



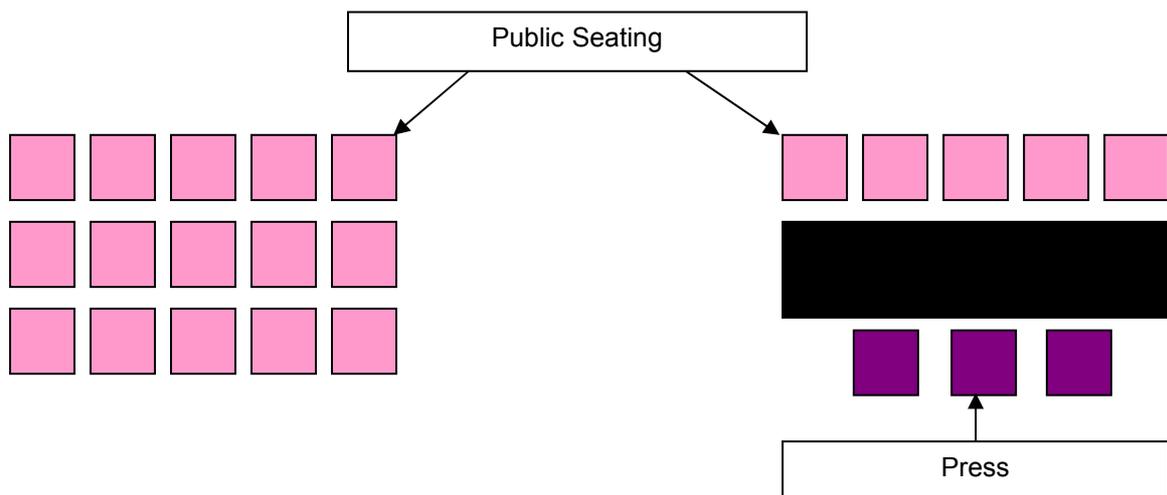
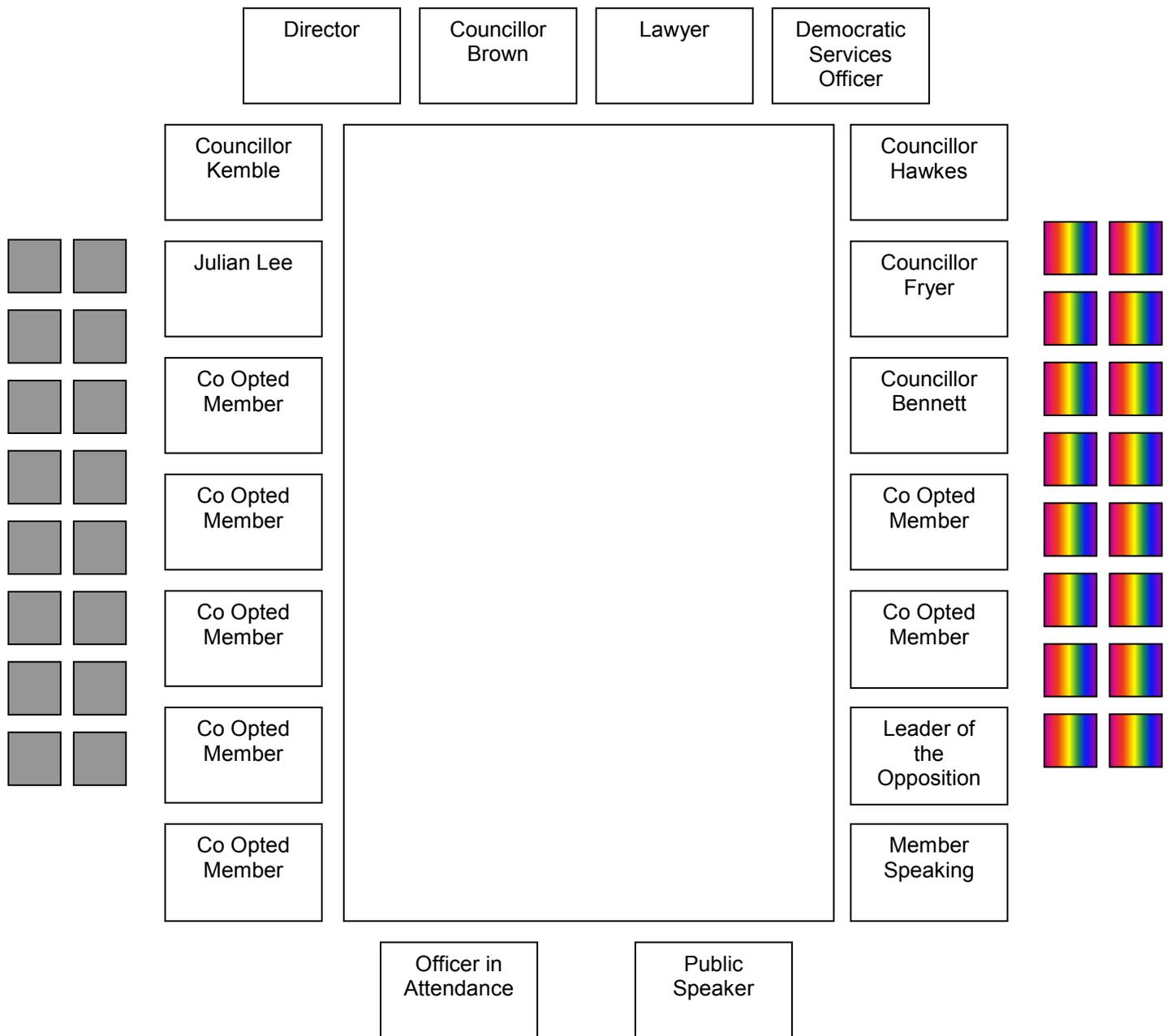
**Brighton & Hove  
City Council**

# Children & Young People's Trust Board

Title:	<b>Children &amp; Young People's Trust Board</b>
Date:	<b>8 June 2009</b>
Time:	<b>5.00pm</b>
Venue	<b>Council Chamber, Hove Town Hall</b>
Contact:	<b>Nara Miranda</b> Democratic Services Officer 01273 291004 (voicemail only) nara.miranda@brighton-hove.gov.uk

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# Democratic Services: Meeting Layout



## CHILDREN & YOUNG PEOPLE'S TRUST BOARD

The Following are requested to attend the meeting:

**Councillors:** Mrs Brown, Bennett, Fryer, Hawkes (Opposition Spokesperson) and Kemble,

**Brighton & Hove Primary Care Trust:** Julian Lee, Darren Grayson and Dr Louise Hulton

**South Downs Health:** Simon Turpitt and Mo Marsh

**Non-Voting Co-optees:**

Lynette Gwyn Jones	Brighton & Sussex University Hospitals NHS Trust
David Standing	Community & Voluntary Sector Forum
Gail Gray	Community & Voluntary Sector Forum
Andrew Jeffrey	Parent Forum
Eleanor Davies	Parent Forum
Carole Shaves	Sussex Police Authority
Professor Imogen Taylor	Universities of Brighton & Sussex
Priya Rogers	Youth Council
Rose Suman	Youth Council
Vacancy	Surrey & Sussex Strategic Health Authority

AGENDA

**1. CONFIRMATION OF CHAIRMAN AND DEPUTY-CHAIRMAN**

**2. 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 by all Members present of any personal interests in matters on the agenda, the nature of any interest and whether the Members regard the interest as prejudicial under the terms of the Code of Conduct.

(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 2 of the Agenda states in its heading either that it is confidential or 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 categories of exempt information is available for public inspection at Brighton and Hove Town Halls.*

**3. MINUTES OF THE PREVIOUS MEETING**

**1 - 8**

Minutes of the meeting held on 20 April 2009 (copy attached).

**4. CHAIRMAN'S COMMUNICATIONS**

**5. READING STRATEGY**

**9 - 38**

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

Contact Officer: Chris Marshall Tel: 294207

Ward Affected: All Wards;

**6. CHILDREN'S CENTRES PERFORMANCE 2008**

**39 - 68**

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

Contact Officer: Caroline Parker Tel: 29-3587

Ward Affected: All Wards;

## CHILDREN & YOUNG PEOPLE'S TRUST BOARD

### 7. **BUILDING SCHOOLS FOR THE FUTURE - READINESS TO DELIVER SUBMISSION** 69 - 74

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

*Contact Officer:* Gil Sweetenham *Tel:* 29-3433

*Ward Affected:* All Wards;

### 8. **SAFEGUARDING PRACTICE- UPDATE** 75 - 84

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

*Contact Officer:* Steve Barton *Tel:* 29-6105

*Ward Affected:* All Wards;

## **PART TWO**

### 9. **PART TWO MINUTES - EXEMPT CATEGORY 3** 85 - 86

To approve the non-public minutes of the meeting held on 20 April 2009 (circulated to Members only)

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

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

For further details and general enquiries about this meeting contact Nara Miranda, (01273 291004 (voicemail only), email [nara.miranda@brighton-hove.gov.uk](mailto:nara.miranda@brighton-hove.gov.uk)) or email [democratic.services@brighton-hove.gov.uk](mailto:democratic.services@brighton-hove.gov.uk)

Date of Publication - Friday, 29 May 2009



**BRIGHTON & HOVE CITY COUNCIL**

**CHILDREN & YOUNG PEOPLE'S TRUST BOARD**

**5.00PM, 20 APRIL 2009**

**COUNCIL CHAMBER, HOVE TOWN HALL**

**MINUTES**

**Present:**

Councillors: Mrs Brown (Chairman), Bennett, Fryer, Hawkes (Opposition Spokesperson) and Kemble

**Brighton & Hove Primary Care Trust:**

Julian Lee (Deputy Chairman) and Darren Grayson

**South Downs Health:**

Simon Turpitt

**Non-Voting Co-optees:**

Gail Gray, Community & Voluntary Sector Forum  
Professor Imogen Taylor, Universities of Brighton & Sussex  
Priya Rogers and Rose Suman, Youth Council  
Vacancy, Surrey & Sussex Strategic Health Authority

**Apologies:**

David Standing, Community & Voluntary Sector Forum  
Andrew Jeffrey, Parent Forum  
Eleanor Davies, Parent Forum

**PART ONE**

**58. PROCEDURAL BUSINESS**

**58a Declarations of Substitutes**

58.1 Clodagh Warde-Robinson, Non Executive Director and Chair of Governance for South Downs, declared that she was attending the meeting as a substitute for Mo Marsh.

**58b Declarations of Interest**

58.2 There were none.

**58c Exclusion of Press and Public**

58.3 **RESOLVED** – That the Press and Public be excluded from the meeting during consideration of the Items 66 and 67 in Part Two of the agenda.

**59. MINUTES OF THE PREVIOUS MEETING**

59.1 **RESOLVED** – That the minutes of the previous meeting be approved and signed by the Chairman subject to the following amendment:

Paragraph 54.2 - where it reads "*The Chairman also reported that she had visited Chalky Hill, a new house for children with mental health problems*" should read "*The Chairman also reported that she had visited Chalkhill, a new provision for children with mental health problems*".

**60. CHAIRMAN'S COMMUNICATIONS**

60.1 The Chairman had no communications to report. However, Simon Turpitt informed members that a new Chief Executive had been appointed to the South Downs NHS Health Trust. His name was Andy Painton, a Brighton resident, and was due to start on 1 June 2009.

**61. NHS BRIGHTON & HOVE ANNUAL OPERATING PLAN 2009/10**

61.1 The Board considered a report of the NHS Brighton & Hove Executive Directors concerning the NHS Brighton & Hove Annual Operating Plan 2009/10, which focused on what the organisation would do in 2009/10 to deliver the priorities and strategic objectives identified in the SCP, whilst continuing to develop health services that were fit for the future and seen as best practice (for copy see minute book).

61.2 Darren Grayson, B&H PCT, presented the report and drew attention to those sections of the report which were of particular relevance to the Children & Young People's Trust Board (see Appendix I to the minutes).

61.3 Mr Grayson highlighted Brighton & Hove's particular characteristics as a city, especially in its growing young population, which made it considerably different from the East and West Sussex areas; he referred to the issue of teenage pregnancy and alcohol misuse and noted these were also the issues in direct correlation with the young people; he noted the diversity of the city in terms of BME and in particular LGBT communities; he also pointed out that the city also had some major areas of deprivation.

61.4 Mr Grayson further explained how the scheme proposed to address the issue of health across the city and across its population described above. He noted that the strategy's commissioning goals that were of relevance to the CYPT Board focused on (i) maximising life chances for children and families and (ii) developing a healthy young city.

61.5 The Board welcomed the report and discussions took place about different aspects and proposals of the scheme.

- 61.6 Gail Gray, Women's Refuge, indicated that the issue of domestic abuse was also present for young people. She noted, however, that the issue still remained a hidden one and requested that it be not forgotten in the proposed scheme.
- 61.7 Mr Grayson welcomed and noted the concerns raised. He pointed out that a number of children in care come from families who suffered from domestic violence. He reassured members that, for this reason, it was clear that domestic violence was a connecting element in the process and had to be considered.
- 61.8 Councillor Fryer indicated she was pleased with the focus given to young people. She was concerned, however, that there might be a risk of not giving due attention to the older population.
- 61.9 Mr Grayson explained that because the young population was such a striking feature in Brighton & Hove, it was felt that section should be given some prominence. He reassured members, however, that the plan was not losing sight of the older people's issues. He explained that there already existed a specific strategy designed for older people.
- 61.10 Discussions also took place in relation to the social marketing proposed in the scheme and how this could be achieved to support the plan's goals. Members were also interested in how the NHS Brighton & Hove proposed to address the issue of suicide rates and how this could fit in with the CAMHS provision.
- 61.11 Mr Grayson explained that the service was aiming at reducing the suicide rates to about a fifth of its current figures. He indicated that there already existed a strategy on suicide prevention, which also gave considerable weight to the issue among the young men population. In terms of CAMHS support, he indicated that the Chalkhill provision that had opened in January 2009 had agreed a model of care to make better use of current facilities.
- 61.12 Members welcomed the report.
- 61.13 **RESOLVED** – That, having considered the information and the reasons set out in the report, the Board accepted the following recommendations:
- (1) That the Plan be noted.
  - (2) That the Board continues to give strategic leadership and overview to its implementation.

## **62. TEENAGE PREGNANCY ACTION PLAN 2009-11**

- 62.1 The Board considered a report of the Director of Children's Services concerning the Teenage Pregnancy Action Plan 2009/11, which recognised the high rate of teenage conception in Brighton & Hove relative to the rest of the South east of England, and presented an action plan to improve the situation (for copy see minute book).

- 62.2 Officers explained that teenage pregnancy had been identified as one of the problems for the city. Officers referred to the social and education consequences, which were reported to be worst in children born of young mothers.
- 62.3 It was noted that the progress in relation to this matter was better nationally than in Brighton & Hove, whilst also recognising that the rates of teenage pregnancy were the worst in Britain in relation to the rest of Europe. However, and despite the critical situation, the high level of senior officers committed to tackling this issue to do better for the city was identified as a positive element in the process, and the optimism in the believe that something can be done to change the situation.
- 62.4 The Board very much welcomed the report and the proposed action plan.
- 62.5 Discussions took place and the following considerations were also put forward: members considered that in order to support this work further, a deeper and more significant change needed to take place in terms of attitudes, behaviours and a round up cultural change as well as bringing on board and involving the fathers in the process; keeping continuous work with the practitioners; taking account of second and third pregnancies; whilst also cross referencing the issue with other related matter, such as alcohol consumption, etc.
- 62.6 Members also indicated that it was important to acknowledge that there were young mothers who did well and advised caution where generalisation was concerned. It was also pointed out that there were instances where teenage girls would want to have children willingly as a way to feel, give and receive love, something those teenagers might feel lack in their life. The question was posed as to how this factor could be dealt with.
- 62.7 Officers acknowledged that the work required was not all about the strategy that was being considered, but also all the work that the PCT and the Children & Young People's Trust were doing, and recognised that the work was not for all young people, but only some and, therefore, it was necessary to target it and improve expectations and opportunities for those specific young women.
- 62.8 Officers were also mindful of the messages the city itself gave out to young people. Concerns were raised to the fact that the messages young people receive were, by the very nature of this city young city in terms of its population, contradicting, indirectly inviting youngsters to consume alcohol, clubs and drugs.
- 62.9 The Board noted the conference being organised for members of staff in July 2009 and enquired whether young mothers and fathers had been invited to attend.
- 62.10 Officers indicated that the conference was aimed at staff and at helping them to understand the element of prevention and its importance in tackling the issue. It was explained that young people had not been included in this particular event so that staff could have a safe space in which to discuss all these issues freely and openly.
- 62.11 Members sought clarification as to how the Board could ensure that the leadership group of senior officers had the right people to take this strategy forward; and concerns

were also raised about the difficulty around accountability, as this was not usually an immediate process.

62.12 The Assistant Director, East Area Early Years and NHS Commissioning, explained that the message the senior officers wanted to get across to staff was that they should also be engaged and committed to this work, as they are the people who will deliver it in loco. It was also recognised that staff needed to be clear about what were the interventions that worked and those that did not.

62.13 Members also noted the analysis of under performance in paragraph 3.4 of the report and enquired what were the measures used to analyse that information.

62.14 The Assistant Director explained that officers went through a process whereby they talked to various other PCTs in order to identify successful performances. He indicated that officers found that Portsmouth, which was also a place which related to Brighton & Hove in terms of its young adults, had had a considerable reduction in number of teenage pregnancy. He indicated that officers drew upon those positive actions.

62.15 Members reiterated their satisfaction with the report and the plan proposed. They urged officers to not lose sight of the report and its action plan. Members also indicated that they would wish to accompany, monitor and analyse the progress achieved, therefore would like to see a further report on this item.

62.16 Officers agreed to bring a 6 months progress report to the Board.

62.17 **RESOLVED** – That, having considered the information and the reasons set out in the report, the Board accepted the following recommendations:

- (1) That the Action Plan for 2009/11 be noted.
- (2) That the specific recommendations surrounding leadership for the Brighton & Hove Teenage Pregnancy Action Plan be agreed.

