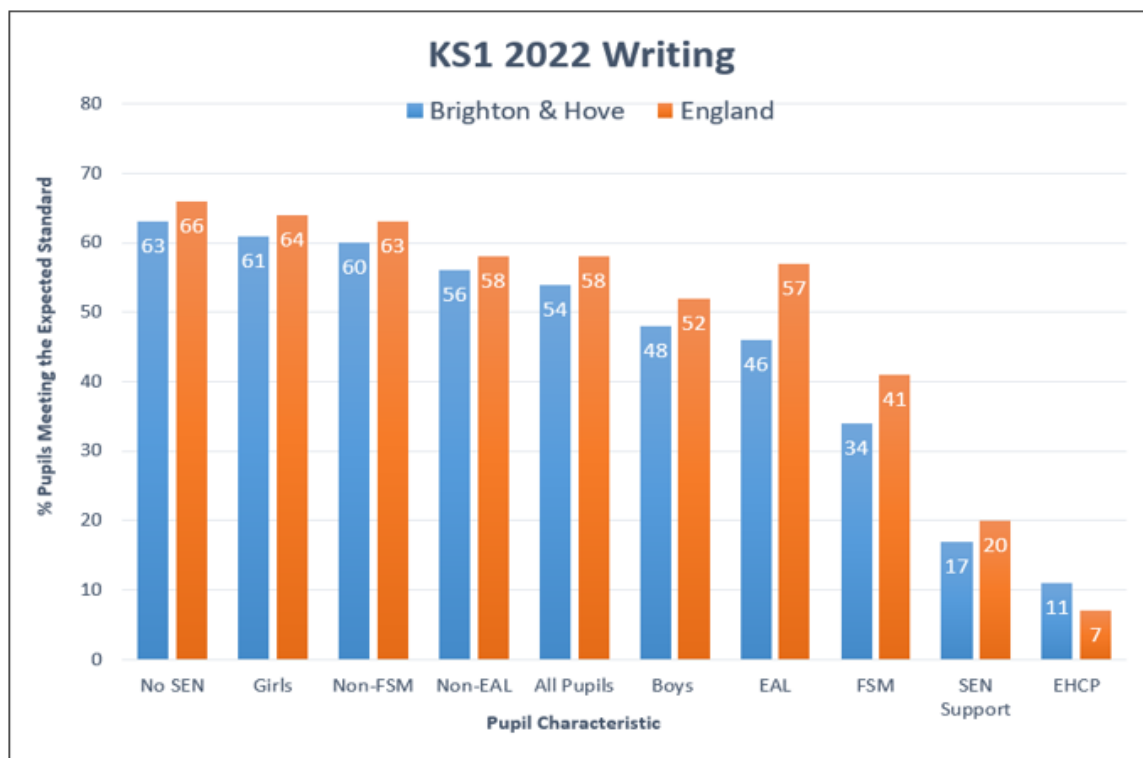
10.1.5 Table 4: Key Stage 1 Reading 2022



10.1.6 The percentage of Brighton & Hove pupils achieving the expected standard in Writing was 54% which was 4 percentage points below national.

10.1.7 The percentage of pupils eligible for Free School Meals achieving the expected standard in Writing was 34% which was 7 percentage points below national.