### **63. THE IMPACT OF SCHOOLS COSTS ON FAMILIES**

63.1 The Board considered a report of the Director of Children's Services concerning the Impact of Schools Costs on Families (for copy see minute book).

63.2 Councillor Hawkes indicated she was grateful that the report had been brought to the Board and welcomed the focus on the matters concerned.

63.3 **RESOLVED** -

- (1) That the following actions that are being taken in response to the Notice of Motion considered at Council in October 2008 be noted:
  - (ii) Guidance from the 'Adding Up' campaign will be circulated to all schools within the City, including their 'Top Ten Tips' for schools to adopt to help parents

- (ii) Schools will be provided with a list of charities that can support families with costs associated with children attending school.
- (iii) Schools will be reminded of their statutory duty to ensure their policies do not disadvantage any children.

#### **64. IMPLICATIONS OF LORD LAMING REPORT**

- 64.1 The Board considered a presentation from the Director of Children's Services regarding the implications of Lord Laming Report (see Appendix 2 to the minutes).
- 64.2 The Director of Children's Services explained that the report had been published a month ago and considered it was important to start exploring its implications from the start. She highlighted the main implications arising from Lord Laming report and what the next steps for Brighton & Hove would be as a result.
- 64.3 The Director indicated that the approach taken in the report differed slightly from the stocktake initial report. She explained that Laming's report emphasised the essential partnerships between all Government departments, local authorities and agencies, and focused on what everybody should be doing. The Director explained that, in this respect, there was a step change from what had been recommended previously in that leadership and accountabilities were now required not only from Children's Trusts, but also from the very top of PCTs and Councils at Chief Executive level.
- 64.4 The Director noted that the children's workforce constituted the largest section in the report, and highlighted the emphasis allocated to strengthening the social care profession as well as the support in place for social and family workers in terms of the training available and the reviewing of their role where was applicable.
- 64.5 The Director reported that there were a total of 58 recommendations emerging from Lord Laming's report. She highlighted the three that were directly relevant to the Board, which included establishing a stronger relationship between the Local Safeguarding Children Board (LSCB) and the CYPT Board, and pointed out that some actions were required from the Board in order to uphold those recommendations.
- The Director also referred to the fact that Police representation on the LSCB was prominent whilst this was not reflected in terms of the Brighton & Hove CYPT Board, and indicated this was an action the Board might wish to take forward.
- 64.6 The Director noted that Lord Laming's report would influence and drive forward the next Children and Young People's Plan (CYPP). She reported that Brighton & Hove Children and Young People's Plan was currently being reviewed in light of the report.
- 64.7 The Director further considered that this paper presented both a challenge and an opportunity for all parties, in the sense that all were required to readjust their particular services whilst also ensuring that, collectively, everyone was working towards strengthening and protecting the safeguarding strategies.
- 64.8 Members welcomed the presentation and thanked the Director of Children's Services for putting it forward in a clear way.

- 64.9 Members sought clarification about the interaction between the Board and the LSCB and how this could be carried forward.
- 64.10 The Director of Children Services acknowledged that the relationship between the LSCB and the CYPT Board had not always been clear. She stated that the report recognised that those bodies had discrete and separate functions; however, it also established a clear requirement for mutual accountability between those bodies. The Director also reported that a new Chairman had been appointed to the LSCB.
- 64.11 Members enquired whether there were expectations for the new Chairman of the LSCB to sit on the Board.
- 64.12 The Director clarified that this was not expected. However, and because the requirement now was that LSCB reports to the CYPT Board, it might be useful for the LSCB Chairman to attend a meeting of the Board to present their annual report. The Director considered that the annual reporting might constitute an opportunity for robust discussions between the two parties.
- 64.13 **RESOLVED** – That the presentation and its content be noted.

## **65. PHASE 3 CHILDREN'S CENTRES**

- 65.1 The Board considered a report of the Director of Children's Services concerning Phase Three Children's Centres and their requirement as part of the national target of 3.500 Children's Centres to offer universal access for all young children and their families (for copy see minute book).
- 65.2 Members welcomed and commended the report. They considered that filling in the gaps across the city where it was required was a positive move.
- 65.3 **RESOLVED** - That, having considered the information and the reasons set out in the report, the Board accepted the following recommendations:
- (1) That the development of the Westdene Children's Centre at Westdene Primary School (£260,000) be agreed.
  - (2) That the development of the Saltdean and Rottingdean Children's Centre at Boomerang Kids, Saltdean (£150,000) be agreed.
  - (3) That the extensions to the Roundabout Children's Centre in Whitehawk (£350,000), the Hollingdean Children's Centre base in Shenfield Way (£200,000), and the Hangleton Park Children's Centre (£200,000) be agreed.

## **66. PART TWO MINUTES - EXEMPT CATEGORY 1 & 2**

- 66.1 In terms of the non-public minutes of the meeting held on 2 March 2009, the lawyer indicated that when the item was considered there were confidential issues involved and, therefore, it was considered under Part Two of the agenda. She noted, however,



<b>Subject:</b>	<b>Reading Strategy</b>		
<b>Date of Meeting:</b>	<b>8 June 2009</b>		
<b>Report of:</b>	<b>Director of Children's Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Chris Marshall</b>	<b>Tel:</b> <b>294207</b>
	<b>E-mail:</b>	chris.marshall@brighton-hove.gov.uk	
<b>Key Decision:</b>	No		
<b>Wards Affected:</b>	All	All	

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 The Reading Strategy is a consultation document designed to engage more people in the development of an action plan to improve reading across the city. It sets out some priorities already identified that we can work on together with partners across the city. This strategy has been jointly developed by staff from the CYPT and Libraries Services.
- 1.2 The Corporate Plan 2008-2011 includes the commitment to '*Improve young people's reading levels by implementing a **city reading strategy***' within the '*Giving our children the best start in life*' objective of the '*Reducing inequality by increasing opportunity*' priority. This Reading Strategy has taken this one step further, aiming to improve reading for people of all ages in the city.

#### 2. RECOMMENDATIONS:

- 2.1 To agree the Reading Strategy and its approach to improving reading across the city.

#### 3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 2008 was the **National Year of Reading**, designed to promote reading across the country. Reading is essential for daily life; it is a fundamental life skill that opens doors, empowering people, enabling them to make the most of their lives. Brighton & Hove took a very active part in the National Year of Reading, with primary and secondary schools, libraries, private sector and other organisations delivering a range of activities and events to promote reading and attract new library members. Some examples of these include:
  - Over 20,000 new members joined the library
  - Over 50 events were held, from author talks to poetry readings
  - Writers Conference for young people held at Jubilee Library, in partnership with three secondary schools and a private sector partner
  - 'Get Caught Reading' photography competition

- Eight new book groups established
- Four new writers groups established
- Telling Tales Story events held for primary school children
- Story Telling project in primary schools
- Off by Heart poetry competition in a junior school
- Reading volunteers run by Education Business Partnership won a Literacy Trust Reading Connects national award
- Book Ahead and Boys into Books services were launched
- Mini story competition held
- Chatterbooks and Brainwave children's projects were launched
- Increased take up of the Summer Reading Challenge
- Moving On literature conference for Year 10 secondary school students
- City Reads – 40 events held, 500 copies of book given away, and 20,000 readers guides picked up

### 3.2 **Current Situation:**

There is much to celebrate about reading in Brighton & Hove, but there is more to do for everyone to benefit from the rewards of reading. At the Early Years Foundation Stage, more than the national average number of children do well in Communication, Language and Literacy. Reading levels at Key Stage 1 and 2 are above the national average, with Key Stage 3 a little below. Girls are ahead of boys at all stages. An estimated 12,000 adults lack basic literacy skills, and there are 7,000 people in the city for whom English is a second language. Over 1.2 million library books are issued every year, and there are 195,000 library members in the city. However, only 55,000 of them (22% of the city's population) have borrowed from the library in the last year. A range of other data is presented in the Strategy to illustrate the current position.

### 3.3 **Current Provision:**

There are many different programmes and opportunities to encourage reading in the city. For instance:

- At the early years level there is the Bookstart programme, Story Times, and the introduction of Letters and Sounds. Bilingual parents and their children have been encouraged to make use of library services and especially their dual language materials
- All primary schools have received training and materials to ensure they have a systematic, structured approach to teaching early reading
- The Language and Literacy Support Service (LLSS) literacy team has worked with schools to raise standards and remove barriers for pupils experiencing significant difficulties with reading
- Development work relating to reading is taking place in secondary schools to reinvigorate teaching, improve students' experience and enjoyment, and raise attainment. In all secondary schools a range of activities and new approaches are being used, including reading celebration days, author visits and reading 'buddy' schemes
- Family Literacy, Language and Numeracy programmes aim to improve the language, literacy and numeracy skills of parents and carers
- In libraries, Homework Clubs, the Summer Reading Challenge, Chatterbooks, Boys into Books and the Book Ahead schemes are all supporting and encouraging reading for learning and leisure

- Reading is at the core of public library services, supporting reading for pleasure, and for learning, information and knowledge development. Libraries run or support over 50 reading groups across the city, and support adult learners with low literacy levels, helping develop the skills and confidence they need to further their learning

### 3.4 **Reading Strategy Vision:**

The Reading Strategy sets a clear vision to make Brighton & Hove a city where:

- every child and young person can read
- every adult can read
- everyone enjoys reading and becomes a regular reader
- everyone benefits from the advantages that the ability to read brings
- everyone is supported so that any difficulties in learning to read are overcome

### 3.5 **Reading Strategy Priorities:**

The strategy is broken down into different age groups and identifies how we are doing now, describes the current provision, and then sets out key priorities for the future:

#### Early years (0-5 years)

1. Train and support all practitioners and teachers working across the Early Years Foundation Stage
2. Raise the percentage of children living in areas of deprivation achieving 6+ in Communication, Language and Literacy in the Early Years Foundation Profile
3. Promote and support parents and carers reading with their children

#### Children & Young People (5-19 years)

1. Raise the profile of reading in all primary schools
2. Raise attainment in reading and increase the number of pupils attaining age-appropriate levels across Key Stage 1 and Key Stage 2
3. Empower families to support their children's learning through encouraging reading for pleasure
4. Improve range, content, engagement and progression in reading through Assessing Pupils' Progress (APP) in secondary schools
5. Improve intervention at an earlier stage via one-to-one tuition in Key Stage 3
6. Improve the reading curriculum through support for continued, yearly implementation of the renewed curriculum in Years 7, 8 and 9
7. Improve achievement and attainment in reading in Key Stages 3 and 4
8. Provide support and leadership with the implementation of functional skills, including building and applying reading skills
9. Further develop provision for children and young people with disabilities and Special Educational Needs
10. Promote a love of reading and support reader development through public libraries

#### Adults (20+ years)

1. Increase the literacy rate amongst adults
2. Encourage and support families reading and learning together
3. Recognise and promote the broader benefits of reading

3.6 A range of commitments is given under each priority, which will lead to the development of a detailed action plan to achieve improvement. The next steps will be to promote the message that **Reading Matters** and work in partnership across the city to implement the actions needed to improve reading and literacy in Brighton & Hove.

#### **4. CONSULTATION**

4.1 The Reading Strategy has been developed by a working group of practitioners involved in reading and learning, including representatives from Children and Young People's Trust (CYPT), Libraries Services, Adult and Family Learning, and Brighton & Hove Education Business Partnership.

4.2 The Strategy has been discussed at CYPT and Culture and Enterprise management team meetings. It has been sent out to all primary, secondary and special schools for their views.

4.3 The launch of the Reading Strategy planned for 7th May, will mark the start of a more substantial consultation process to engage a wider audience across the city. We are seeking views of schools, businesses, arts, sports and cultural organisations, parents groups, private sector, and community and voluntary organisations. The feedback from the consultation will inform the development of an action plan building on the Reading Strategy.

#### **5. FINANCIAL & OTHER IMPLICATIONS:**

##### Financial Implications:

5.1 There are potentially significant financial implications arising from this report. At this stage it is not possible to fully quantify them. They will need to be properly costed and reported to the Board as per recommendation 2.2.

*Finance Officer Consulted: Jeff Coates, Principal Accountant*      *Date: 22/04/09*

##### Legal Implications:

5.2 As described in the body of this report the Reading Strategy reflects one of the objectives contained in the Corporate plan, and proper consultation is being undertaken in accordance with general principles of fairness. There are no specific legal or human rights implications arising from this report.

*Lawyer Consulted: Natasha Watson*      *Date: 23/05/09*

##### Equalities Implications:

5.3 The Strategy has identified a number of areas where action is needed to address inequalities in access to reading opportunities or achievement of full potential. For instance - the disparity in performance between girls and boys; the additional support needed for people with disabilities, learning difficulties and special

educational needs; the particular needs of bilingual families or people for whom English is a second language, the essential skills needs of some adult learners.

Sustainability Implications:

5.4 There are no sustainability implications.

Crime & Disorder Implications:

5.5 There are no crime and disorder implications.

Risk and Opportunity Management Implications:

5.6 There is a risk that the progress achieved in improving reading for some children and young people could be impeded if the range of reading programmes are not maintained and developed. There is an opportunity to work more effectively across different organisations to more effectively target people who need more support and encouragement with reading, and to achieve improved levels and greater enjoyment of reading and the benefits this skill can bring.

Corporate / Citywide Implications:

5.7 The implementation of the Reading Strategy will fulfil one of the commitments of the Corporate plan to '*Improve young people's reading levels by implementing a **city reading strategy***' within the '*Giving our children the best start in life*' objective of the '*Reducing inequality by increasing opportunity*' priority.

**6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

6.1 N/A

**7. REASONS FOR REPORT RECOMMENDATIONS**

7.1 To improve reading levels across the city through a variety of programmes, working across a range of different partners. The improvement of reading levels underpins skills development and access to economic and social opportunities. Reading also broadens people's horizons, encouraging understanding of different cultures and ways of life, and so supports community cohesion

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Reading Strategy

**Documents In Members' Rooms**

1. Reading Strategy

**Background Documents**

1. Independent Review of the Teaching of Early Reading – final report (DCSF, 2006)



# Brighton & Hove City Reading Strategy

May 2009



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# Brighton & Hove City Reading Strategy

## - document for consultation, May 2009

### Foreword

Reading is essential for daily life. It frees you, can fuel ambition, open doors, empowers you and can change your world view. The more you read, the more you know. Reading helps you connect, think, judge, decide, and contribute. If you read, everything is within your reach.

There is much to celebrate about reading in Brighton & Hove, but there is more to do to enable everyone to benefit from the rewards of reading.

This strategy is a consultation document designed to engage more people in the development of an action plan to improve reading across the city. It sets out priorities we have already identified that we can work on together to achieve this. We are seeking your views on these and wish to capture other ideas that will contribute to the development of reading across the city.

Please send us your comments and ideas by Friday 10th July, 2009.

Sally McMahon, Head of Libraries and Information Services  
Jo Lyons, Assistant Director, Learning and Schools

Contact details:  
[sally.mcmahon@brighton-hove.gov.uk](mailto:sally.mcmahon@brighton-hove.gov.uk)  
[jo.lyons@brighton-hove.gov.uk](mailto:jo.lyons@brighton-hove.gov.uk)

# Executive Summary

The Reading Strategy sets a clear vision to make Brighton & Hove a city where:

- every child and young person can read
- every adult can read
- everyone enjoys reading and becomes a regular reader
- everyone benefits from the advantages that the ability to read brings
- everyone is supported so that any difficulties in learning to read are overcome

The strategy is broken down into different age groups and identifies how we are doing now, describes the current provision, and then sets out key priorities for the future:

## Early years (0-5 years)

- 1 Train and support all practitioners and teachers working across the Early Years Foundation Stage
- 2 Raise the percentage of children living in areas of deprivation achieving 6+ in Communication, Language and Literacy in the Early Years Foundation Profile
- 3 Promote and support parents and carers reading with their children

## Children & Young People (5-19 years)

- 1 Raise the profile of reading in all primary schools
- 2 Raise attainment in reading and increase the number of pupils attaining age-appropriate levels across Key Stage 1 and Key Stage 2
- 3 Empower families to support their children's learning through encouraging reading for pleasure

- 4 Improve range, content, engagement and progression in reading via Assessing Pupils' Progress (APP) in secondary schools
- 5 Improve intervention at an earlier stage through one-to-one tuition in Key Stage 3
- 6 Improve the reading curriculum through support for continued, yearly implementation of the renewed curriculum in Years 7, 8 and 9
- 7 Improve achievement and attainment in reading in Key Stage 3 and 4
- 8 Provide support and leadership with the implementation of functional skills, including building and applying reading skills
- 9 Further develop provision for children and young people with disabilities and Special Educational Needs
- 10 Promote a love of reading and support reader development through public libraries

## Adults (20+ years)

- 1 Increase the literacy rate amongst adults
- 2 Encourage and support families reading and learning together
- 3 Recognise and promote the broader benefits of reading

A range of commitments is given under each priority, which will lead to the development of a detailed action plan to achieve improvement. The next steps will be to promote the message that **Reading Matters**, and work in partnership across the city to implement the actions needed to improve reading and literacy in Brighton & Hove.

# 1 Vision

The vision is that Brighton & Hove will be a city where:

- every child and young person can read
- every adult can read
- everyone enjoys reading and becomes a regular reader
- everyone benefits from the advantages that the ability to read brings
- everyone is supported so that any difficulties in learning to read are overcome

## 2 Aims of the Strategy

Through partnership working across a range of agencies, including adult and family learning, voluntary and community sector partners, the youth service, business partners, educational stakeholders and libraries, the aims of the City Reading Strategy are to:

- encourage a love of reading
- open up reading choices and widen views of what reading is
- identify and support specific groups who may have reading difficulties, for example those with special educational needs or visual impairment, and children and adults with disabilities
- identify and support specific groups who are reluctant readers, including some boys, teenagers, and adult learners, so that they read more effectively and more often
- use reading to stimulate individuals' creativity and imagination, to encourage self-awareness and empowerment, and to relax and relieve stress
- promote literacy skills and raise educational standards
- offer opportunities for social interaction, conversation and shared community experiences through reading
- encourage all parent/carers, mothers and especially fathers, to read with their children, giving them the best start in life
- raise the status of reading as a creative activity
- develop an action plan with partners across the city which addresses the needs of all readers, especially those experiencing difficulties with reading or requiring aids to support their reading

# Policy Context

## 2020 Community Strategy

The City Reading Strategy has been developed to complement the priorities identified by the 2020 Community Partnership, in particular “Promoting enterprise and learning” and “Strengthening communities and involving people”.

## Local Area Agreement (LAA)

The City Reading Strategy supports the achievement of key performance indicators adopted locally and in particular, the 2008-11 priorities related to engaging more residents in the arts and cultural life of the city, and increasing the percentage of 19 year old and adult learners gaining a Level 2 qualification.

## Corporate Plan

“Improve young people’s reading levels by implementing a city-wide reading strategy” is a key objective within the corporate priority to Reduce Inequality by Increasing Opportunity.

## Children & Young People’s Plan

The development of a City Reading Strategy clearly supports the Children and Young People’s Plan, identifying reading as a core skill that all young people need to give them access to opportunities for learning and personal development.

## Libraries Plan

The Strategy builds on existing initiatives such as Bookstart and the Summer Reading Challenge, to support children’s reading development. It also reflects the importance of reading for pleasure in building confidence and skills in adult learners.

## School Improvement Strategy

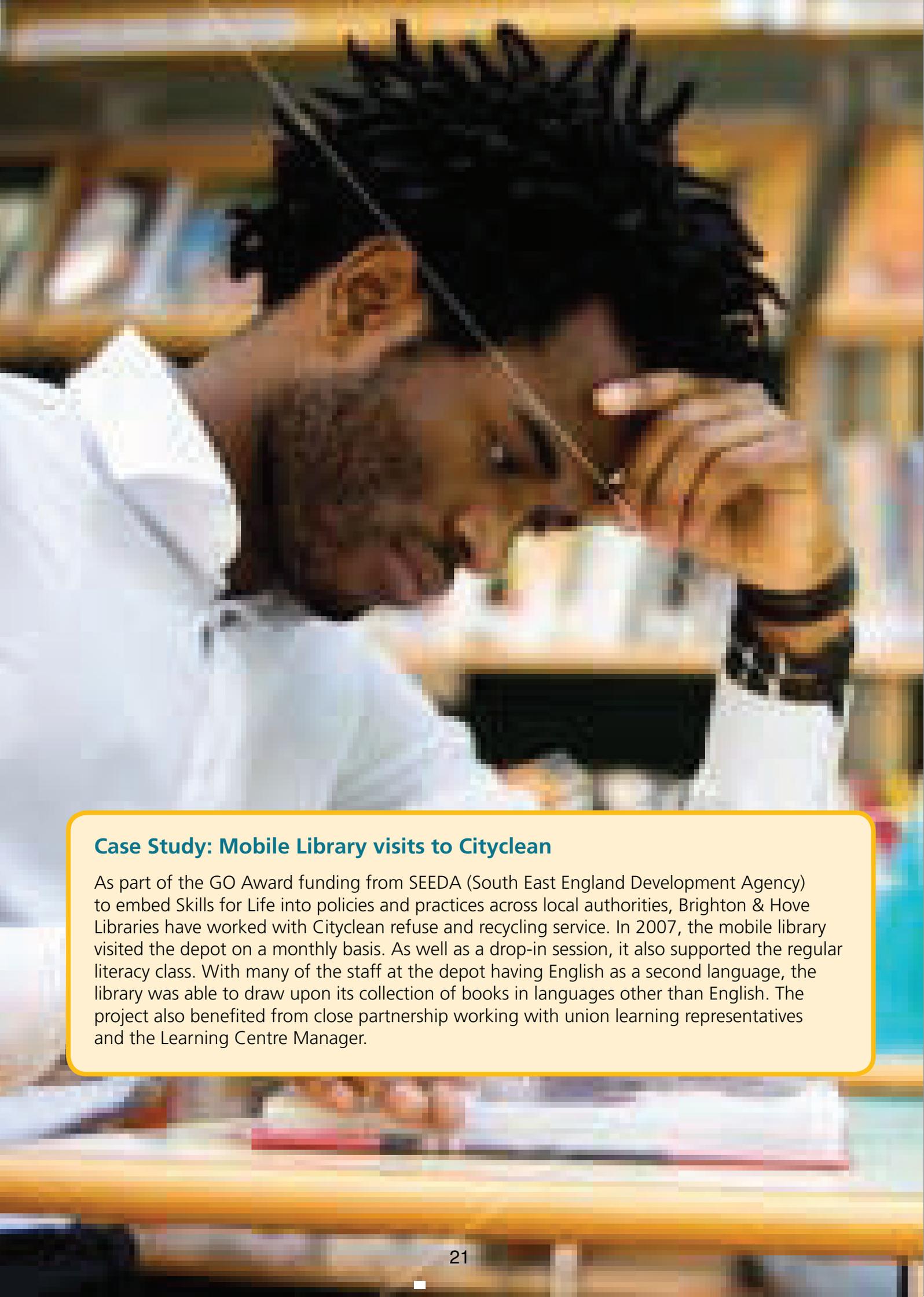
The School Improvement Strategy will be supported by the City Reading Strategy through the coordination of programmes and agencies, which can work together so that all children and young people make good progress and attain well in the Early Years Foundation Stage (EYFS), and Key Stages 1-4.

## Parents Support Strategy

The Reading Strategy links to a key priority in the Parents Support Strategy: to “reinforce the Children and Young People’s Trust (CYPT) commitment to parents ...by increasing parental involvement in the planning and delivery of services, and to promote access for parents in hard to reach groups”.

## Adult Learning Strategy

The Reading Strategy will also support one of the Adult Learning Strategy’s key themes: to ensure “a broad range of learning opportunities for the city as a whole in personal development, health and well being, community involvement and citizenship, basic skills and accredited learning to improve access to work and volunteering.”



### **Case Study: Mobile Library visits to Cityclean**

As part of the GO Award funding from SEEDA (South East England Development Agency) to embed Skills for Life into policies and practices across local authorities, Brighton & Hove Libraries have worked with Cityclean refuse and recycling service. In 2007, the mobile library visited the depot on a monthly basis. As well as a drop-in session, it also supported the regular literacy class. With many of the staff at the depot having English as a second language, the library was able to draw upon its collection of books in languages other than English. The project also benefited from close partnership working with union learning representatives and the Learning Centre Manager.

## 4 Early Years (birth - 5 years)

### 4.1 Where are we now?

- In the Early Years Foundation Stage in 2008, 55% of all children in Brighton & Hove gained more than 6 scale points in Communication, Language and Literacy, above the national figure. Both boys and girls achieved above their respective national figure with girls performing better than boys
- 87% of children 0-12 months received *Bookstart* packs in 2008
- 68% of children 18-30 months received *Bookstart Plus* packs in 2008
- 100% of children 36-48 months received *Bookstart* Treasure Chest packs in 2008

### 4.2 Current Provision for Early Years

Reading and a love of books is encouraged from birth through the *Bookstart* programme delivered through a partnership between Libraries and the Children and Young People's Trust. *Bookstart* provides books for babies and young children through the gifting of packs to all children at birth, at eighteen months and at three years and take-up is good. The Ethnic Minorities Achievement Service (EMAS) has worked with the Libraries Services to encourage bilingual families to use the dual language books included in *Bookstart* packs.

Support for children's development continues in libraries through the provision of well-attended *Story Times* and *Baby Boogie* sessions. *Story Times* encourage early and continuing family library use, contributing to improving early literacy and numeracy, developing socialisation skills and stimulating reading for pleasure. *Baby Boogie's* emphasis on pre-school music and rhyme encourages learning through play, improving literacy, numeracy and social skills as well as developing family library use. EMAS has accompanied families with English as an

additional language to these sessions in order to support their accessing of Library services.

Our team of Early Years consultants has helped practitioners manage the implications of the Rose Report (*Independent Review of the Teaching of Early Reading*, DCFS, 2006). All practitioners have been offered further training on early phonics and the introduction of *Letters and Sounds*. Targeted schools have been supported in their development of appropriate reading strategies and systems to track children's learning towards the Early Learning Goals. Additional resources have been purchased for each setting to support Communication, Language and Literacy. Music workshops have been offered to non-profit making Early Years settings to support the early stages of *Letters and Sounds*.

Early Years Foundation Stage Profile data for 2008 indicates that standards are rising in Communication, Language and Literacy across the city.

As part of EMAS's pre-school activities, bilingual parents and their children have been encouraged to make use of Libraries Services and especially their dual language materials. EMAS has ensured that all pre-school practitioners received a book with positive images of black minority ethnic characters. Story bags are used by EMAS Early Years staff to encourage settings to promote an early enjoyment of stories by bilingual children.

## 4.3 Priorities for the Future

### Priority 1: Train and support all practitioners and teachers working across the Early Years Foundation Stage

#### We will:

- 1 Work in partnership with the National Strategies to implement and evaluate the Early Years Foundation Stage (EYFS) and the Communication, Language and Literacy Development (CLLD) programme
- 2 Offer a comprehensive training package to all settings and schools to enhance the skills of practitioners and teachers in Communication, Language and Literacy from birth-5
- 3 Accredit settings with the *I can* Early Talk programme
- 4 Promote models of good practice
- 5 Encourage schools, libraries, and Early Years settings to work in partnership with families to support a joy in early reading
- 6 Implement the *Every Child a Talker* programme



### Priority 2: Raise the % of children living in areas of deprivation achieving 6+ in Communication, Language and Literacy in the Early Years Foundation Profile

#### We will:

- 1 Analyse data carefully to target resources to children who are most at risk of underachievement
- 2 Target additional resources and support to settings and schools with the highest % of children living in disadvantage
- 3 Work in partnership with all services working with children under 5 to develop early communication skills
- 4 Promote models of good practice through our children's services

### Priority 3: Promote and support parents and carers reading with their children

#### We will:

- 1 Develop and promote our *Bookstart* gifting at all three levels: *Bookstart* (0-12 months), *Bookstart Plus* (18-30 months) and *Treasure Chests* (36-48 months)
- 2 Increase the number of under fives who are active library members, and encourage the development of a love of reading at an early age
- 3 Deliver activities targeted to encourage rhyme and repetition
- 4 Improve and promote libraries collections for under fives
- 5 Deliver reader development sessions for practitioners in Early Years settings

## Case Study: Baby Boogie

Now in its sixth year, *Baby Boogie* runs in 11 libraries and numerous community settings promoting the value of singing and rhymes for babies and toddlers. The development of language and listening skills, movement and co-ordination, concentration, memory development and social skills are encouraged in a fun and informal way during the *Baby Boogie* sessions. Once families start attending *Baby Boogie* we have them hooked, and encourage them to join the library, collect their *Bookstart* packs and access the resources the library provides to both adults and children.



## Case Study: Book Ahead Programme for Early Years

As part of the National Year of Reading, the government provided funding for the *Book Ahead* scheme to enable the library service to provide free loans of children's books to Early Years settings.

Sixty-seven Brighton & Hove Early Years Settings applied to take part in the scheme and their first collections of bright new picture books were delivered to them in September 2008, and were then exchanged in January 2009. A further eleven settings have now applied to take part.



The *Book Ahead* scheme also aims to encourage and develop links between libraries and Early Years settings, so we are offering two free reader development sessions: *Sharing Stories with Young Children* to be held in libraries, for staff from settings to attend.

The *Book Ahead* team arranged a story session in Portslade Library for pre-school children and their parents/carers, and children from the local Footsteps Nursery were invited too. The session was well received and the nursery indicated that they would now like to attend the new weekly story sessions that have just been set up by Portslade Library and South Portslade Children's Centre.

## 5 Children and Young People (5 - 19 years)

### 5.1 Where are we now?

- By the end of Key Stage 1, 84% of all pupils gained level 2+, above the national average. Girls were ahead of boys gaining 88% compared with 80%
- 88% of Key Stage 2 pupils gained a level 4+ in the reading part of the English test in 2008. 87% of boys achieved this and 90% of girls. 94% of all pupils gained a level 3+. Overall pupils performed better in reading than in writing at level 4+ but at a similar level at L3+. Results were above the national average
- In Key Stage 3, 67% gained a level 5+ in reading in 2008, a little below the national average, boys gaining 60% and girls 74%. Pupils' performance in writing was much stronger
- In Key Stage 4, 60% of all pupils gained A\*-C in English in 2008 and 98% gained A\*-G grades. 55% of boys gained A\*-C compared with 65% of girls. 68% overall gained A\*-C in English Literature with girls attaining at a higher level than boys
- There are 1,750 pupils in Brighton & Hove for whom English is an additional language (6.7%)
- 402,900 library books are issued to children each year (0-15 year olds)
- 30,689 children (0-15) are public library members
- 17,280 children attended 691 events or activities focused on reading and writing organised by Libraries Services in 2008

### 5.2 Current Provision for Children and Young People

#### Schools

In response to the renewed Primary Framework, most primary schools have reviewed their reading curriculum and have in place strategies for shared, guided and independent reading linked to the teaching sequence in different units of work.

The development of reading has been supported in targeted primary schools, including broadening the resources available, developing effective teaching strategies and securing teachers' subject knowledge of progression in skills and understanding.

Training has been delivered to enable primary schools to run specific interventions to improve reading attainment across the age range.

Following the Rose Report's recommendations for early reading, all primary schools have received training and materials to ensure they have a systematic, structured approach to teaching early reading. Targeted schools have undergone a vigorous process of auditing provision and forward planning to support the development of effective practice.

The Language and Literacy Support Service (LLSS) literacy team has worked with schools to raise standards and remove barriers for pupils experiencing significant difficulties with reading. Through personalised programmes of work the LLSS has provided resources, including appropriate books, games and information technology to support reading. A continual programme of training for all school staff has ensured up-to-date methods have been available for schools to raise attainment for pupils experiencing dyslexia and other Special Educational Needs.

Mainstream schools provide a good level of support for children and young people with Special Educational Needs to improve their reading. Special schools have considerable expertise in supporting those with complex needs including severe or profound and multiple needs. Good use is made of such strategies as signs, symbols, simplified texts, drama activities, props and sensory experiences.

EMAS makes use of a variety of dual language reading resources, both fiction and non-fiction, and has encouraged both primary and secondary schools to improve their stock of dual language books.

Development work relating to reading is taking place in secondary schools to reinvigorate teaching, improve students' experience and enjoyment, and raise attainment. The renewed secondary curriculum and new approaches to

national assessment have provided the impetus to refine opportunities for reading for pleasure and purpose. In all the secondary schools a range of activities and new approaches are being used, including reading celebration days; author visits; reading 'buddy' schemes; investment in a wider range of multi-modal texts; a renewed focus on compelling learning experiences with whole texts; participation in national reading awards; and more creative capturing of evidence to assess reading progress more accurately.

Over the last three years, Key Stage 4-5 transition to advanced level English Literature courses has been improved through widening students' range of reading. A booklist has been developed supported by annual cross-city conferences for Year 10 students expecting to study AS/A2 Literature in the sixth form.

### Case Study: Story Telling at Key Stage 1 Project

A two term project run by the Primary Literacy Team based at four local schools. The main focus was to develop confidence and expertise in story telling, by sharing, with colleagues, opportunities to practise, rehearse and apply techniques throughout the whole curriculum.



When asked to evaluate the project, participating teachers fed back that: "Role play was a great way to develop language" (Vicky Comfrey, Goldstone Primary School) and, "Listening to stories helped children to develop their own imagination" (Kirsty Adams, Bevendean Primary School)

Through the success of the project, the team has been able to purchase 60 high quality story sacks which are now available to schools on loan. They will also be running a Story Telling course open to all primary schools in the spring term 2009.

## Libraries

*Homework Clubs* offer free and stimulating study support for young people, aiming to achieve increased motivation and self-esteem and have a positive effect on standards including literacy. There were 1,633 child attendances at *Homework Clubs* in 2007/8.

*Summer Reading Challenge* aims to keep children reading and visiting the library throughout the summer. Research shows that children who participate read more and feel more confident about reading and choosing books. Sixty-four schools took part last year.

*Chatterbooks* reading groups are aimed at 8-12 year olds in the form of fortnightly sessions, with an emphasis on word play games, reading for pleasure and reader recommendation.

*Boys into Books* (8-13 years) and the *Book Ahead* (0-7 years) pre-school loans scheme are aimed at reaching boys and Early Years settings across the city through targeted book delivery, promotion and reader development sessions.

## 5.3 Priorities for the Future

### Primary Schools

#### Priority 1: Raise the profile of reading in all primary schools

##### We will:

- 1 Support schools in engaging with the Primary Framework resources and in ensuring delivery of a broad and rich reading curriculum
- 2 Work with schools to encourage the use of *Reading Connects* and other resources to develop 'teachers as readers', as well as 'pupils as readers'

- 3 Encourage schools to improve and develop reading resources and environments, in all classrooms and areas, including outside learning
- 4 Run a joint project with Centre for Literacy and Primary Education (CLPE) to improve the teaching of reading and evaluate the impact of this on pupil attitudes and attainment
- 5 Support schools' planning so that engaging families with reading is integrated into the School Improvement Plan, and that working with parents and wider family to support reading is part of the whole-school ethos

#### Priority 2: Raise attainment in reading and increase the number of pupils attaining age-appropriate levels across Key Stage 1 and Key Stage 2

##### We will:

- 1 Train and support schools using provision and intervention mapping to identify pupils in need of intervention and ensure they manage reading interventions effectively
- 2 Strategically manage the *Every Child a Reader* programme, and deliver training on other interventions, to significantly reduce the number of underachieving pupils in each year group
- 3 Work in partnership with the Education Business Partnership in Brighton & Hove to engage with the business community to provide staff volunteers to support reading in schools

### Priority 3: Empower families to support their children's learning through encouraging reading for pleasure

#### We will:

- 1 Encourage schools to undertake and develop projects that involve parents and carers as partners in promoting reading for pleasure
- 2 Work with wider services within the Children and Young People's Trust to develop an inclusive strategy and ensure that all families are targeted via a range of approaches
- 3 Identify good practice across the Local Authority and share expertise when engaging with families
- 4 Develop partnership working between schools and Libraries Services to facilitate links with schools and raise families' awareness of support that is available

#### Case Study: Off By Heart Competition at Downs Junior School

During the autumn term of 2008, the children at Downs Junior School participated in an exciting new poetry initiative devised by the BBC. The aim of *Off by Heart* was to encourage primary school pupils to engage with learning and reciting poetry.