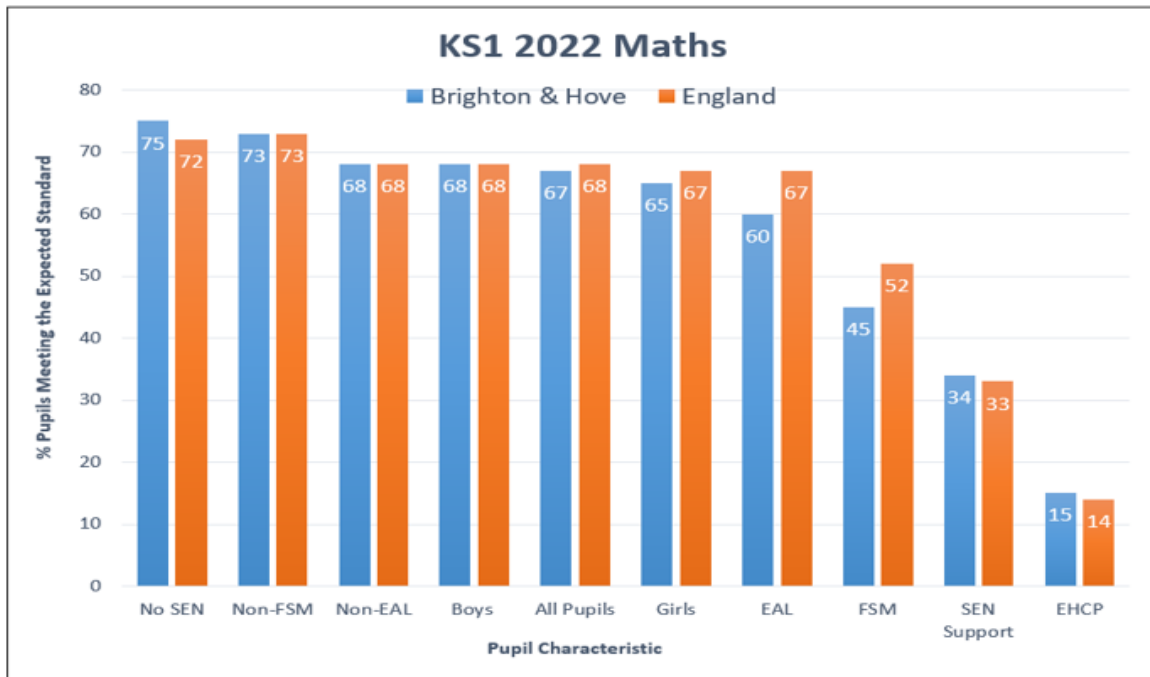
10.1.8 Table 5: Key Stage 1 Writing 2022



10.1.9 The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics was 67% which was lower than national. The percentage of pupils working at greater depth in Mathematics was 21% which was 1 percentage point below national.

10.1.10 The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics was 45% which was 7 percentage points below national.

10.1.11 Table 6: Key Stage 1 Mathematics 2022



10.1.12 In Brighton & Hove the percentage of pupils receiving SEN Support achieving the expected standard, was in line with national in Reading, below national in Writing, and above nation in Mathematics.

10.1.13 In Brighton & Hove the percentage of pupils with an Education, Health and Care Plan achieving the expected standard, was below national in Reading and above national in Writing and Mathematics.

10.1.14 In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard, remained significantly below the national in all three subjects (Reading, Writing and Mathematics).

10.2 Actions as a result of data – focus on disadvantage:

10.2.1 The Know Your School visit and data passed on to school is designed to focus challenge and support schools in KS1 development but focus particularly on outcomes for Disadvantaged and SEN pupils. Further Improvement Visits; Conferences; networks and training all complement this.

10.2.2 The council’s Strategy for Educational Disadvantage focuses efforts to support disadvantaged pupils through a number of projects and approaches which will benefit children in Key Stage 1. For example, nearly half of the city’s primary schools will have participated in the “From Mitigation to Success” EEF funded program. There have also been a conference, networks and training to compliment this.

10.3 KS1 mathematics

10.3.1 The national maths hub offers a funded initiative called Mastering Number. Within B&H an increasing number of schools are engaging with this programme

and have reported positive outcomes. Within B&H, we are developing our training input to support Year 2 teachers to make accurate teacher assessments.

- 10.3.2 Other interventions such as “Close Your Eyes” which B&H have funded, working with the Maths Hub, support the development of early numeracy skills in KS1 and into lower KS2. This cohort will continue to benefit from this work as they enter Year 3.

10.4 KS1 reading and writing

- 10.4.1 School Leaders and LA advisers have recognised and identified the need to support early oracy as a result of the continued disruptions suffered by pupils in this cohort. As a result, partnerships have engaged in projects to address this using the additional LA funding for Literacy. These have included parent workshops, Talk Through Stories, reading fluency and whole school approaches to the teaching of reading and writing such as the Power of Reading.
- 10.4.2 Schools are also invited to engage in Every Child a Reader intervention training to support pupils to make accelerated progress and catch up with peers.
- 10.4.3 In addition to city-wide writing moderation sessions, this year the LA have also offered the course Making Assessments in Writing. This aims to support teachers when planning their writing curriculum to ensure pupils’ writing shows the breadth of experience needed to meet the standards in the statutory assessment framework. The course has been designed in response to the writing seen during 2022 statutory moderation visits.
- 10.4.4 The LA has led moderation workshops for Year 2 teachers to raise standards in writing and ensure assessments are robust. Schools’ partnerships were also involved in school to school moderation of reading, writing and maths.
- 10.4.5 EMAS continues to provide termly training that is well attended: Strategies to Support EAL Pupils in School; SEND or EAL; Supporting Refugees in School. EMAS provides specialist teaching support in schools (that purchase EMAS teaching) for EAL pupils