The school was keen to foster the celebration of the richness of the spoken word, allowing poetry to speak and bring out children's creative energies to the words of our great poets. Children were given the opportunity to choose poetry from a wide and diverse range of published work, from established children's authors to new and emerging poets.

For many weeks, the school was abuzz with the sound of children discovering the joys of poetry, whatever their performance level. Each class listened to their peers perform. Many children were then selected to perform in whole-school assemblies and one lucky child went forward to represent the school in a poetry workshop at the Jubilee Library.

"The process was a great success and the level of enthusiasm was wonderfully unexpected.



Even children as young as seven were able to recite the whole of *Matilda* by Roald Dahl. It was very moving and inspiring to watch. Some children devoted hours of their time learning their poem. The support from non-participants was fantastic and we all enjoyed the performances. As a result we are thinking of developing this into an annual event in the week before Christmas." - Lesley Kay (Lead Literacy Teacher Downs Junior School)

## Case Study: Reading Volunteers

The Brighton & Hove Education Business Partnership (EBP) works with EDF Energy to engage members of their staff who are involved in the EDF Energy *Helping Hands* community support programme.

Andrew Beale is the longest-serving staff volunteer in the city working with the EBP - he has been helping children to read at Mile Oak Primary School in Portslade for three years.

Therese Cole of the EBP was delighted to present Andrew with a certificate of recognition and a bottle of champagne recently to acknowledge his contribution.

Andrew attends the school for one hour every week to help two pupils with their reading skills.

Martin Cooper, Deputy Head of Mile Oak Primary commented: "Andrew has made a real difference in the school. The children have improved their ability by having a regular and sustained level of support with an adult from the business community who has been a real help to in raising the reading ability of several students."

The school has won a Literacy Trust *Reading Connects* national award.



## Secondary Schools

### Priority 1: Improve range, content, engagement and progression in reading via Assessing Pupils' Progress (APP) in secondary schools

#### We will:

- 1 Provide Secondary National Strategies training to support the implementation of APP
- 2 Support the standardisation of students' work to increase understanding of national standards at different levels
- 3 Support the development of moderation processes so that:
  - assessment informs teaching and learning for progression in reading
  - reading range and content is extended
- 4 Establish a lead school partnership to continue developing the capacity in schools to manage these processes, track student progress and share best practice
- 5 Support special schools in extending APP to students working at P scale level (i.e. below National Curriculum levels) in order to improve their reading



## **Priority 2: Improve intervention at an earlier stage through one-to-one tuition in Key Stage 3**

### **We will:**

- 1 Work in partnership with secondary school Strategy Managers to implement the programme
- 2 Provide models of implementation
- 3 Support schools in:
  - utilising APP for targeted intervention, including for those who have fallen behind expectations in reading
  - establishing and maintaining high-quality one-to-one sessions in Key Stage 3
  - evaluating impact of one-to-one tuition on reading progress
- 4 Support the implementation of Key Stage 4 one-to-one tuition in schools that are part of the National Challenge

## **Priority 3: Improve the reading curriculum through support for continued, yearly implementation of the renewed curriculum in Years 7, 8 and 9**

### **We will:**

- 1 Provide training for planning for engagement, range and progression in reading
- 2 Support subject leaders in developing their expertise in planning for engagement, range and progression in reading
- 3 Utilise the English network to build capacity in schools to embed best practice in teaching and learning of reading

## **Priority 4: Improve achievement and attainment in reading in Key Stage 3 and 4**

### **We will:**

- 1 Refine, with school Strategy/data managers, school systems for tracking students to ensure progression in reading
- 2 Support departments in selecting new GCSE specifications most suited to all their students
- 3 Provide training for planning a renewed Key Stage 4 reading curriculum in line with the new programmes of study and post-GCSE specifications
- 4 Develop the English network to continue building capacity in schools to embed best practice in the teaching and learning of reading
- 5 Work through Agreements for Improvement Work (AIWs) to develop quality first teaching of reading

## **Priority 5: Provide support and leadership with the implementation of functional skills, including building and applying reading skills**

### **We will:**

- 1 Provide training for teachers who lead on implementing functional skills across the core subjects in their school
- 2 Develop, in partnership with departments, high quality resources for building reading skills that students can apply to texts of increasing complexity, unfamiliarity and technical demand with increasing independence
- 3 Support the focused development of building and applying reading skills across the curriculum

## Children and Young People with Disabilities and Special Educational Needs

### Priority 1: Further develop provision for children and young people with disabilities and Special Educational Needs

#### We will:

- 1 Encourage Literacy Coordinators and Special Educational Needs Coordinators (SENCOs) to work together to monitor practice in reading and evaluate impact of specific strategies
- 2 Enable the Language and Literacy Support Service to work with SENCOs to assess and monitor the needs of pupils with significant reading difficulties and provide suitable interventions
- 3 Support schools in providing personalised tuition in reading to increase access to the curriculum for pupils with Special Educational Needs and dyslexia
- 4 Support the reading development of children with severe or profound and multiple needs, through a range of strategies including use of signs, symbols, big books, audiobooks, DVDs, props, sensory experiences and role play, making full use of special schools expertise
- 5 Support the reading development of children and young people with visual impairment and others who need special arrangements to access reading materials in alternative formats, through the use of audiobooks, reading aids, Braille books and other positive activities to encourage reading

## Libraries

### Priority 1: Promote a love of reading and support reader development

#### We will:

- 1 Establish online reading groups aimed at young people (13-19 years) using the opportunities provided by web 2.0 and social networking technologies to enable young people to read and recommend books to their peers
- 2 Develop a *Creative Writing Mentorship* programme through engagement with selected local secondary schools to encourage creative writing by Year 9 students
- 3 Promote reading for pleasure specifically to children and young people aged 13+, through a newly developed stock purchasing profile



## Case Study: Moving On – a Key Stage 4 to 5 Literature Conference

Building on last year's inaugural conference, summer 2008 saw the Jubilee Library once again host *Moving On* – a conference for Year 10 students intending to study English Literature at AS /A2 level in the sixth form.

This conference has as its rationale the need for students to read more widely well before they transfer to their sixth form Literature courses. It also serves to give them a taster of the different level of text they will encounter and the typical teaching styles associated with AS/A2. And of course what better a conference to run in the National Year of Reading?

So on 8th July a selection of students from across the City's secondary schools gathered in the Jubilee's conference rooms. After a short introduction which included a DVD of Year 13 students talking about their A level experiences, students opted into a sequence of three workshops led by a mixture of local school and college sixth form teachers.

Encounters took place with Arthur Miller, Wilfred Owen, *Wuthering Heights*, Shakespeare, Annie Proulx, and the original 'weasel under the cocktail cabinet' – Harold Pinter. A casual movement between sessions revealed students engaged in deep discussion of corsetry in Bronte's 19th century Howarth, devising drama tableaux, and bringing to life '*Tomorrow, tomorrow and tomorrow, creeps in this petty pace of time*'.

The poet Catherine Smith rounded off the morning with an absorbing glimpse into her writing – both how it is stimulated as well as the final "products".

Students left highly enthused about the event with 100% of evaluations requesting a repeat in 2009. Presenters left in a similar mood.

A remarkably productive bringing together of students and staff from schools, colleges and the Local Authority!



## 6. Adults (20+ years)

### 6.1 Where are we now?

- 15,700 (9.3%) people of working age in the city have no qualifications. This compares with 9.6% for South East and 13.8% for Britain as a whole
- Basic skills estimates identify almost 12,000 people lacking basic literacy skills
- The age group where there is a high proportion of residents with no qualifications is the 50-64 age group (21%) compared with 15% in the South East and 22% in Britain
- Low-level literacy and lack of stable housing plays a part in many Travellers not receiving the benefits or training they are entitled to
- 75% of young offenders have serious literacy difficulties
- More than half of all prisoners only reach the education level expected of an 11 year old in reading, writing and maths
- There are over 7,000 people in the city for whom English is a second language
- Over 800,000 library books are issued to adult borrowers every year
- There are 195,000 library members in the city, however only 55,000 of them (22% of the city's population) have borrowed from the library in the last year

### 6.2 Current Provision for Adults Reading

#### Family Learning

Family programmes aim to develop the skills or knowledge of the adult and the child, and to help parents/carers support their children's learning. The more intensive *Family Literacy, Language and Numeracy (FLLN)* programmes aim to improve the language, literacy and numeracy skills of parents and carers, and are targeted to meet need in specific schools and pre-school settings.

Most programmes are run for families with children in pre-school and Reception classes, so early reading skills form a key part of the children's Family Learning curriculum. In the adults' part of the course, adults are encouraged to rekindle an enthusiasm for reading themselves as they learn how to support and encourage their children's reading.

The current Family Learning offer includes:

- Intensive Family Literacy and Numeracy courses for parents/carers with Skills for Life needs
- *Early Start* programmes for parents with children aged 0-4 to develop speaking and listening skills
- Family Learning courses specifically for families with English as an Additional Language
- National Certificate courses for adult literacy and/or numeracy
- Pre-school Family Learning courses for parents/carers and their pre-school children to help families find out more about how children are taught in schools whilst enjoying practical learning activities
- *Keeping Up with the Children* courses for parents who want to find out more about

how to support their children's learning at school and at home

- Literacy and numeracy workshops in schools, for parents and pupils to enjoy a range of literacy and numeracy activities together, designed to boost parents' confidence in supporting their children
- Specialised versions of the above courses are run for targeted groups such as teenage parents, and families with children with special needs

Ethnic Minorities Achievement Service encourages bilingual families to continue their child's reading in their first language and advises on strategies to support bilingual children learning to read in English.

## Libraries

Reading is at the core of public library services, supporting reading for pleasure, and for learning, information and knowledge development. As well as inspiring and entertaining people, reading for pleasure can help develop the skills and confidence of adults and support learning.

The Libraries Services run or support over 50 reading groups across the city, providing book sets, discussion questions and background information, and this will be further developed by introducing targeted groups, and by setting up provision for group reading for different sections of the community. A possible development is a reading group for people with visual impairments, and consideration is being given to how to attract people with a lower reading ability. This includes looking at groups using Quick Reads titles, aimed at bringing reading for pleasure to people who would not necessarily engage with a mainstream group.

Libraries support adult learners with essential skills needs, reaching out to non-traditional library users and those with literacy gaps. There are Essential Skills collections in all 15 local libraries, including basic grammar and numeracy textbooks as well as fiction aimed at people with lower reading ability. Libraries Services have signed up to the *Six Book Challenge*, a scheme to encourage people to read six books over a set period.

An essential part of encouraging reading is ensuring our libraries have the right stock in place that reflects the community it serves. Libraries Services purchase new stock every year, using community profiles, customer comments and consultation to help inform the selection. Libraries Services provide a wide range of reading materials including print, multi-media and online resources, as well as documents and collections of local historical and cultural interest. More than 1.5 million items are borrowed from our libraries each year. Comprehensive reference and information services are also available.

Libraries Services also provide staff skilled in helping customers to find and evaluate reading material and information they need, and run events and activities to encourage people to read more widely and develop their reading skills.

## 6.3 Priorities for the Future

### Priority 1: Increase the literacy rate amongst adults

#### We will:

- 1 Develop a city-wide adult literacy strategy for adults that aims to increase the number of adults achieving nationally recognised literacy qualifications in the city by 3%
- 2 Deliver Step training to Health Visitors in East Brighton in partnership with *Bookstart*, to promote understanding of literacy and numeracy needs in adults, and facilitate routes to further education and training
- 3 Encourage reading for pleasure in adults by publicising Quick Reads and the BBC's *Reading and Writing* (RaW) campaigns
- 4 Promote the benefits of reading for pleasure for emergent readers, and the contribution this can make to the development of their learning
- 5 Enable emergent readers to know where they can gain access to up-to-date information and to receive advice and guidance on learning opportunities
- 6 Increase partnership working between libraries and other agencies supporting reading and literacy development



### Priority 2: Encourage and support families reading and learning together

#### We will:

- 1 Improve parental involvement in their children's education and develop a higher profile for the important job that parents do in supporting their children's reading and learning
- 2 Develop engaging activities and good role models to encourage parents and children to share books and reading together, including families where members have a visual impairment
- 3 Co-ordinate activities around the National Family Learning Festival particularly since one of the themes is the *Big Picture Party* - a campaign to celebrate picture books - and around new media and technology
- 4 Increase the number of Early Years Foundation Stage short and introductory courses delivered in targeted areas for family groups
- 5 Promote bilingual parents' understanding of the benefits for bilingual children of engaging with stories and books in English and their first language

### Priority 3: Recognise and promote the broader benefits of reading

#### We will:

- 1 Recognise and promote the employment benefits of reading, and develop opportunities for people to re-engage with reading as a stepping stone to employment
- 2 Recognise and promote the well being and mental health benefits of reading
- 3 Increase the number of people reading and measure this through increased numbers of books issued by libraries
- 4 Encourage more people to read more widely through effective book promotion
- 5 Bring readers together to stimulate discussion and connect them with writers, performers and publishers
- 6 Identify and provide access to quality printed, multi-media and online resources that inspire people to read, and thereby extend their skills, knowledge and understanding
- 7 Support educational outreach services and other outreach/development workers and explore the use of libraries as community venues for drop-in sessions
- 8 Use reading to engage socially excluded groups, providing learning and leisure opportunities for all

#### Case Study: Telling Tales Story Telling Event – Jubilee Square and Library 25th July 2008

Brighton & Hove hosted the National Year of Reading *National Telling Tales* competition for adults in conjunction with story telling workshops run by local authors Miriam Moss and Guy Parker Rees.

The event was designed to celebrate the art of story telling and encourage parents and carers of young children in the Brighton & Hove area to share the wonders of story telling at home.

The author readings and workshop were well attended by young and old alike with enthusiastic entries to the *National Telling Tales* competition that doubled the total at the previous event in Birmingham.

There was fantastic press coverage with a front page spread in *The Leader* and page two in *The Argus*. A Meridian TV crew also attended.



**Translation? Tick this box and take to any council office.**

ترجمة؟ ضع علامة في المربع وخذها إلى مكتب البلدية. Arabic

অনুবাদ? বক্সে টিক চিহ্ন দিয়ে কাউন্সিল অফিসে নিয়ে যান। Bengali

需要翻譯? 請在這方格內加別, 並送回任何市議會的辦事處。Cantonese

ترجمه؟ لطفاً این مربع را علامتگذاری نموده و آن را به هر یک از دفاتر شهرداری ارائه نمایید. Farsi

Traduction? Veuillez cocher la case et apporter au council. French

需要翻译? 请在这方格内划勾, 并送回任何市议会的办事处。Mandarin

Tłumaczenie? Zaznacz to okienko i zwróć do któregokolwiek biura samorządu lokalnego (council office). Polish

Tradução? Coloque um visto na quadrícula e leve a uma qualquer repartição de poder local (council office). Portuguese

Tercümesi için kareyi işaretleyiniz ve bir semt belediye burosuna veriniz Turkish

other (please state)

**This can also be made available in large print, Braille or on audio tape**

**Subject:** Children's Centres Performance 2008  
**Date of Meeting:** 8 June 2009  
**Report of:** Director of Children's Services  
**Contact Officer:** Name: **Caroline Parker** Tel: **293587**  
E-mail: caroline.parker@brighton-hove.gov.uk  
**Key Decision:** No  
**Wards Affected:** All

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides information on the performance of the city's Sure Start Children's Centres in 2008 and priorities for the future.
- 1.2 The performance management arrangements for children's centres sit within the national Public Service Agreement (PSA). The PSA targets relevant to children's centres include the Foundation Stage Profile outcomes, childhood obesity, children in low income households and reducing health inequalities. The full national performance management framework for children's centres is at appendix 1. The Department for Children, Schools and Families requires local authorities to have an annual performance management conversation with each children's centre. This conversation is based on a self-assessment which brings together all performance information, reflects on the previous year's performance and proposes priorities for the future year. An in depth self-assessment framework (SEF) has been completed for each children's centre. The SEFs include linked children's centres in the same document. A summary annual report will also be published and widely distributed for each SEF.
- 1.3 Ofsted are piloting inspections of children's centres in 2009 and plan to begin a full programme from April 2010.

#### 2. RECOMMENDATIONS:

- 2.1 To note the citywide summary at appendix 2 and to agree the priorities for 2009.
- 2.2 To note that annual reports are being published for each of the eight main children's centre areas. An example is at appendix 3.

#### 3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Children's experiences in their early years have a major impact on their life chances. Sure Start Children's Centres play a central role in improving outcomes for all young children and in reducing inequalities in outcomes between

the most disadvantaged children and the rest. Children's Centre services vary across the city to reflect different levels of need and focus on children most at risk of poor outcomes because of deprivation and disadvantage. Services are available from the city's 16 children's centres, with others delivered at places such as GP surgeries, health centres and community halls. Families may also receive services through visits to their homes. The hub children's centres are based in more disadvantaged areas of the city, include nursery provision, and offer a wider range of services than the gateway children's centres.

#### **4. CONSULTATION**

- 4.1 Each linked hub and gateway children's centre has or is developing an advisory group with local representatives including parents who advise on the development of services and monitor performance.

#### **5. FINANCIAL & OTHER IMPLICATIONS:**

##### Financial Implications:

- 5.1 The Department for Children, Schools and Families allocated Brighton & Hove capital funding of £1,882,000 over three years with effect from 2008/09 to fund both new Children's Centres and maintenance for existing Children's Centres. The revenue funding for Children's Centres will increase from £3.69 million in 2008/9 to £5.23 million in 2010/2011. This increase is to fund the new Centres and to increase funding for outreach workers and parenting support in existing Children's Centres. The cost of delivering the priorities in Appendix 2 will be met from within the grant allocation. Any ongoing revenue costs will be met from within the revenue grant allocation for children's centres. Although grant allocations have only been announced as far as 2010/11 it is anticipated that this funding will be ongoing.