APPENDIX 4

11.1 Key Stage 2 Outcomes (11-year-olds)

- 11.1.1 Outcomes for all groups went down in 2022 when compared to 2019 in Brighton and Hove as they did nationally. This is a result of the pandemic. It is worth noting the assessment at the end of KS2 was not adjusted to take account of the pandemic.
- 11.1.2 The Brighton & Hove percentage of pupils achieving the expected standard for Reading, Writing and Mathematics combined is above national average
- 11.1.3 The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in Reading continues to be above national average. The progress score in Reading continues to be above national.
- 11.1.4 The percentage of pupils achieving the expected standard in Writing based on teacher assessment is 'in-line' with the national average. The percentage of pupils writing at a greater depth within the expected standard is below national. The progress score in Writing is 'in-line' with national.
- 11.1.5 The percentage of pupils achieving the expected standard in Mathematics 'in-line' with the national average but achieving the higher standard continues to be below national. The progress score in Mathematics is 'in-line' with national.

11.2 Disadvantaged Pupils

- 11.2.1 In Brighton & Hove the percentage of Disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics combined is broadly in line with national average for this group.
- 11.2.2 The percentage of Disadvantaged pupils achieving the expected standard in Reading continues to be above and the progress score is 'in-line' with the national average for this group.
- 11.2.3 The percentage of Disadvantaged pupils achieving the expected standard in writing and progress is 'in-line' with national.
- 11.2.4 Maths results and progress is slightly below the national average for this group, however, this gap has narrowed significantly since 2018 from 5 percentage points to 1.

















11.3 Pupils with Special Educational Needs

- 11.3.1 In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in Reading, Writing and Mathematics is 'in-line' with national average for this group.

11.4 Other Groups

11.4.1 Pupils with ethnicities classified as White, Mixed, Chinese, and Unclassified are above national average of the same group, whereas Black, Asian and 'all other ethnicities' groups are below their national group for the percentage achieving the expected standard in Reading, Writing and Mathematics combined. Compared to the national average for all pupils of 59 percent, Brighton and Hove pupils in White, Mixed, Asian, Chinese and unclassified groups are above, whereas Black and 'all other ethnicities' groups are below.

11.4.2 Table 5 - Reading, Writing and Maths

KS2 2022 Revised Results	Disadvantaged	Brighton & Hove			Trend	National			Trend
		2018	2019	2022		2018	2019	2022	
Reading Test	Yes	65	65	65		64	62	62	
	No	85	82	94		80	79	80	
Writing Teacher Assessment	Yes	65	68	55		67	68	55	
	No	86	86	78		83	84	75	
Maths Test	Yes	59	65	55		64	67	56	
	No	84	84	89		81	84	78	
Reading, Writing and Maths combined	Yes	47	50	41		51	51	43	
	No	75	74	75		70	72	65	

KS2 2022: Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2018	2019	2022
B&H All	67	67	60
England All	65	65	59
B&H Disadvantaged	47	50	41
B&H Other (non-disadvantaged)	75	74	75
England Disadvantaged	51	51	43
England Other (non-disadvantaged)	71	72	65
Statistical Neighbour Disadvantaged	48	48	80
South East Coastal Strip Disadvantaged	47	48	38

11.4.3 Table 6 – Reading, Writing & Maths Progress

KS2 2022: Average Progress Scores	Reading	Writing	Maths
B&H All	0.72	0.01	-0.18
England All	0.04	0.05	0.04
B&H Disadvantaged	-0.65	-0.90	-1.66
B&H Other (non-disadvantaged)	1.28	0.39	0.43
England Disadvantaged	-0.83	-0.76	-1.15
England Other (non-disadvantaged)	0.41	0.39	0.54
Statistical Neighbour Disadvantaged	-1.39	-1.48	-1.84
South East Coastal Strip Disadvantaged	-1.60	-1.60	-2.15

Reading progress				
KS2 2022	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	0.47	0.72	0.96	The confidence interval is above national score of 0.04: above national
B&H Disadvantaged	-1.10	-0.65	-0.19	The confidence interval includes the national score of -0.83: in line with national

Writing progress				
KS2 2022	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	-0.22	0.01	0.25	The confidence interval includes the national score of 0.05: in line with national
B&H Disadvantaged	-1.33	-0.90	-0.46	The confidence interval includes the national score of -0.76: in line with national

Maths progress				
KS2 2022	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	-0.41	-0.18	0.05	The confidence interval includes the national score of 0.04: in line with national
B&H Disadvantaged	-2.08	-1.66	-1.23	The confidence interval is below the national score of -1.15: below national