*Finance Officer Consulted: M Herrington/Jeff Coates*

*Date: 20/05/2009*

##### Legal Implications:

- 5.2 The local authority has a statutory duty under the Childcare Act 2006 to improve early years outcomes and to narrow the gap for the most disadvantaged children by providing integrated early years services. The authority's partners in health also have a statutory duty to work with the authority to make such arrangements. Access to and provision of the services described via the children's centres assists in meeting the statutory duty towards children in need imposed by the Children Act 1989, and in promoting the priorities the Children's Trust must deliver under the Children Act 2006 .

*Lawyer consulted: Natasha Watson*

*Date: 22/05/2009*

##### Health Implications:

- 5.3 Children's Centres promote the Being Healthy outcome for young children by providing access to health services including antenatal services and the Child Health Promotion Programme.

### **Equalities Implications:**

- 5.4 Children’s Centres must focus on children and families at risk of social inclusion, fathers, teenage parents, children and families from minority ethnic groups, and children with disabilities and additional needs.

### Sustainability Implications:

- 5.5 Provision of early years services in local communities supports the sustainable communities goal. Capital developments will take place in accordance with sustainable consumption and production, as well as natural resource protection and environmental impact assessment.

### Crime & Disorder Implications:

- 5.6 Research shows access to integrated early years services and good quality childcare supports children’s learning and achievement in life.

### Risk and Opportunity Management Implications:

- 5.7 “I DO RM” tool will be used for any new projects.

### Corporate/Citywide Implications:

- 5.8 The relevant corporate and CYPP objectives is: Reduce inequality by increasing opportunity

## **6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 The Self-Evaluation Frameworks follow national guidance.

## **7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 The recommendations are based on the self-evaluations completed by the Children’s Centres and the outcome of the annual conversation held on 26 April.

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

1. Performance management arrangements for Sure Start Children’s Centres
2. Citywide SEF summary
3. Example of an Annual Report

### **Documents In Members’ Rooms:**

All Annual Reports

### **Background Documents**

Sure Start Children’s Centres Self Evaluation Framework Documents



**New Performance Management Framework for Sure Start Children's Centres**

<b>ECM Outcome</b>	<b>Recommended Key Indicators</b>	<b>Difference</b>	<b>Data Source</b>	<b>Timing</b>
Enjoy and Achieve	NI 72 – Percentage of children who achieve a total of at least 78 points across the Early Years Foundation Stage (EYFSP) with at least 6 points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales. (PSA 10)	SAME (as original framework)	DCSF/LAs based on EYFS Profile results.	Annual. LAs will have their own data now. DCSF will publish data for all LAs mid September 2008, so LAs will be able to benchmark their performance against their statistical neighbours.
	NI 92 - Percentage gap between the lowest achieving 20% in the EYFSP and the rest (PSA 11)	NEW (from 2008-09)	As above	As above
Be Healthy	NI 53 – Percentage of infants being breastfed at 6-8 weeks from birth (PSA 12)	CHANGED (old indicator referred to 'breastfeeding initiation')	PCT – as for old breastfeeding initiation indicator	Quarterly
	NI 55 – Percentage of children in reception year who are obese (PSA 12)	SAME (as original framework)	PCT – same as last year	Annual
Achieve Economic Wellbeing	NI 116 - Percentage of children aged 0-4 living in households dependent on workless benefits (PSA 9)	SAME (as original framework)	DCSF (from SOA level data supplied by DWP), accessed via the Key to	Annual. 2007 data is available now.

			Success website.	
	NI 118 – Percentage of eligible families benefiting from the childcare element of Working Tax Credit; (DWP DSO)	NEW (from 2008-09)	HMRC Tax Credit Admin Data. SOA level data made available on the HMRC website.	2005 data is available now. More recent data will be made available once cleared by HMRC and DCSF
Stay safe	NI 70 - Rate of emergency hospital admissions caused by unintentional and deliberate injuries to children and young people (PSA 13)	NEW (from 2008-09)	Information Centre for Health and Social Care will publish Hospital Episode Statistics. DCSF is discussing with DH how LAs might be able to access data broken down by SOA and age; currently data is published for the 0 to 17 age group and is at a LA level. We will update LAs on the situation later this year.	To be confirmed
Access for the most excluded groups	Percentage of members of the following groups in the children's centre reach area, with whom the children's centre establishes contact Teenage mothers and pregnant	CHANGED ('fathers' has been added to the list)	Collected at children's centre / LA level.	To fit in with self evaluation and LA performance cycle

	teenagers; Lone parents; Children in workless households; Children in Black and Minority Ethnic groups; Disabled children; children of disabled parents; and fathers. Other priority groups in the CC area.			
Parental Satisfaction	% of parents of children aged 0 to 5 in the children's centre area satisfied with services	SAME (as original framework)	Collected at children's centre / LA level.	To fit in with self evaluation and LA performance cycle



## Sure Start Children's Centre Self-Evaluation Reports 2008/09 – Brighton and Hove Citywide Summary

### 1. Introduction

This report summarises the results from the 2008 self-evaluation reports for children's centres in Brighton and Hove. Children's centres complete a self-assessment which brings together all the performance information for the year, reflects on the previous year's performance and proposes priorities for the coming year. The self-assessments have followed the national guidance on the process and format of the assessment. Linked children's centres are included in the same SEF document but performance against each indicator is shown separately for each catchment area.

The SEF's include gradings against the Every Child Matters outcomes and other national outcomes together with an overall grading. The performance grades are based on national guidance on descriptors of standards for each grade. This report includes a summary grade for each outcome for the city as a whole.

Children's centres are still very new in some areas of the city with five having been open for less than a year: City View opened in March 2008, and Conway Court, South Portslade, Hangleton Park and West Hove in May 2008. Three new Children's Centres are planned to open by 2011: Westdene, Preston Park and Saltdean/Rottingdean.

### 2. Performance indicators

Children's centres work towards a national performance management framework which includes Public Service Agreement targets on the Early Years Foundation Stage Profile, childhood obesity and children in low income households. Annex 1 includes charts which show performance against the main indicators across the children's centre reach areas.

### 3. Progress over the last year and citywide judgements (2008/09)

#### Being Healthy

- Citywide performance is outstanding with a very strong health led integrated model involving health visitors and midwives.
- The children's centres teams deliver the nationally direct Child Health Promotion Programme which includes health promotion and assesses the health and progress of all children under 5.

- There are postnatal depression support groups in each area of the city.
- Data quality has improved, particularly on breastfeeding, which has increased the ability to target services to areas where they are most needed.

#### Stay Safe

- Citywide performance is good with strong links with social care and effective early intervention.
- Free childcare places were provided in children's centre nurseries and with childminders for vulnerable children.
- Triple P Parenting Programmes were run during 2008 to support parents to find solutions to parenting problems and prevent future problems arising.
- Very effective protective behaviours training in the east area.

#### Enjoy and achieve

- Citywide performance is good with all Children's Centre nurseries judged by Ofsted to be good or better.
- Jump Start Nursery opened in Moulsecoomb offering childcare and free early learning for 36 children, and an extension was build to Moulsecoomb Primary School nursery to provide space so that children can now stay all day.
- Children's Centres support the Bookstart initiative and distribute packs to babies.
- There is a developed childminding network for the city.
- Speech and language services operate from children's centres.

#### Make a positive contribution / parental and community involvement

- Citywide performance is satisfactory and improving.
- Enhanced individual support is provided to children and families through the targeting process
- Parental involvement in children's centres has increased, with parents joining, and in some cases chairing, children's centre advisory groups, and parents leading sessions for children. This work has been supported by newly-appointed parent involvement workers. Some volunteering opportunities are offered and this is being expanded.

#### Achieve economic well-being

- Citywide performance is generally satisfactory and improving
- A citywide anti-poverty conference for children's centre staff increased the focus on anti-poverty work.

- There are strong links with the Family Information Service
- Jobcentre Plus provide a basic service including notice boards in children's centres but have not been able to resource outreach visits.

#### Excluded Groups

- Citywide performance is satisfactory with some good features is limited by the existing PIMS performance management system which does not allow contacts to be monitored by different target groups.
- Children's centre teams offer an enhanced targeted service to children and parents with additional needs including children with a Child Protection Plan, children with disabilities and looked after children.
- Work with disadvantaged groups was developed and improved, including One O'Clock Clubs for families with English as an Additional Language and groups for teenage parents and for disabled children and their parents.
- Work with fathers has improved, including employing a fathers' worker and developing groups for dads including funding the citywide "Baby Boogie" monthly session for fathers in the Jubilee Library.

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#### Centre leadership and financial management

- Citywide performance is good with a lean management structure, effective budget management and advisory groups established for each group of children's centres.
- The full offer children's centre buildings are well used.

#### Partnership Working

- Citywide performance is generally good with room for improvement in some areas.
- There is very good engagement with health partners and the local authority but room for improvement in links with Jobcentre Plus and local private and voluntary providers.

#### 4. Key objectives and planned outcomes for next year (2009/10)

Objective	Action	Outcome
<b>Be Healthy</b>	<p>Develop breastfeeding project, including peer support to support areas of high priority for breastfeeding education</p> <p>Implement city-wide obesity strategy including reviewing work on healthy eating and weaning advice</p> <p>Improve links and develop joint working with GPs</p> <p>Evaluate children's centre groups in order to establish baseline data and review progress towards outcomes</p> <p>Ensure smoking cessation plans are integrated</p> <p>Maintain data compliance at 90% or above</p>	<p>Improve performance against the breastfeeding and obesity PIs in under performing CCs</p> <p>Data quality sustained and improved</p>
<b>Stay Safe</b>	<p>Improve links across the age groups</p> <p>Embed Common Assessment Framework and Team Around the Child/Family more widely</p> <p>Increase the number of childcare places for children with child protection plans including developing a specialist childminder network</p> <p>Improve links with social care teams</p>	<p>Better transition for children and families</p> <p>CAFs completed for all children with additional needs on transition to school</p> <p>Increase in the number of children with CP plans benefitting from good quality childcare</p> <p>Care plans agreed jointly with the family resulting in improved outcomes for</p>

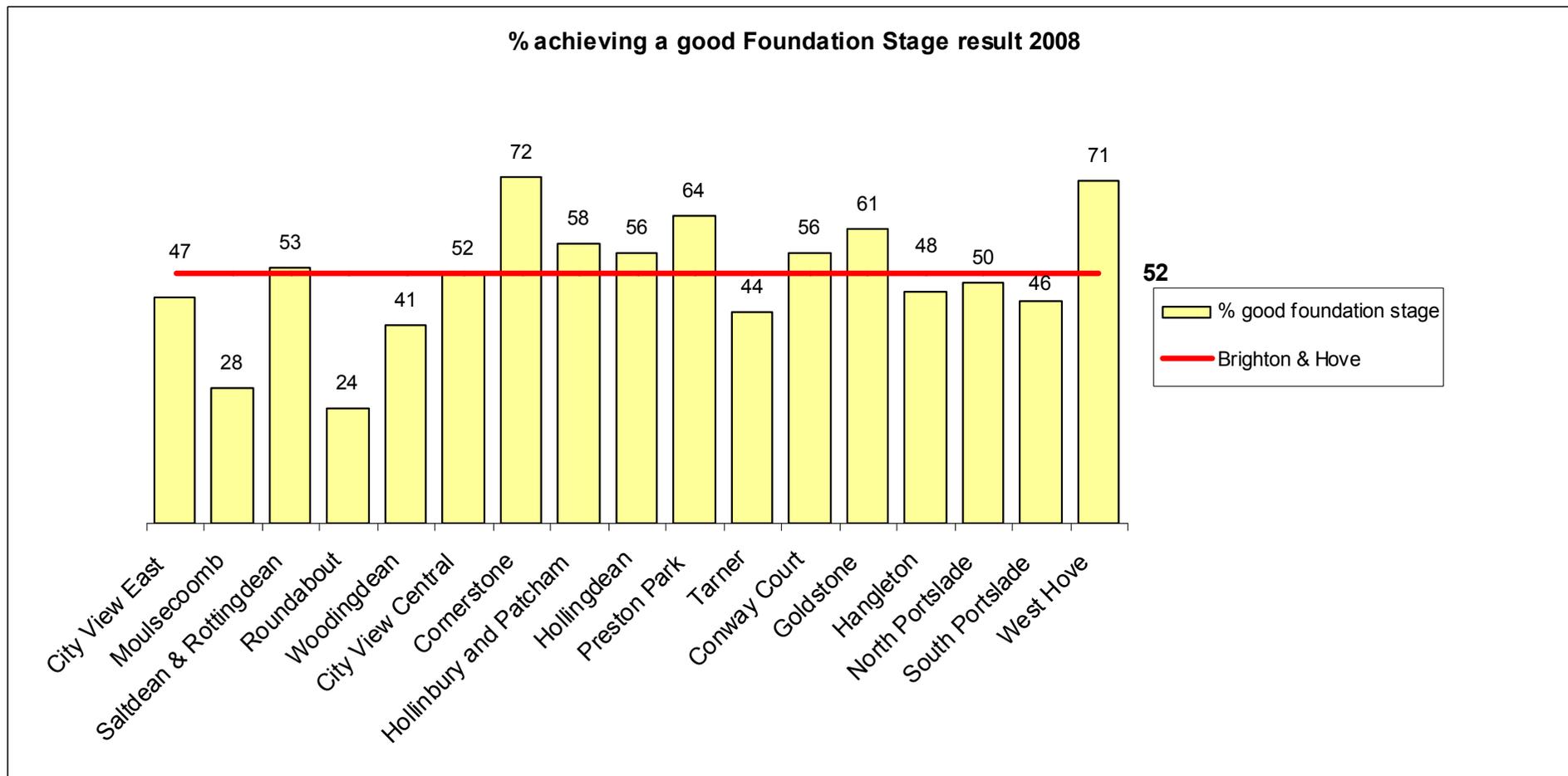
	<p>Strengthen teenage parents support team</p> <p>Establish Stay Safe groups in all Children's Centres</p>	<p>children</p> <p>Reduce second conceptions and teenage parents who are not in employment, education or training</p> <p>Reduce accidental injuries.</p>
<b>Enjoy and Achieve</b>	<p>Promote the importance of the home learning environment to parents and carers by ensuring staff understand the EYFS and developing the role of teachers outside the nurseries.</p> <p>Improve links with city-wide early years services, local schools, other early years setting and childminder networks to focus on narrowing the gap in outcomes for the most disadvantaged young children</p> <p>Ensure children with additional needs are offered coordinated support services to enable them to maximise their potential</p> <p>Improve access to speech and language therapy support</p> <p>Strengthen the childminder networks</p> <p>Commission the Playbus to work in partnership with selected Children's Centres to extend play opportunities.</p>	<p>Improvement in the FSPs scores and narrowing the gap for the most disadvantaged children</p> <p>Parents understand the factors which improve and are confident in engaging in their child's development and learning.</p> <p>Improved school readiness and reduced need for additional support when in school</p> <p>Increased number of network childminders</p> <p>Increase play opportunities for children</p>
<b>Make a Positive Contribution / Parent and</b>	<p>To develop the use of information about older siblings including school exclusions, NEETs and those in the Criminal Justice system to influence preventative work for children under 5</p>	<p>Services are fully evaluated and processes in place to measure effectiveness and outcomes</p>

<p><b>Community Participation</b></p>	<p>including learning from the experience of the Family Pathfinder Project.</p> <p>Develop a formal approach to engage with service users to evaluate the outcomes from services offered, including a comprehensive parental/user survey which identifies satisfaction against each ECM outcome</p> <p>Agree volunteering principles and policy, and increase number of parents sitting on children's centre advisory groups</p> <p>Maintain and increase parent consultation and participation on advisory groups</p> <p>Provide staff training on evaluation</p> <p>Involve children in evaluating services, including "listening to children" projects</p>	<p>Improved understanding of parents' views of children's centre services</p> <p>Parents have more confidence and self-esteem and feel ready to identify their needs, influence and facilitate children's centre activities</p> <p>More parents feel able to consider training and routes back into employment</p> <p>Children are more fully engaged and their children's centre experiences are learned from</p>
<p><b>Achieve Economic Well-being</b></p>	<p>Improve information regarding organisations offering support to parents who wish to return to work and provide them with clear and supported pathways</p> <p>Ensure Children's Centre staff can refer parents to the Adult Advancement Service</p> <p>Pilot partnership with debt counselling agencies in the East area.</p>	<p>Fewer children living with parents dependent on benefits</p> <p>Increase in the take up of the Working Tax Credit for childcare in under-performing areas</p> <p>Improved service from Job Centre Plus provided</p>

	<p>Continue to try to engage with Job Centre Plus get them to deliver activities in Children's Centres including lobbying at a regional and national level.</p> <p>Support parents to take up volunteering opportunities in order to help develop their skills and assist them to secure future employment or training</p>	
<b>Excluded Groups</b>	<p>Improve the promotion and take up of children's centre services to excluded members of the local communities</p> <p>Review the criteria and processes of targeting children for additional support</p> <p>Establish effective monitoring systems for contact with children and families from most excluded groups</p> <p>Involve hard to reach parents in developing services and overcoming barriers.</p> <p>Improve links between children's centres and Seaside View Child Development Centre</p> <p>Increase disabled children's access to mainstream children's centre activities as part of the Early Support Programme</p>	<p>Improved understanding of children's centre catchment areas and system in place to identify hard to reach groups and to capture and analyse data</p> <p>All children with additional needs have a care plans with clear targets agreed with parents</p> <p>More children from disadvantaged groups using children's centre services</p> <p>More disabled children using children's centre services</p> <p>The CCs make a positive difference to the lives of the most vulnerable children and their families</p>
<b>Centre Leadership and Financial Management</b>	<p>Strengthen the management team by developing Children's Centre Information and Development Managers, to oversee publicity, monitoring, evaluation and partnership working strategies for children's centre activities</p>	<p>Improved management capacity to oversee delivery of communication and evaluation aspects of centre</p>

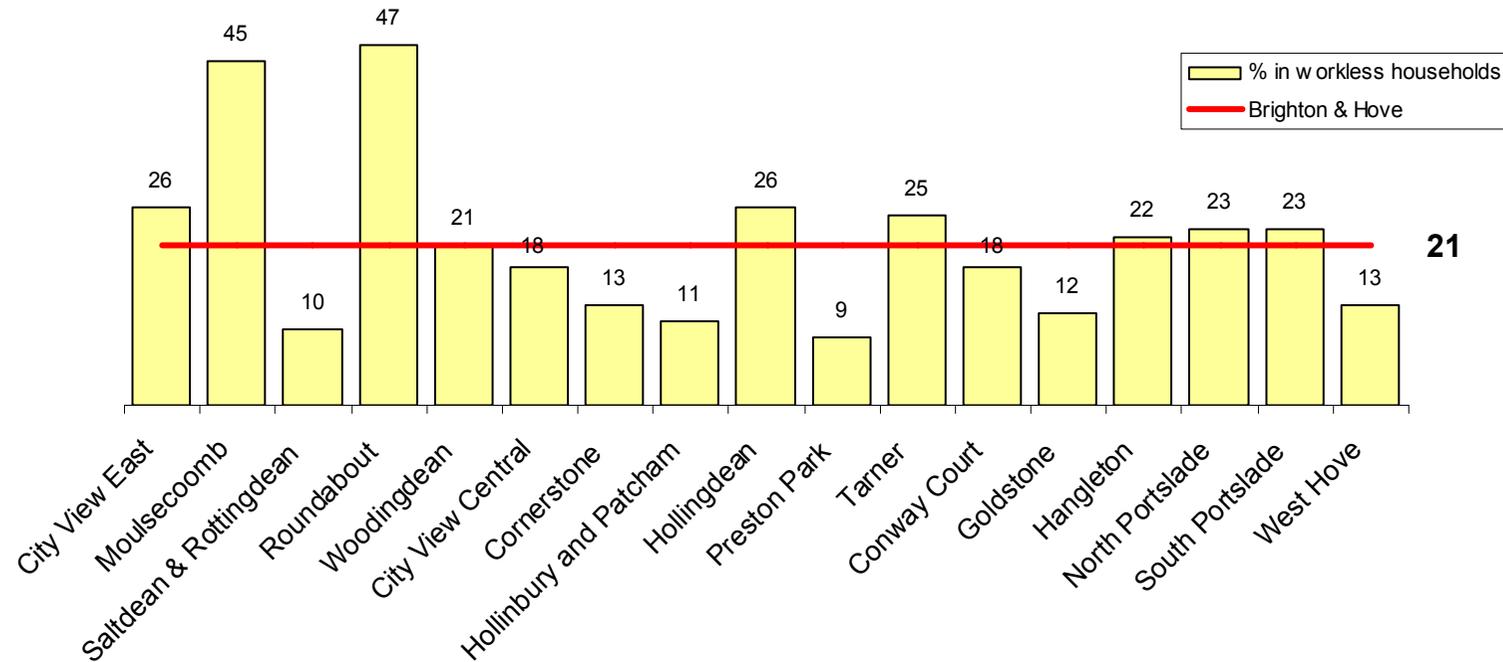
	<p>Develop the Children's Centre teacher role outside the nursery for children 0-5</p> <p>The new area Children's Centre Information and Development Managers either have or will be working towards the NPQICL qualification.</p> <p>Develop the gateway Children's Centre budgets to reflect the work of the children's centre team in the catchment area and ensure the resources allocated to each area reflects the needs of that area.</p>	
<b>Partnership Working</b>	<p>Develop stronger links with early years providers based in the gateway CCs and improve links with other providers in the area by attending network meetings and improved information.</p> <p>Develop more coherent system for commissioning services that cannot be provided by children's centres through lack of staff capacity or space</p> <p>Improve links with extended services for reception aged children especially for childcare</p>	<p>All partners in the area understand the needs of the children in the reach area and work in partnership to improve outcomes for young children with a focus on the most disadvantaged.</p>

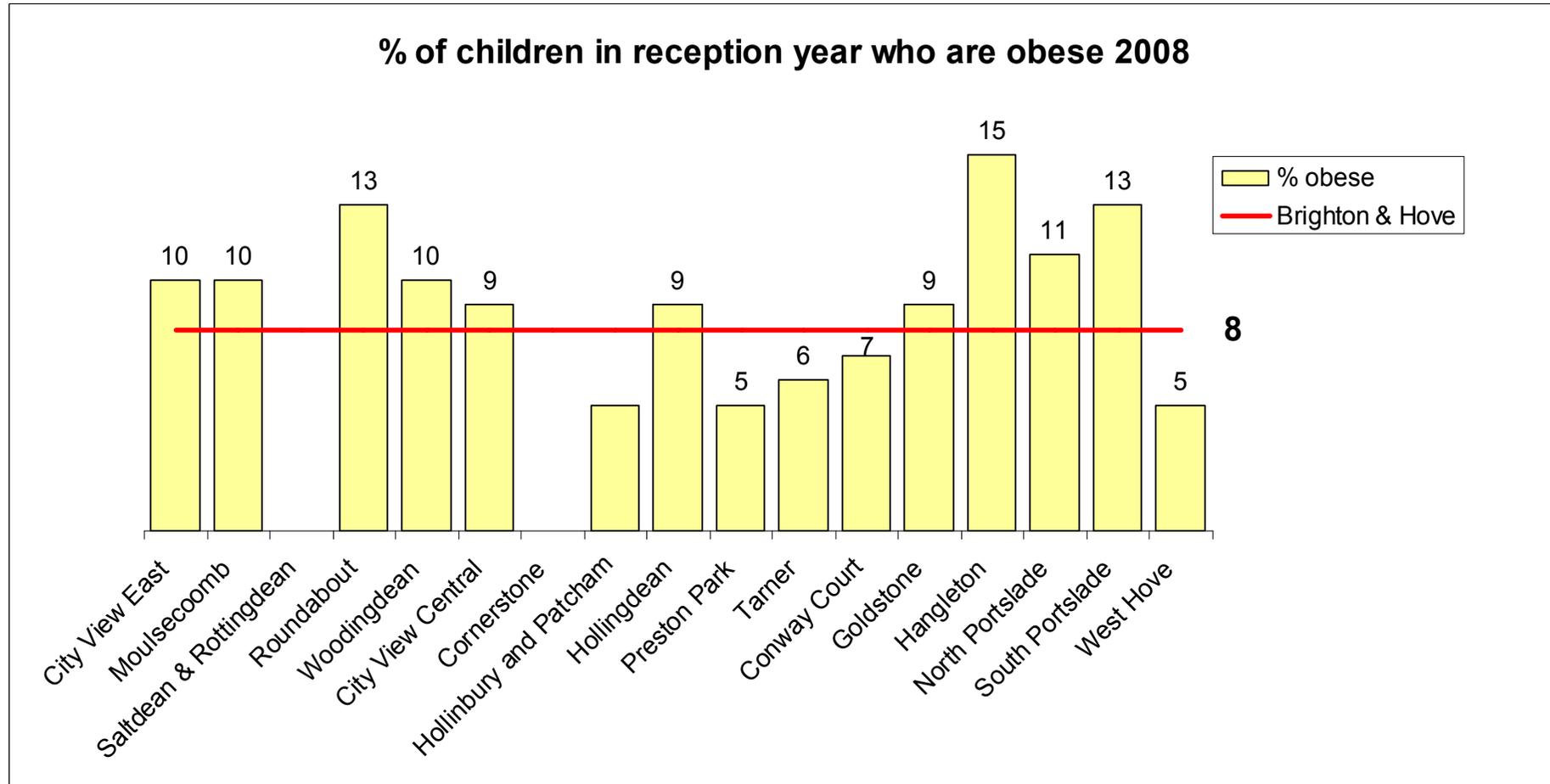
Annex - Charts for the Children's Centre Evaluation April 2009



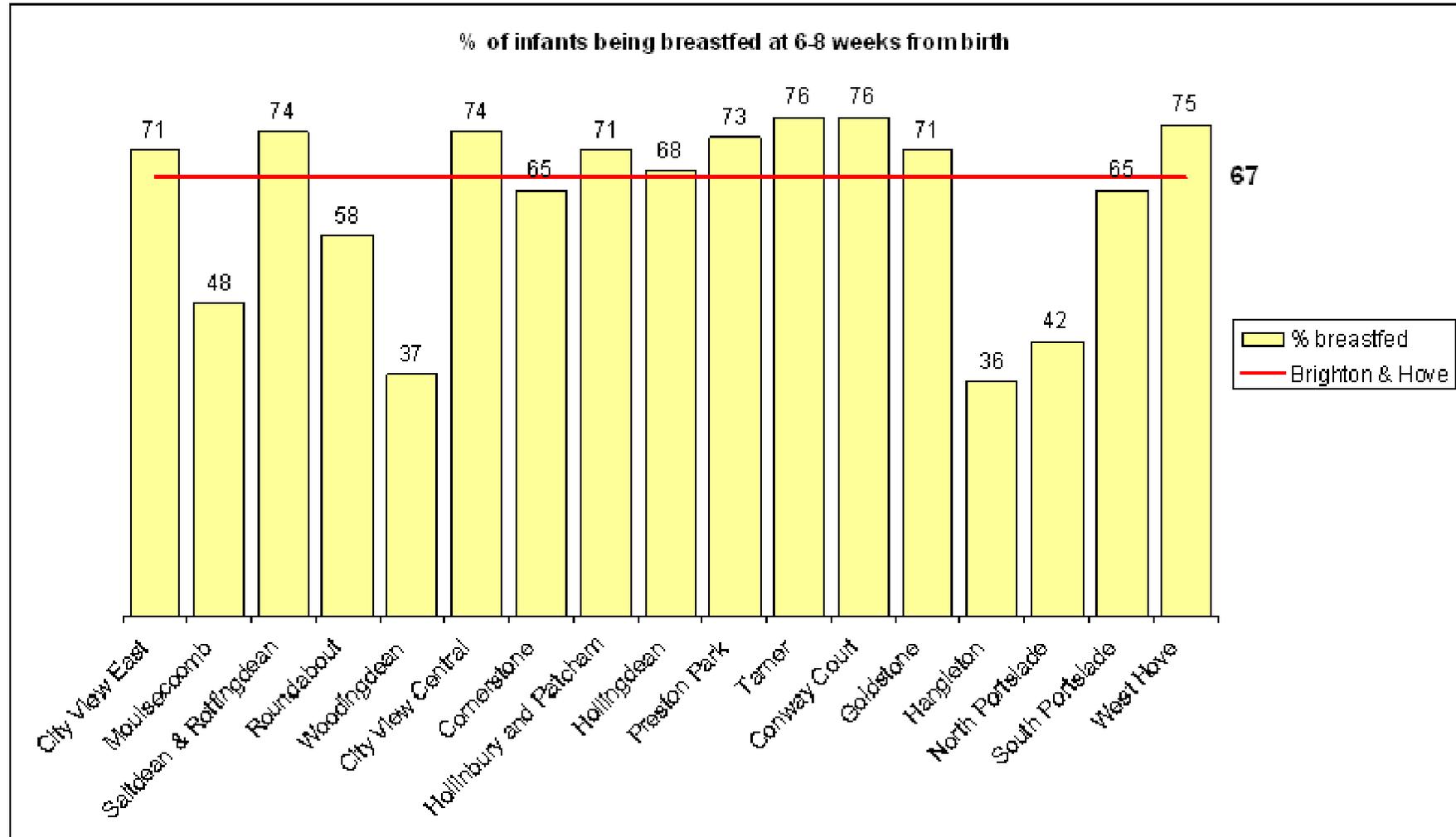
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### % of children aged 0-4 living in households dependent on workless benefits 2007





NB Data for Saltdean/Rottingdean and Cornerstone was not available





# Roundabout and City View East Sure Start Children's Centres

Annual Performance Report 2008/09



## Introduction



This report is a summary of the self evaluation we carry out every year to help us plan the work of Roundabout Sure Start Children's Centre in Whitehawk and City View East Sure Start Children's Centre, a gateway centre based at Brighton General Hospital. The centres aim to meet the needs of our local communities with both outreach home visiting and children's centre based activities. Roundabout Children's Centre is well-established and provides a wide variety of groups and activities to the local community. Roundabout Nursery offers childcare and early learning to a large number of children through a range of flexible sessions.

We hope that you can take time to read this report, whether you are a parent, carer, someone who works with the children's centres or have other interests in this vital area of work. If you would like to find out more about us or give some feedback please contact Roundabout Children's Centre on 01273 290300.



## Our goals and approach

"We want to ensure all our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be"

(Brighton & Hove Children and Young People's Trust 'Children and Young People's Plan 2006-09')

The children's centre team works with parents and carers to improve the lives of all young children with a strong focus on those who are most at risk of poor outcomes.

There are 618 children under five in the Roundabout area, of whom 37% are targeted to receive additional support.



From October to December 2008 43% of targeted children were seen and 29% of other children were seen. In the City View east area there are 814 children under five, of whom 24% are targeted to receive additional support. From October to December 2008 58% of targeted children were seen and 28% of other children were seen. This is in line with our expectations for the Child Health Promotion Programme. All children are seen as young babies, and at one year, and parents are encouraged to attend the relevant groups and activities at the children's centres. Families with additional identified needs receive a higher level of service, mostly by home visiting.



## Last year our top priorities were to:

- Improve links between Roundabout Children's Centre and Roundabout Nursery: we now have regular meetings between nursery and children's centre staff and nurture groups are being co-run by the nursery Special Educational Needs Coordinator and children's centre nursery nurse
- Develop a parent involvement strategy and volunteering policy: a volunteering policy is being used across the city and during February 2009 parents were trained to help them contribute to the children's centre advisory groups
- Develop the services run from City View Children's Centre: this opened in March 2008
- Achieve better data quality: we have improved recording what we do so that we can monitor the impact of our work



## Be healthy



The Child Health Promotion Programme for all children under five is key to ensuring children are healthy. The children's centre team assesses children's needs and provides additional support for families who need it. We provide support for breastfeeding and advice about immunisation, as well as information on health promotion, diet and exercise, dental health, smoking cessation and health and safety. We also work with a team of midwives based at Roundabout Children's Centre. We offer health advice and parenting support in people's homes and in groups at the centre.

### Our be healthy performance

January – December 2008:

- 58% of infants in the Roundabout area and 71% in the City View east area were breastfed at 6-8 weeks from birth, compared with the city average of 67%
- 13% of reception year children in the Roundabout area and 10% in the City View east area were obese, compared with the city average of 8%

### Last year

Our be healthy activities included:

- **Specialist breastfeeding support from an early years visitor**, who worked across the east area offering antenatal sessions and attending health matters groups at Roundabout and City View Children's Centres. Individual support was also given to breastfeeding mothers
- **Roundabout Nursery**, which provided healthy food throughout the day and ensured children had access to a variety of physical activities and outside space in all weather
- **Health Matters**, a weekly group provided breastfeeding advice and baby massage for babies from birth to 12 months

### This year

Our be healthy priorities are to:

- Develop a breastfeeding project to support areas of high priority for breastfeeding education
- Review action points from the obesity strategy to ensure we are in line with city-wide approaches to tackling obesity

## Stay safe



We aim to keep children safe through the Child Health Promotion Programme which provides health promotion and advice to all families and enhanced services to those most in need. Advice about health and safety hazards in and outside the home, hygiene and accident prevention is a core aspect of the work of health visitors and early years visitors. We also work closely with others to ensure children are safeguarded and protected from harm and provide parents with help and support to manage during difficult times.

### Our stay safe performance

January – December 2008:

- 44% of children under five in the Roundabout area and 34% in the City View east area attended Accident and Emergency at the Royal Sussex County Hospital at least once, compared with the city average of 26%

### Last year

Our stay safe activities included:

- **Nurture group**, which was run by a community nursery nurse and early years visitor to address anti-social behaviour when first identified
- **Behaviour group**, which was facilitated by two early years visitors to improve common childhood behavioural problems
- **Roundabout Nursery**, a safe space where children could express and recognise their feelings. We provided funding for children with additional needs to attend two sessions per week at the nursery

### This year

Our stay safe priorities are to:

- Work more closely with other services using the Common Assessment Framework and the Team Around the Child/Family approach
- Provide additional childcare places for children with identified additional needs



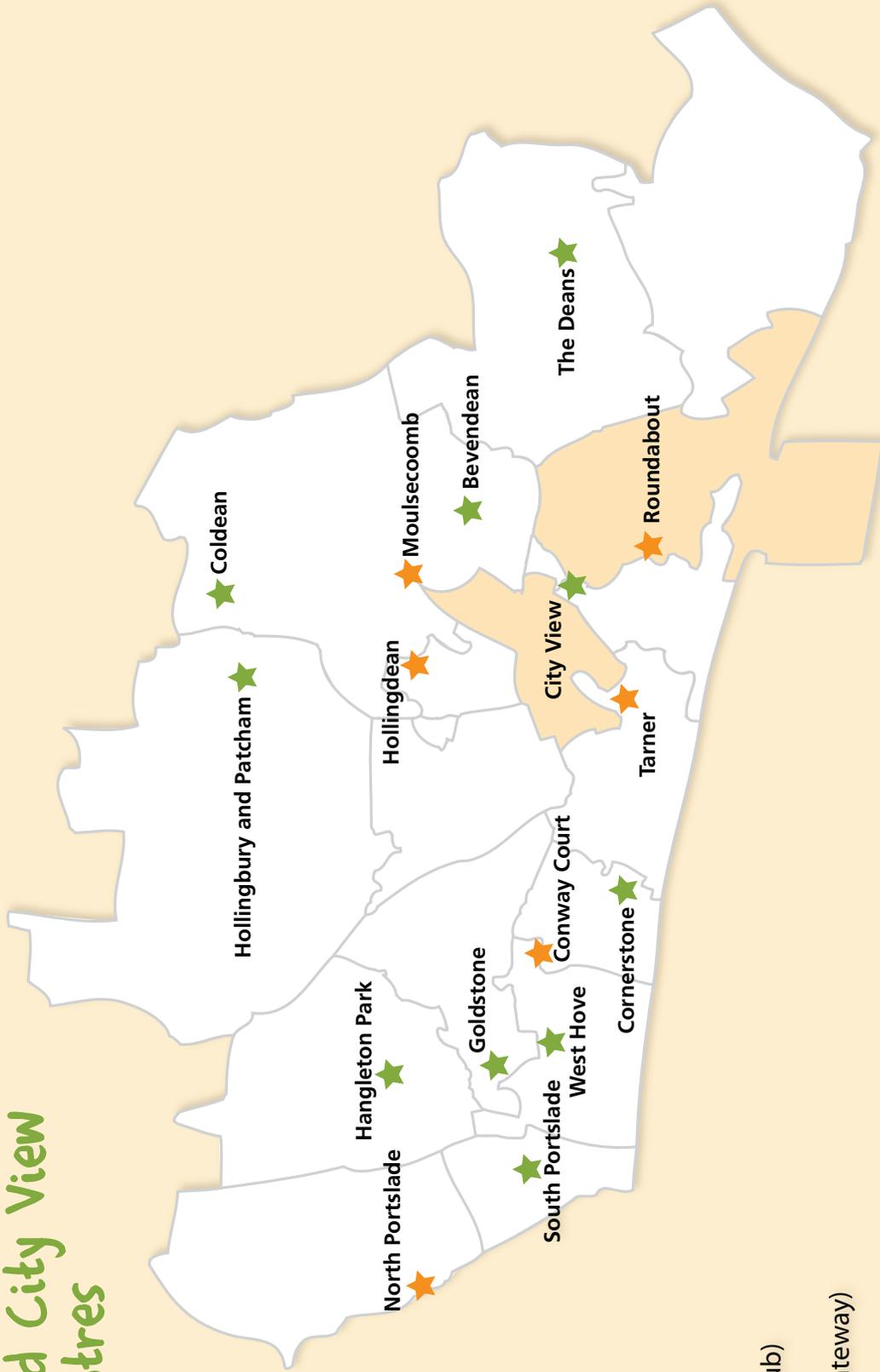
## Roundabout and City View Children's Centres Location map

Roundabout Children's Centre  
Whitehawk Road  
Brighton  
BN2 5FL  
Tel: 01273 290300

City View Children's Centre  
Brighton General Hospital  
Elm Grove  
Brighton  
BN2 3EW  
Tel: 01273 265890

★ Children's Centre (Hub)

★ Children's Centre (Gateway)





# Enjoy and achieve



Both children's centres are accessible and well equipped for all our service users including those who are disabled.