11.5 Actions that have taken place and will continue or happen as a result of data – focus on disadvantage

- 11.5.1 An Education Disadvantaged Strategy was coproduced with Headteachers and launched in 2022. It outlines the commitment to ensuring that the attainment of disadvantaged pupils is in line with and then exceeds national averages.
- 11.5.2 An important project has been ‘From Mitigation to Success’ This is a research-based leadership training and audit program jointly funded by Brighton & Hove City Council and the Education Endowment Foundation and led by a Research School. Last academic year, thirteen Brighton & Hove schools benefited. Thirteen more schools are taking part this year. Led by national expert, Marc Rowlands, the programme focuses on developing a more precise model for identifying pupil need. Outcomes for the schools taking part in this development have been positive. 2,454 disadvantaged pupils have benefitted from the project; Schools on the programme on average have 27.4% disadvantaged pupils, 3.9% higher than national averages. On average, schools participating achieved higher relative outcomes in every attainment and progress measure compared to all local and many national averages.
- 11.5.3 The School and College Leaders Conference in the spring term 2021 focused on supporting disadvantaged pupils and was led by Marc Rowlands (speaker and national adviser on improving outcomes for disadvantaged learners). He also was the keynote speaker for the inaugural Aspiring Leaders’ Conference 2022, along with Education Adviser, Anti-Racism. Feedback from both events was strong with delegates citing clear actions and ideas to take back to their

own schools. A further conference will take place in Spring 2022 focusing on 'Belonging'

- 11.5.4 Maths: To improve Maths Every Child Counts is a range of maths interventions offered to all schools. New schools adopting the interventions are offered training for a lead teacher and for teaching assistants to deliver the different programmes available. Disadvantaged pupils are prioritised when selecting pupils. The impact of these interventions is significant, for example, pupils who received 1st Class at Number made an average progress of 14 months during an intervention lasting up to 5 months. 'Close your Eyes and you Can See It' is a collaborative project between Brighton & Hove City Council and the Sussex Maths Hub targeting the city's primary schools with a larger than average population of disadvantaged pupils. This new project develops the practice and pedagogy of teachers in developing number sense using 'rekenreks' (small abacus-like pieces of equipment which are provided to participating schools). Outcomes from the first cohort in the academic year 2021-22 have been strong.
- 11.5.5 Reading: Support is put into school through a universal Every Child a Reader offer that has been provided for schools since academic year 2019-2020. This involves training up to two Teaching Assistants and a lead teacher in every school allowing them to deliver high quality interventions to pupils who are working below their expected reading age. This model is fully funded and does not require employing a specialist Reading Recovery teacher. Disadvantaged pupils are prioritised when schools select pupils for these interventions.
- 11.5.6 A **Poverty Proofing Network has been established**, which meets termly, and we will also be commissioning a new round of poverty proofing audits in schools. Through the network, we have explored how schools are supporting children and young people and their families with access to free and cheap food, supporting with the cost of uniform through different schemes, supporting access to curriculum days and special events such as end of year proms and parties and best practice in the classroom. This year we will be developing a directory to connect schools with the many community projects available to support families and continue to provide opportunities for sharing best practice and ideas.
- 11.5.7 Opportunities to listen to and learn from young people's experiences of education with our city are central to the Strategy for Educational Disadvantage. A Number of events have been held to bring together young people from across the city. The school and college leaders conference this term focused on belonging is being led by young people and will feature direct feedback from young people.
- 11.6 Key Stage 4 GCSE Results (16 year olds revised results)
- 11.6.1 In Brighton & Hove Attainment 8 and the percentage achieving expected standards in English and maths continues to be above the national average. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.

- 11.6.2 Progress 8 is above the national average. Progress in Maths and EBacc qualification slots of this measure are above the national average, with progress in English, and other qualification slots 'in-line' with the national average.
- 11.7 Disadvantaged Pupils
- 11.7.1 The percentage of disadvantaged pupils achieving expected standards in English and maths is 'in-line' the national average and above the SE regional average for this group. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is 'in-line' with the national average for this group.
- 11.7.2 Progress 8 is 'in-line' with the national average, and above the SE regional average for this group.
- 11.8 Pupils with Special Educational Needs
- 11.8.1 In Brighton & Hove Attainment 8 of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is 'in-line' with the national average for this group. The percentage of these pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined are 'in-line' the national averages.
- 11.8.2 Progress 8 for pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is 'in-line' with the national average.
- 11.8.3 In Brighton & Hove Attainment 8 of pupils with SEN Support is above the national average. The percentage of these pupils achieving standard passes (grades 4-9), and strong passes (grades 9-5) in English and maths combined is above the national averages.
- 11.8.4 Progress 8 for pupils with SEN support is 'in-line' with the national average.
- 11.9 Other Groups
- 11.9.1 Attainment 8 for ethnicity groups of White, Mixed, and Unclassified groups are above their national averages, with the Asian group 'in-line' with their national average, and Chinese, Black and all Other groups are below their national averages. Progress 8 for White, Mixed, Asian, Black, Other, and Unclassified groups are above their national averages, with Chinese 'in-line' with their national averages.
- 11.9.2 Attainment 8 for pupils with English as an additional language (EAL) is 'in-line' with their national average, with Progress 8 significantly above.
- 11.9.3 Table 7: Attainment 8