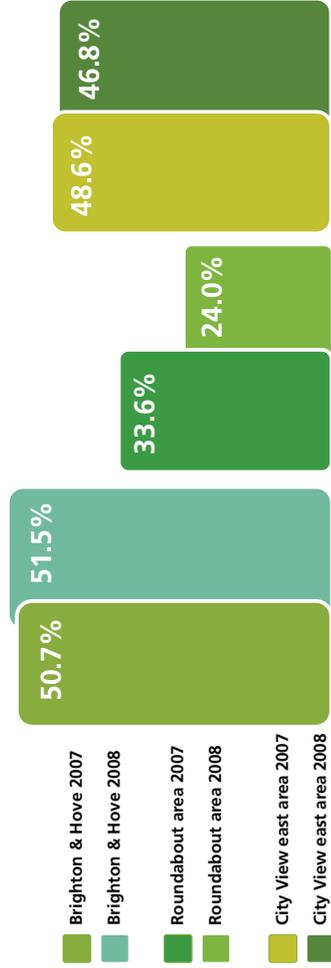
Roundabout Nursery follows the Early Years Foundation Stage and children's learning needs are planned on an individual basis.

Speech and language therapists are based at Roundabout Children's Centre and offer regular appointments and home visits to families to support their children's speech development. There are a range of other early years providers in the area who offer free early learning to three and four year olds.

## Our enjoy and achieve performance

Our enjoy and achieve performance data is based on the Early Years Foundation Stage Profile which describes each child's development and learning achievements at the end of the reception year at school.

## Achieving a good score in the Early Years Foundation stage



### Last year

Our enjoy and achieve activities included:

- **Roundabout Nursery**, an integral part of the children's centre provided early learning for children aged three months to four years. The staff worked hard to narrow the gap between the achievements of children with additional needs and their peers
- **Childminder drop-in at City View Children's Centre**, which was well attended and provided a welcoming inside and outside activity space for the children
- **Family fun days**, at Roundabout Children's Centre during the school holidays which were very well attended by families from the local community

### This year

Our enjoy and achieve priorities are to:

- Work with city-wide early years services, local schools, and other early years settings and childminder networks to narrow the gap in outcomes for the most disadvantaged young children
- Promote the importance of the home learning environment to parents and carers
- Support the transition process for children moving on from Roundabout Nursery to school
- Support families living around City View Children's Centre to access the groups and activities. Family fun days planned for spring and summer 2009



## Make a positive contribution

We are committed to giving parents a voice in the development of the children's centres. Our children's centre advisory group meets every two months and includes three parents and other members of the local community.



65

### Our make a positive contribution performance

January – December 2008:

In a survey at Roundabout Children's Centre 90% of parents said that the centre was 'friendly' or 'very friendly' and 88% said that they found help and information 'easy' or 'very easy' to obtain on arrival

**Last year**

Our make a positive contribution activities included:

- Volunteering opportunities in the children's centres were expanded, including attending and contributing to the children's centre advisory group
- PROUD, a Parent Run Organisation Understanding Difficulties, was a very successful group that facilitated able-bodied parents to provide support and play activities for children of parents with a range of difficulties
- 'Listening to Children' project, which provided opportunities for young children to express their views about Roundabout Children's Centre

**This year**

Our make a positive contribution priorities are to:

- Encourage parents from the City View area to sit on the children's centre advisory group
- Implement findings from the 'Listening to Children' project
- Develop a robust evaluation system to improve the way we evaluate customer satisfaction

## Achieve economic well-being

We support parents in many ways in the journey towards training and employment. Much of the group work focuses on building self-esteem and social skills which are an essential starting point for many people. The role of the early years visitors in supporting parents to access groups and activities is very important. We also encourage parents to become involved in volunteering at the centres and signpost to training and employment opportunities.



### Our achieve economic well-being performance

- In 2006 11% of low income families in the Roundabout area and 20% in the City View east area took up formal childcare, compared with the city average of 19%
- In 2006 47% of children in the Roundabout area and 26% in the City View east area lived in households dependent on workless benefits, compared with the city average of 21%
- In 2008 23% of teenage mothers aged 16-19 in the Roundabout area and 40% in the City View east area were in education, employment or training, compared with the city average of 34%

**Last year**

Our achieve economic well-being activities included:

- Roundabout Nursery, which provided childcare for a high number of fee paying parents. The flexible sessions allowed parents to seek part-time work with affordable childcare in place
- Anti-poverty workshop, which took place in March 2008 to raise the profile of the impact on poverty on outcomes for children and was attended by all those working with children under five across the city

**This year**

Our achieve economic well-being priorities are to:

- Develop better links with Whitehawk Inn and Job Centre Plus for access to training and employment initiatives
- Develop volunteering opportunities



Roundabout and City View East Sure Start Children's Centres Annual Performance Report 2008/09

## Excluded groups

Our teams of health visitors and early years visitors work with families facing difficulties including being excluded from mainstream society through lack of money, ill-health and disability, not speaking English as a



first language and substance misuse. We provide support in these families' homes as well as encouraging them to use our services and take part in activities at the centres to get the support they need to raise their children.

### Last year

Our work with families from excluded groups included:

- **Roundabout Nursery**, which was extremely successful at including a range of children who may have been compromised due to the levels of poverty in the area. The nursery also worked closely with the Ethnic Minority Achievement Service to support children whose first language was not English to enjoy nursery activities using their own language. Roundabout Nursery also worked with the Pre-School Special Educational Needs Service to support children with special needs in the nursery
- **MOSAIC**, which ran a weekly session at Roundabout Children's Centre for families with parents who were black, Asian, mixed heritage and Romany gypsies
- **Teenage Parents**, who were supported by a specialist team

which offered them an enhanced targeted service. There was also a midwife for teenage parents who referred parents to the health visitor as appropriate. Teenage parents were encouraged to attend children's centre activities

### This year

Our priorities for working with families from excluded groups are to:

- Ensure effective liaison between Seaside View Child Development Centre and the children's centres to support disabled children
- Expand the specialist teenage parent team
- Promote the children's centres to ensure that all families are aware of the services available

# Contact us

Roundabout Children's Centre  
Whitehawk Road  
Brighton  
BN2 5FL  
Tel: 01273 290300  
Email: roundaboutcc@brighton-hove.gov.uk

City View Children's Centre  
Brighton General Hospital  
Elm Grove  
Brighton  
BN2 3EW  
Tel: 01273 265890  
Email: roundaboutcc@brighton-hove.gov.uk

Family Information Service  
Tel: 01273 293545  
Email: familyinfo@brighton-hove.gov.uk

**Translation? Tick this box and take to any council office.**

ترجمة؟ ضع علامة في المربع وخذها إلى مكتب البلدية.	Arabic	<input type="checkbox"/>
অনুবাদ? বক্সে টিক চিহ্ন দিয়ে কাউন্সিল অফিসে নিয়ে যান।	Bengali	<input type="checkbox"/>
需要翻譯? 請在這方格內加劃, 並送回任何市議會的辦事處。	Cantonese	<input type="checkbox"/>
ترجمه؟ لطفاً این مربع را علامتگذاری نموده و آن را به هر یک از دفاتر شهرداری ارائه نمایید.	Farsi	<input type="checkbox"/>
Traduction? Veuillez cocher la case et apporter au council.	French	<input type="checkbox"/>
需要翻譯? 請在這方格內划勾, 并送回任何市议会的办事处。	Mandarin	<input type="checkbox"/>
Tłumaczenie? Zaznacz to okienko i zwróć do któregośkolwiek biura samorządu lokalnego (council office).	Polish	<input type="checkbox"/>
Tradução? Coloque um visto na quadricula e leve a uma qualquer repartição de poder local (council office).	Portuguese	<input type="checkbox"/>
Tercümesi için kareyi işaretleyiniz ve bir semt belediye burosuna veriniz	Turkish	<input type="checkbox"/>
	other (please state)	<input type="checkbox"/>

This can also be made available in large print, Braille or on audio tape



<b>Subject:</b>	<b>Building Schools for the Future – Readiness to Deliver Submission</b>		
<b>Date of Meeting:</b>	<b>8 June 2009</b>		
<b>Report of:</b>	<b>Director of Children's Services</b>		
<b>Contact Officer:</b>	Name:	<b>Gil Sweetenham</b>	<b>Tel: 293433</b>
	E-mail:	Gil.Sweetenham@brighton-hove.gov.uk	
<b>Key Decision:</b>	Yes	<i>Forward Plan No: CAB10354</i>	
<b>Wards Affected:</b>	All		

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

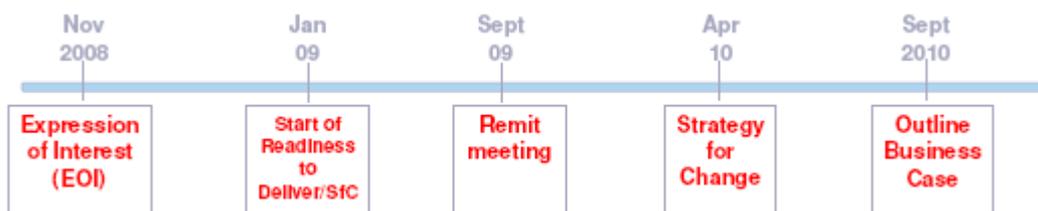
- 1.1 The Council has an opportunity to demonstrate its readiness to enter the Building Schools for the Future programme this year. The Council has been working to develop its capacity, structures and vision to support entry into the programme and is now in a position to ask Partnerships for Schools to evaluate its readiness.
- 1.2 Readiness to Deliver provides a clear and concise statement on the progress that the local authority has made in its preparations towards commencement of the BSF programme. It is a Gateway into the programme and is an essential element of the pre initiation phase and the subsequent creation of the Brighton & Hove Strategy for Change and Outline Business Case. It is a commitment from the local authority that it fully supports the BSF programme as defined by Partnership for Schools; will have the required funding and resources available as appropriate; has started the consultation process with schools and stakeholders; once invited can enter the programme without impediment having recognised and mitigated initial programme risks.
- 1.3 It is proposed to submit the Council's Readiness to Deliver submission to Partnerships for Schools in June 2009, with a view to being invited onto the Building Schools for the Future programme at the earliest opportunity.

#### 2. RECOMMENDATIONS:

- 2.1 To note the attached Readiness to Deliver submission and comments on the proposals.

**3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:**

- 3.1 The Building Schools for the Future programme is a Government programme designed to rebuild, remodel or refurbish all secondary schools in England in due course. The priorities for investment in any local authority are expected to be transformational in respect of teaching and learning in the secondary sector, and to deliver improved outcomes not only for children and young people but for families and the wider community. The programme has the potential to attract up to £150m for secondary schools in Brighton and Hove over the next 10 years.
- 3.2 On 30<sup>th</sup> November 2008 the Council submitted an Expression of Interest to DCSF indicating our intention to enter the BSF programme as early as possible. The Expression of Interest included proposals for two projects, incorporating eight of Brighton & Hove's secondary schools – Falmer High School is outside the programme due to its becoming an Academy. The first project incorporates Hove Park School, Portslade Community College (PCC), Patcham High School and Blatchington Mill School. The second project includes Longhill School, Varndean School, Dorothy Stringer School and Cardinal Newman Roman Catholic School. As part of the planned developments at each school a major focus will be the expansion of inclusive educational provision.
- 3.3 The first project was determined by the DCSF requirement to proactively address issues of standards and deprivation. Both Patcham and PCC are National Challenge schools; standards at Hove Park are still below national expectation; and standards achieved in the 6<sup>th</sup> Form at Blatchington Mill are below national expectations. Although standards at Longhill may have justified its inclusion in our first project, the planned and funded Longhill school expansion for September 2012 enables significant work to take place now and for this to be supplemented in the second BSF project.
- 3.4 There is still some uncertainty about when the Council might be invited to enter the programme, but there is an opportunity to submit the Readiness to Deliver document as early as June 2009, once the Council is satisfied that it can meet the readiness criteria. It is believed that the latest the Council will be invited on to the programme would be March 2010. The approximate timeline for passage through the process up to the start of procurement is as follows:



- 3.5 From Outline Business Case (OBC), the procurement process, up to financial close, is likely to take a further 12 - 18 months, with work starting on site in approximately April 2012.

- 3.6 In order to be invited on to the programme, it will be necessary to demonstrate that the Council and the schools are ready to deliver a successful programme.
- 3.7 A significant part of being ready to deliver this programme is the commitment of the Council to the necessary funding to support the creation of the Readiness to Deliver Document; complete a detailed Outline Business Case (OBC) for September 2010; establishment of an appropriate delivery vehicle such as a Local Education Partnership (LEP) by September 2011; and have in place a project team to manage the programme.

#### **4. CONSULTATION**

- 4.1 The Council has developed a consultation plan and has undertaken visioning work in all the schools in the first project.
- 4.2 Since October 2008, the Council has been working closely with all schools and across key Council directorates to develop the vision and strategy to underpin its BSF proposals. It is essential that learning and teaching are the drivers for this vision and strategy, and that the Council's education partners are fully engaged with the proposals. In addition, one of the key requirements of this is to have in place a robust governance structure with agreed membership and confirmation of resources to support it throughout the programme.
- 4.3 The Council has also started to work with a number of sub-groups which will look at key areas such as SEN and Inclusion, ICT, Transition, Sport, and the 14-19 curriculum and delivery, and will continue to develop the Council's proposals for education transformation in these areas.
- 4.4 The Council has undertaken preliminary master-planning work on the first four school sites to inform the development of proposals and ensure that risks and issues are identified early.

#### **5. FINANCIAL & OTHER IMPLICATIONS:**

##### Financial Implications

- 5.1 The legal and financial arrangements surrounding the BSF programme are complex and will involve a range of financial vehicles, including Private Finance Initiative (PFI) contracts and Local Education Partnerships. The projects are also large and complex and the Readiness to Deliver submission will need to demonstrate that the council's Project Management arrangements and support are appropriate and are adequately funded from council resources. This will need to provide for full project support including preparation (Readiness to Deliver), development of business cases, procurement and implementation. However, management of the build and other programmes will be financed directly from BSF resources.

Guidance from Partnership for Schools indicates that authorities should expect to commit at least 3% of the programme value toward project costs, including consultancy requirements. The council will therefore need to identify resources of approximately £5m to ensure successful entry to the programme. The funding of this

commitment, which will be considered by the council's Cabinet, would lever in BSF resources of approximately £150m representing good value for money.

*Finance Officer consulted: Nigel Manvell*

*Date: 08/05/2009*

Legal Implications:

- 5.2 The Strategy for Change will be developed by the LEA with assistance from PfS and will indicate the value of future projects and the services required. Paragraph 3.7 of this report refers to a LEP. This is a local joint venture and strategic partnership between the council and a private sector partner [PSP] focussed on the investment programme to be set out in the Strategy for Change and would be a company limited by shares, with the PSP typically having 80% and PfS and the council the remainder. A golden share arrangement would ensure that important decisions would need unanimous approval from the minority shareholders. The PSP in the LEP would be selected under the competitive dialogue, the EU procurement method for complex public sector projects and the evaluation criteria would include ability to provide long-term partnering services and fully costed reference projects. The LEP would work with the council and local stakeholders on strategic investment plans for secondary education, act as the point of contact for the procurement and delivery of the required services e.g. design/construction and ICT, manage the supply chain and enable project delivery. Via a Strategic Partnering Agreement the LEP, subject to performance, would have the exclusive right to propose solutions to projects receiving BSF funding.

If it is not necessary to proceed by way of a LEP some other form of delivery vehicle will be required. The options available will emerge as the OBC is developed.

*Lawyer Consulted: Bob Bruce, Principal Solicitor*

*Date: 08/05/2009*

Health Implications:

- 5.3 The redesign of secondary school buildings will enhance developments through increased sports provision; and offer wider provision of healthcare through appropriate co-location of services.

Equalities Implications:

- 5.4 Planning and provision of school places is conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The city council and voluntary aided school governing bodies must be mindful of bad practice as described in the Admission Code of Practice.