Attainment 8	2018	2019	2022
B&H All	48.0	47.6	51.6
England All	46.5	46.8	48.9
B&H Disadvantaged	34.9	33.7	37.1
B&H Other (non-disadvantaged)	52.3	52.3	55.9
England Disadvantaged	36.8	36.7	37.7
England Other (non-disadvantaged)	50.3	50.5	52.9
Statistical Neighbour Disadvantaged	34.6	34.9	35.7
South East Coastal Strip Disadvantaged	33.5	33.6	34.4

11.9.4 Table 8: Progress 8

Progress 8	2018	2019	2022
B&H All	-0.02	-0.08	0.09
England All	-0.02	-0.03	-0.03
B&H Disadvantaged	-0.57	-0.7	-0.51
B&H Other (non-disadvantaged)	0.17	0.13	0.27
England Disadvantaged	-0.44	-0.45	-0.55
England Other (non-disadvantaged)	0.13	0.13	0.15
Statistical Neighbour Disadvantaged	-0.55	-0.55	-0.62
South East Coastal Strip Disadvantaged	-0.63	-0.68	-0.77

KS4 2022	Progress 8			Interpretation
	Lower 95% confidence interval	Average score	Upper 95% confidence interval	
All pupils	0.03	0.09	0.15	Confidence interval is above national of -0.03*: above national
Disadvantaged Pupils	-0.64	-0.51	-0.39	Confidence interval includes national of -0.55: in line with national

11.9.5 Table: Disadvantaged Pupils Results Trend

Year	% English and Maths 9-4		% English and Maths 9-5		Attainment 8		Progress 8		Ebacc average point score (APS)	
	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat
2018	44.6	43.2	21.1	24.9	34.9	36.8	-0.57	-0.44	2.93	3.07
2019	41.1	44.9	21.9	24.8	33.7	36.8	-0.70	-0.45	2.84	3.08
2022	49.1	48.6	30.0	29.7	37.1	37.7	-0.51	-0.55	3.26	3.20

11.10 Actions as a result of data – focus on disadvantage

- 11.10.1 As explained previously in the report there is a strategy in place to improve outcomes for disadvantaged which includes all secondary schools in the City. All 10 schools are member of the secondary partnership and are committed to working together to improve outcomes for disadvantaged pupils. This includes commitment to a joint performance indicator linked to outcomes of disadvantaged pupils across the city.
- 11.10.2 Work has happened to improve the transition from KS2 to KS3. The template for sharing information has been developed, so that clear information can be transferred quickly and easily between settings. During Year 6, all pupils in the city engaged with an English project, which was concluded when they arrived in Year 7. This year we are further refining the process and exploring the introduction of a maths unit of work.
- 11.10.3 We are implementing a secondary maths project in partnership with the Sussex Maths Hub that will help support secondary schools plan for and accurately assess pupils working below the programmes of study. Through looking at best primary practice and working alongside primary teacher colleagues, this professional development programme will support children moving into Year 7, 8 and 9 with maths attainment below the expected standard.
- 11.10.4 Every Child a Reader interventions support children with their reading inference skills and developing more confidence in 4 secondary schools.
- 11.10.5 Bespoke reading support projects are being developed this year in B&H secondary schools with a specific focus on supporting disadvantaged learners who are not yet fluent readers.
- 11.10.6 Subject networks are supported by the LA, allowing subject leaders from schools to meet, share resources, planning and pedagogy. Leads for each of these subgroups meet with the LA and all subject areas are focusing on what can be done to support disadvantaged learners this year.
- 11.10.7 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits (lead by practicing Ofsted inspectors);
- 11.10.8 Secondary chairs of governors meet each term with the local authority to support and challenge each other and to share best practice. Their Autumn meeting examined data relating to disadvantage
- 11.10.9 The schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.
- 11.10.10 Services such as Virtual School, TESU (Traveller Education Service Unit) 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.

APPENDIX 6

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

12.1.1 Table 6:

Provisional A level results 2022		Brighton & Hove	National (JCQ* benchmark)
Entries		6023	-
% of entries graded	A*-A	43.9%	35.9%
	A*-B	72.0%	62.2%
	A*-C	87.6%	82.1%
	A*-E	98.8%	98.4%

* Joint Council for Qualifications.

12.2 National Results

12.2.1 This year's pattern is a decrease from 2021 (when teacher assessments were used instead of examinations), but an increase from the last pre-Covid year in 2019.

12.2.2 Nationally, the A level pass rate (A*-E) was at 98.4%, compared to 97.5% in 2019 and 99.5% in 2021. The proportion of A* and A grades was 35.9%, compared to 25.2% in 2019 and 44.3% in 2021.

12.2.3 The number of A Level entries increased by 3.2% on the previous year.

12.2.4 After continual decreases in the number of AS levels sat since being "decoupled" from A Levels to become standalone qualifications, there was a slight increase in entries this year compared to the previous year.

12.3 Brighton & Hove

12.3.1 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.

12.3.2 In 2022, provisional results show 43.9% of A Level entries achieved grade A* or A, compared to 31.2% in 2019 and 45.6% in 2021.

12.3.3 Around 88% of A-Level students in the city study at the two sixth form colleges, around 64% at BHASVIC and around 24% at Varndean College. Approx. 12% of A-level students study in the sixth forms at Newman College (CNCS), Hove Park and BACA, with 85% of these attending Newman College. There has been an increase in number of learners since the previous year, with Cardinal Newman, BHASVIC and BACA all having increases. Kings School sixth form is due to open 2023.

APPENDIX 7

GEOGRAPHICAL AREA ANALYSIS OF OUTCOMES

13.1 Results have been analysed by ward and certain postcodes based on pupil's main domicile address. Overall attainment measures in KS2 and KS4 show geographical variation. What is clear is that certain postcodes outcomes for those pupils is significantly lower than for City average. KS2 and KS4 outcomes are significantly lower in Moulsecoomb and Bevendean and East Brighton. This was the case in 2019. The reasons to this will be likely linked to low income and the disproportionately negative affect of the pandemic in these areas.

13.1.2 Table. KS2 and KS4 attainment measures for areas of interest in Brighton and Hove

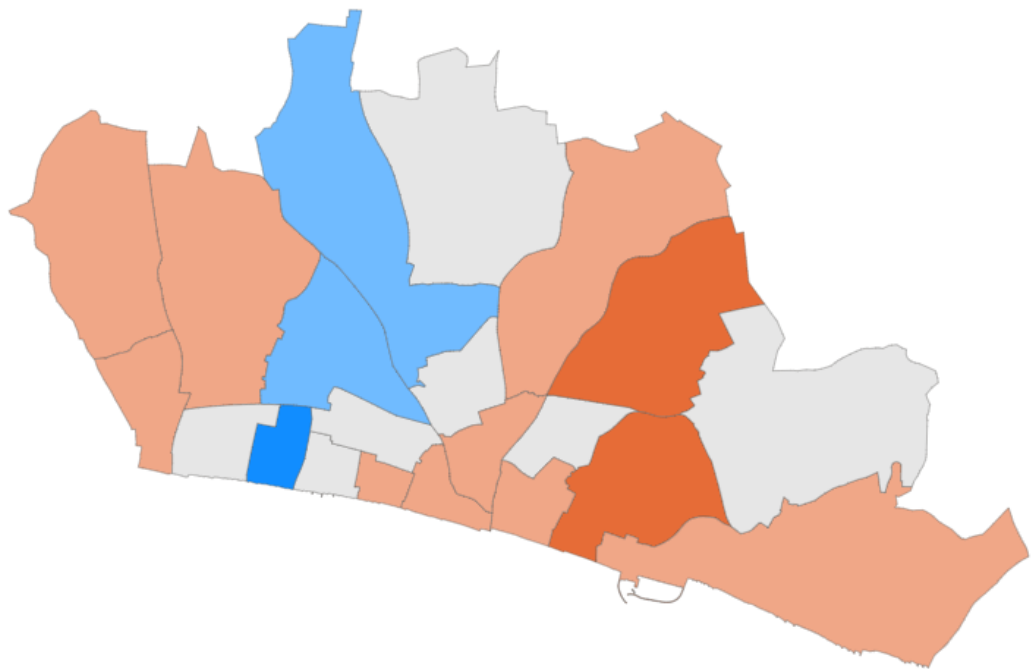
Area in Brighton and Hove	KS2 Pupil	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
Brighton and Hove average	2,647	60%	2,289	56%
National average	-	59%	-	50%
<i>Ward 2022 definition</i>				
Brunswick and Adelaide	34	59%	35	54%
Central Hove	47	66%	31	55%
East Brighton	154	44%	137	37%
Goldsmid	121	64%	74	73%
Handleton and Knoll	197	54%	186	53%
Hanover and Elm Grove	140	62%	108	54%
Hollingdean and Stanmer	170	58%	146	56%
Hove Park	112	76%	114	69%
Moulsecoomb and Bevendean	137	45%	125	26%
North Portslade	120	59%	105	49%
Patcham	179	61%	180	61%
Preston Park	158	69%	139	73%
Queen's Park	97	56%	89	67%
Regency	24	58%	19	53%
Rottingdean Coastal	95	59%	47	51%
South Portslade	118	54%	92	51%
St. Peter's and North Laine	84	54%	77	61%
Westbourne	73	81%	71	62%
Wish	148	67%	119	63%
Withdean	149	71%	153	75%
Woodingdean	112	61%	98	50%
<i>Lower Super Output Area</i>				

<i>2011 definition</i>				
Brighton and Hove 025B	35	31%	21	38%
Brighton and Hove 025C	17	35%	20	20%
Brighton and Hove 025E	21	38%	31	32%
Brighton and Hove 032A	15	40%	8	63%
Inner Whitehawk (total of above)	88	35%	80	34%
<i>Postcode</i>				
<i>January 2022 School Census</i>				
BN2 5 total	142	42%	126	35%

* this data does not include pupils with sole registration in pupil referral units, residents in schools of other local authority areas, and independent, non-maintained special school provision or educated other than at school.

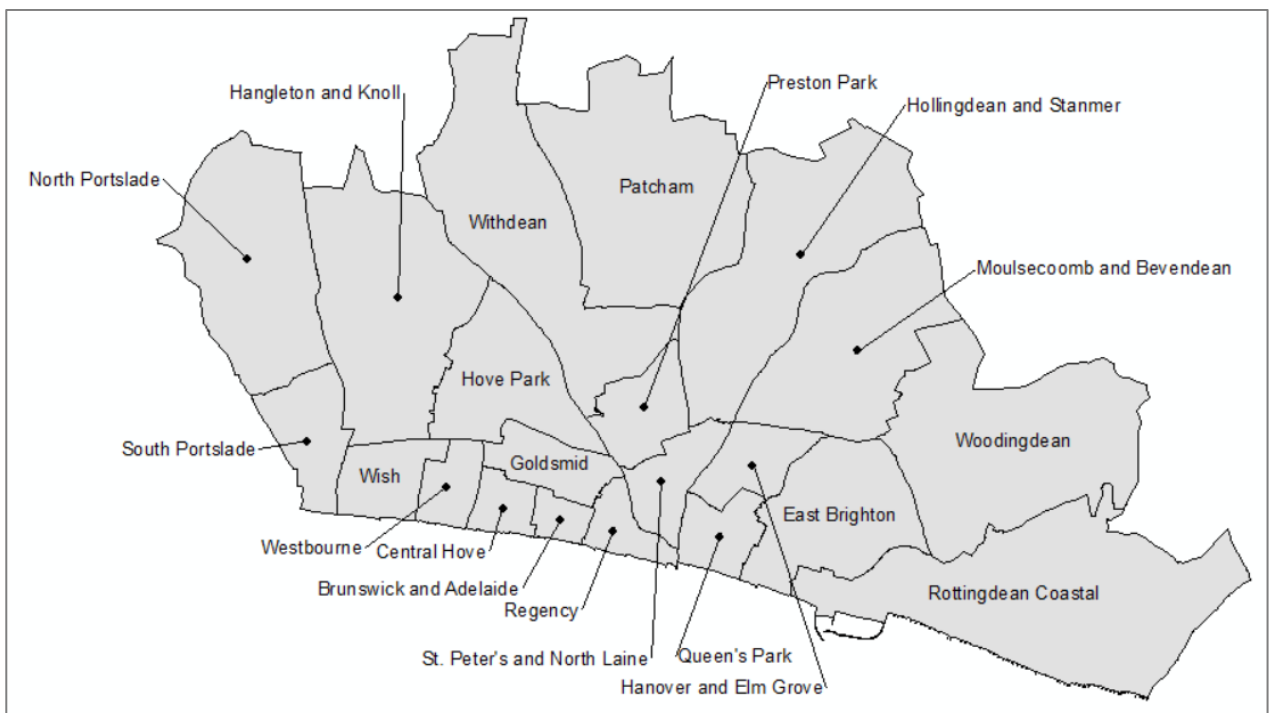
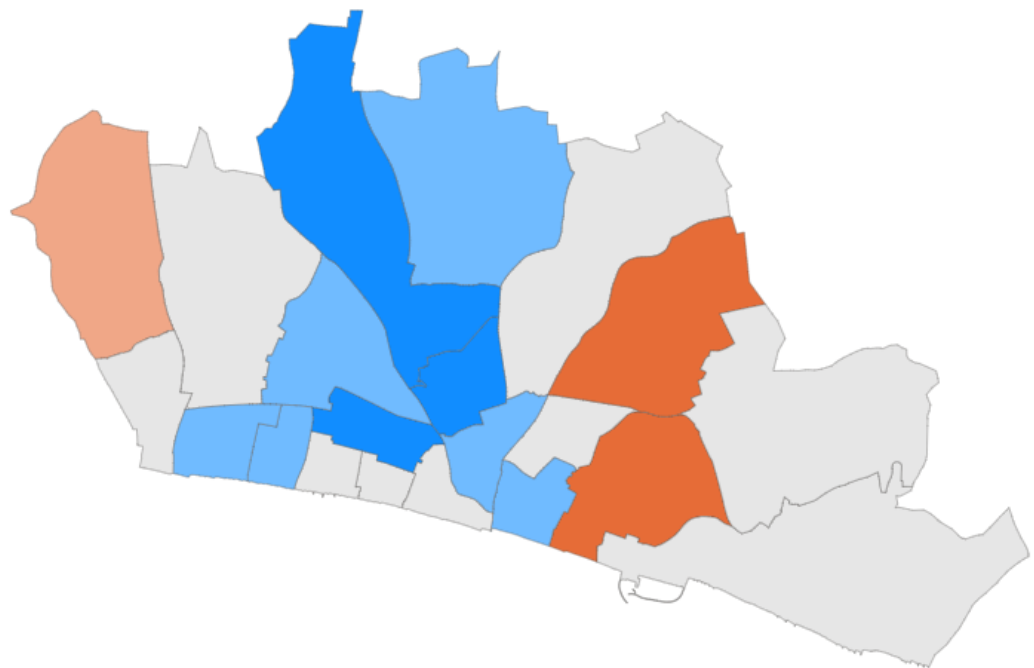
End of Key Stage 2 % Pupils achieving reading, writing maths at the expected standard by ward

● 40-49% ● 50-59% ● 60-69% ● 70-79% ● 80-89%



End of Key Stage 4 % Pupils achieving English and maths GCSEs with 9-5 grades

● 20-39% ● 40-49% ● 50-59% ● 60-69% ● 70-79%



13.2 Actions as a result of data

13.2.1 Any Requires Improvement Schools within most deprived wards will be prioritised for school improvement support. At this stage we are expecting schools to reach an agreement with partnerships to an increased spend to support these schools. We are also looking to our school partnerships and working to develop support for schools in this area requiring intervention and support.

- 13.2.2 Funded audits of provision for disadvantaged pupils are being developed. Once tested, we will invite all schools serving children and young people from Whitehawk and other deprived wards to be the first to benefit.
- 13.2.3 Maths and Reading projects will continue to target all schools within the most deprived wards and where they are not already engaged, work will be undertaken to understand why. Likewise, wider training and professional development offers will target these schools to ensure they benefit.
- 13.2.4 The Local Authority will continue to work with the Multi-Academy Trusts to develop strong relationships and look at shared approaches to supporting the pupils in these wards.
- 13.2.5 We are reviewing the current partnership cluster model to ensure that schools in Whitehawk are active participants in strong partnerships that focus on school improvement.
- 13.2.6 We will continue to work with community partners such as Class Divide to look at practical steps that can be taken to improve the educational experience of children and young people in these wards.
- 13.2.7 We have consulted with a community group and as a result are planning a conference with a focus on 'belonging'. This conference will be an opportunity to highlight the challenges children and young people living in poverty face on a day-to-day basis in addition to exploring and sharing best practice.
- 13.2.8 For Early Years children, the Whitehawk area is included in a targeted pilot organised by the library service and Children's Centres throughout 2023 to promote the value of stories and reading with young children. This includes working with schools and local nurseries to deliver parent and child sessions; story sessions and giving useful resources to those who attend.