It is anticipated that investment of this magnitude will improve outcomes for young people and that over time this will increase the number of pupils fully engaged in post-16 education thus widening participation of the young people across the city.

#### Sustainability Implications:

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

#### Crime & Disorder:

- 5.6 Throughout the development of the proposals consultation will be undertaken with community groups and the Community Safety team and police liaison officers. It is anticipated that by including the community in the development and use of the facilities at the schools that crime and disorder in the local area will be reduced, as will the numbers of pupils not in education, employment or training (NEET). This will be further improved by offering extended use of the facilities to the community outside of the school day

#### Risk and Opportunity Management Implications:

- 5.7 The BSF programme provides the best opportunity the authority has to make a step change in the provision of education and the condition of its secondary school stock. It is important that this opportunity is taken to ensure the transformation of learning and teaching, renewal of school buildings and facilities and continuing improvement in standards of education in the city.

#### Corporate / Citywide Implications:

- 5.8 The combined funding available under this programme will enable the authority to make significant improvements to the standard of secondary education within the city, to contribute to the local economy by improving skill levels for school leavers, to reduce the number of young people who become NEET, and to further enhance integration of services to support children, young people, families and the wider community.

## **6. EVALUATION OF ANY ALTERNATIVE OPTIONS**

- 6.1 There is no alternative option available at present that would provide potential secondary school building funding of the same value.

## **7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 The opportunity to enter the BSF programme at the earliest opportunity, and to access significant capital funding to transform secondary education in the city.

## **8. SUPPORTING DOCUMENTATION**

None

## **9. APPENDICES**

None



**Subject:** Safeguarding practice - update  
**Date of Meeting:** 8 June 2009  
**Report of:** Director of Children's Services  
**Contact Officer:** Name: Steve Barton Tel: 29-6105  
E-mail: [Steve.barton@brighton-hove.gov.uk](mailto:Steve.barton@brighton-hove.gov.uk)  
**Key Decision:** No  
**Wards Affected:** All

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 This is the fifth in a series of reports and presentations to the CYPT Board following events in the London Borough of Haringey (the Baby P. case). Those events precipitated a fundamental review of national safeguarding policy and an acceptance by Government that there needs to be "a *step change in the arrangements to protect children from harm*".
- 1.2 Regular internal and external scrutiny has confirmed that arrangements in Brighton and Hove are secure, but areas for development arising as a result of the Laming report have been identified and are covered later in the report.
- 1.3 The purpose of this report is to summarise the implications for safeguarding practice in Brighton and Hove of the government's response to Lord Laming's report 'The Protection of children in England' and to provide the Board with a progress report on action taken by the CYPT and the Local Safeguarding Children Board (LSCB).

#### 2. RECOMMENDATIONS

- 2.1 To note the implications outlined in this report of government's response to Lord Laming's report 'The Protection of children in England' and the action taken in response by the CYPT and the LSCB.
- 2.2 Request the DCS to consider the resource implications of the Government's response to Lord Laming's report for the CYPT and partner agencies including the LSCB.
- 2.3 To invite the Chair of the LSCB to attend a future Board meeting to take forward the issues outlined in this report.

### **3. RELEVANT BACKGROUND INFORMATION**

#### **CYPT Board:**

3.1 The CYPT Board has taken the follow action in response to events in the London Borough of Haringey:

- Received two reports at the 19<sup>th</sup> January 2009 meeting: one setting out the government's requirement for all local authorities and health organisations to undertake a stock take of the effectiveness of their safeguarding arrangements: and one summarising safeguarding arrangements in Brighton and Hove including evidence of assurance previously provided by external inspections and recommendations for further assessment and improvement work to be undertaken.
- At the March 2<sup>nd</sup> meeting the Board heard a presentation about front line child protection services and participated in discussion groups with second and third tier managers from the CYPT.
- At the April 20<sup>th</sup> meeting the Director of Children's Services set out the implications of Lord Laming's report 'The Protection of children in England' and drew particular attention to the recommendations which addressed the future relationship between Children's Trust Boards and the Local Safeguarding Children Board (LSCB).

Reports addressing local safeguarding arrangements have also been taken to the Integrated Governance Committee at NHS Brighton and Hove and to the LSCB.

#### **Government Response to Lord Laming:**

3.2 The Government's response to Lord Laming's recommendations has significant implications for the CYPT Board. The response is divided into 6 sections: national leadership and accountability; a more rigorous inspection framework; local leadership and accountability; supporting the front line; reducing delay in care proceedings; and court fees.

3.3 National leadership and accountability includes new initiatives designed to drive continuous improvement of safeguarding and child protection arrangements across England including:

- A commitment by December 2009 to revise Working Together 2006, the fundamental statutory guidance that underpins all interagency safeguarding practice. Separate consultation on proposals to clarify arrangements in respect of Serious Case Reviews will be published in July 2009.
- The appointment of Sir Roger Singleton as the Chief Advisor on the Safety of Children responsible for a new National Safeguarding Delivery Unit to 'challenge and support every Children's Trust' in the country to deliver the best possible arrangements for keeping children safe

3.4 Ofsted is the lead inspector for children's services within the Audit Commissions new Comprehensive Area Assessment Regime. Publication of Ofsted's new inspection framework was delayed to take full account of the government's response to Lord Laming's report. The CYPT's senior management team is

considering the implications of the new framework including preparation for the unannounced inspection of our contact, referral and assessment arrangements expected before the autumn.

- 3.5 The Government's response also recognises the key role of the Care Quality Commission (CQC), Her Majesty's Inspectorate of Constabulary and Her Majesty's Inspectorate of Probation. Of particular importance to the CYPT is the new regulatory framework established by the Health and Social Care Act 2008, which takes effect from 2010, and which will now include a major new thrust on safety and safeguarding to accommodate Lord Laming's recommendations. We are awaiting the outcome of the twin surveys of safeguarding arrangements in the local health economy undertaken earlier this year for the CQC and Strategic Health Authority.
- 3.6 Clarification of arrangements to strengthen local leadership and accountability are complex and, in part depend on the passage of the Apprenticeships, Skills, Children and Learning Bill. Currently before parliament the Bill sets out proposals to strengthen Children's Trusts which will impact on local safeguarding arrangements i.e.
- The CYPT Board is likely to be given a statutory responsibility to produce and implement a Children and Young People's Plan which must prioritise the improvement of safeguarding arrangements
  - Current statutory targets, which apply only to early years and school attainment, will be extended to include safeguarding
  - The revision of Working Together 2006 will include proposals to clarify the 'important but distinctive roles' that the CYPT and LSCB have to keep children safe
  - Revised statutory guidance will be published in June 2009 to clarify the roles of DCS and Lead Members. This will include the requirement for every Children's Trust to produce an annual report part of which must include an assessment by the council's Chief Executive and Leader of the Council into the effectiveness of local governance and partnership arrangements for improving outcomes for children and supporting the best possible standards for safeguarding children.
- 3.7 Supporting the front line: the government believes that while strong leadership and effective governance are essential what matters most to children and families is the support they receive day to day from front line services. Their response to Lord Laming identifies key areas for action: Early Intervention – schools and children's centres; Information Sharing and Assessment; the Police; the Health Service; and Social Work Reform including the Integrated Children's System (ICS) and the Social Work Transformation Fund. This section highlights the issues in the Government's response to Lord Laming which are most relevant to the Board and outlines action which has already been taken locally.
- 3.7.1 Early Intervention: schools and children's centres: the Government's response is relatively light in this area, apart from announcing a forthcoming 21<sup>st</sup> Century Schools White Paper which will set out a national framework for early intervention to meet children's additional needs specifying the roles and responsibilities of schools and other services.

- 3.7.2 Information Sharing and Assessment: Lord Laming recommended that all Children's Trusts should ensure the consistent application of the Government's Information Sharing Guidance. A report setting out the necessary local policy and protocols will come to the Board for approval. In addition Brighton and Hove continues to be compliant with the national Contact Point implementation plan. Progress on the introduction of a Common Assessment Framework is included in the Board's quarterly Performance Improvement Report.
- 3.7.3 The Police: The Government have announced the development of a new Strategic Framework for Delivering Protective Services which will prioritise child protection. By December 2009 the National Policy Improvement Agency's Specialist Child Abuse Investigators Development Programme will be updated to reflect the findings of the Laming report. Working relationships between Sussex police and the CYPT Partnership, including the LSCB are well established and strong although representation at CYPT Board level needs to be addressed.
- 3.7.4 The Health Service: Lord Laming challenged the Department of Health to prioritise the commitment to promote the recruitment and professional development of Health Visitors made in 'Healthy Lives, Brighter Futures' the joint strategy with the DCSF for children and young people's health. In response the Government outlined a new Action on Health Visiting Programme and work by the National Clinical Director for Children to improve training, development and support for staff across health services involved in safeguarding. In Brighton and Hove we are finalising proposals to comply with the requirement to separate the Designated and Named Nurse (Safeguarding) functions across the local health economy, which will improve support and multi-agency training provision to front line practitioners including Health Visitors. In addition, NHS Brighton and Hove and the CYPT are reviewing the recommendations in 'Healthy Lives, Brighter Futures' as part of developing options to address the implications of the Action on Health Visiting Programme.
- 3.7.5 Social Work: In its response to Lord Laming the government makes clear the pivotal role social workers have in protecting children. The Social Work Task Force will report in October 2009 with proposals to implement recommendations in the Laming report. The Government has committed to bringing forward a comprehensive programme of reform for the profession at that stage. In the meantime urgent action is being taken in respect of:

The Integrated Children's System (the electronic business and data collection system used by front line social workers to record their work): the Government will act on early recommendations from the Social Work Task Force to enhance the positive elements of the system by making it more flexible and by supporting its record keeping capacity, while stripping out other, unnecessary features.

Brighton and Hove has been consistently compliant with the national ICS programme and has, as result, often experienced problems earlier than other authorities.

The Social Work Transformation Fund: the Government has announced a number of measures to improve capacity in the workforce including:

- measures to increase the supply of social workers including a Return to Social Work Scheme and a Graduate Recruitment Scheme
- rolling out the Newly Qualified Social Worker pilot scheme
- introduction of the Advanced Social Work Professional Status

The CYPT has already put in place arrangements to address the recruitment and retention of social workers, as part of its wider Children's Workforce development Strategy. These arrangements have been discussed at the Board and will be included in the quarterly Performance Improvement Report.

- 3.7.6 Reducing the delay in care proceedings and Court Fees: The Ministry of Justice and the DCSF are working together to address both of these issues and will bring forward proposals.

### **The CYPT: safeguarding arrangements**

- 3.8 The Government's response to Lord Laming's report raises key issues for the CYPT as the major provider of children's social work services in the city. The Director of Children's Services has completed a review of second tier management and leadership arrangements and a structure has been in place since April 1<sup>st</sup> 2009. A further consultation paper has been issued with proposals for change at tiers 3 and 4. Key principles underpinning the review are directly relevant to the safeguarding agenda i.e.

- There is a need to ensure safeguarding arrangements meet Laming recommendations and emerging government guidance.
- The development of effective, integrated Area/Locality working is central to the work of the CYPT.
- Strengthening and clarifying linkages/pathways between universal, targeted and specialist services.
- Ensuring safe services and protecting front-line delivery.

Two central proposals in the consultation paper focus on improving safeguarding and child protection arrangements:

Development of area/locality working: these proposals will be completed as part of stage 3 of the review of management and leadership arrangements. They will take forward Brighton and Hove's innovative model of integrated local provision to improve the support to front line safeguarding and child protection services. Specifically the proposals will address issues raised by Lord Laming in respect of contact, referral and information services which will also be the focus of Ofsted's new unannounced annual inspections.

Secondly the CYPT proposes to establish a new Head of Safeguarding post and to transfer all strategic responsibility for safeguarding to the Strategic Commissioning and Governance Branch. Subject to the current consultation process the Head of Safeguarding will:

- lead the Safeguarding Unit, providing clear and coordinated governance for safeguarding and child protection activity across the CYPT partnership including an integrated response to developments in national policy

- manage the work of the Safeguarding Unit: working closely with the Clinical Director and Head of Governance to line manage the Nurse Consultant/Designated Nurse; manage the Senior Independent Reviewing Officer, the Service Manager for the Clermont Child Protection Unit, the LSCB Development Officer and the ICS Project Officer
- fulfil statutory and senior management functions on behalf of the CYPT relating to safeguarding and social care functions

3.9 The Government's response to Lord Laming's report also raises key issues for the CYPT and NHS Brighton and Hove which, together commission children's social work services in the city. Safeguarding has been identified as one of the 5 priorities for our work programme with the national Commissioning Support Programme (funded by the DCSF and Department of Health to improve commissioning practice across Children's Trusts nationally). Events in Haringey, and the subsequent raft of policy initiatives clustered around Lord Laming's Report, have irrevocably changed the nature of safeguarding and child protection practice. In this context the CYPT Board, in partnership with the LSCB, may wish to review how safeguarding and child protection services are commissioned, including whether a local Section 10 Agreement between partner agencies to create a pooled budget would be of benefit.

#### **CYPT – Safeguarding Stock take:**

3.10 There is a firm connection between the priorities in the Government's response to Lord Laming's report and the issues identified in the report to the Board on 19<sup>th</sup> January 2009 as requiring further attention:

3.10.1 Compliance with the recommendations of the Climbie Inquiry (2005): A review has been completed and necessary adjustments made by the CYPT.

3.10.2 Structure and content of the CYPT's Monthly Monitoring Reports of social care and safeguarding data: a comprehensive review has been completed and proposals are currently out for final consultation with social care operational managers.

3.10.3 Operation of the CYPT Area Panels for complex, high risk cases: This work has been completed and found that risk and safeguarding issues are being well managed by the panels. A draft report and recommendations will be considered by Senior Managers as part of finalising the CYPT's stage 2 and stage 3 re-structuring proposals.

3.10.4 Compliance with the CYPT Supervision Policy with particular reference to safeguarding and child protection: Thresholds or access criteria for targeted and specialist safeguarding and child protection services: and the effectiveness of CYPT safeguarding and child protection audit programmes: an external consultant was commissioned to review these 3 issues and her final report has been received. The Head of Nursing and Head of Workforce development are, as a result of the report and recommendations within the Laming Report, rewriting the current Supervision Policy for the CYPT. The CYPT has also engaged external consultants to undertake a dry run unannounced inspection of the CYPT's contact, referral and assessment systems and this will include updating of our current internal audit process.

3.10.5 Standards of record keeping on case files: it was agreed to defer this work until the outcomes of the other issues were fully evaluated

### **CYPT Partnership – safeguarding activity levels:**

- 3.11 The CYPT Board’s quarterly Performance Improvement Report has tracked the steady increase in safeguarding activity since quarter two 2008, specifically the steady increase in the number of children requiring a child protection plan. The CYPT’s annual return to the DCSF for Child Protection and Referrals (CPR3) records the 2008/9 end of year figure as 291 children compared to 184 for 2007/8. Despite this increase the CPR3 return, and the companion 903 return (which records a range of other social care indicators) shows overall performance to be good and, for a significant number of indicators to be very good.
- 3.12 The CYPT Senior management Team is currently assessing the likely resource implications for the CYPT of the government’s response to Lord Laming, some of which have already been noted in this report including the additional support for newly qualified staff. Other recommendations and statements by Lord Laming have significant operational implications e.g.
- The DCSF should revise *Working Together to Safeguard Children* to set out clear expectations at all points where concerns about a child’s safety are received, ensuring intake/duty teams have sufficient training and expertise to take referrals and that staff have immediate, on site support available from an experienced social worker. Local authorities should take appropriate action to implement these changes.
  - Children’s Trusts must ensure that all assessments of need for children and their families include evidence from all the professionals involved in their lives, take account of case histories and significant events (including previous assessments) and above all must include direct contact with the child.
  - In recent years the term ‘threshold’ has been increasingly used amongst professionals in children’s services and their partner agencies. Thresholds are an attempt to limit access to services either because of finance or staffing constraints. Thresholds have no statutory basis and are not part of the *Framework for the Assessment of Children in Need and their Families*.
- 3.13 Placed alongside the increase in safeguarding activity in Brighton and Hove, (which predates events in Haringey) these statements make it clear that the CYPT partnership faces significant resource implications in respect of safeguarding and child protection services. Lord Laming recommended that the Government ‘must ensure children’s services, police and health services have protected budgets for the staffing and training for child protection services’. In response the Government states:
- “Children’s Trusts will prepare their annual assessments of need on which the financial contributions made by local partners to jointly-funded safeguarding initiatives will be based, taking account of other local priorities. These will be set out each year in the Children and Young People’s Plan”.

## **The Local Children's Safeguarding Board:**

- 3.14 The LSCB has already taken steps to address issues raised by Lord Laming by identifying additional partnership funding to:
- appoint an Independent Chair for the LSCB
  - engage independent chairs and independent overview report authors for future Serious Case Reviews
  - to appoint a new LSCB Manager/Development Officer post (hosted by the CYPT and reporting to the new head of Safeguarding) to support the work of the LSCB, and undertake audit and practice development functions
  - hold an LSCB conference in early June to review our local response to the Laming Report and specifically to focus on key recommendations which address front line referral, assessment and thresholds (see recommendations 6, 11, 12, 13, 14, 19, 20, 21)
- 3.15 The response to Lord Laming's recommendations provides some interim guidance as to the relationship between the CYPT Board and the LSCB:

'The Children's Trust is accountable for ensuring that services deliver better outcomes, with the Children's Trust Board being specifically accountable for overseeing the delivery of the Children and Young Peoples Plan. The LSCB should be responsible for challenging every member of the Children's Trust, through the Children's Trust Board, on their success in ensuring that children and young people are kept safe. The LSCB should publish an annual report on the effectiveness of arrangements locally, and the contribution and activities of each local partner, for keeping children safe, as recommended in Lord Laming's report. The complementary roles of the two bodies – and the challenge of the LSCB to the Children's Trust – will only work effectively if the two bodies are chaired by different people. There will now be a presumption that the LSCB is chaired by someone independent of the local agencies so that the LSCB can exercise its local challenge function effectively'. (Paragraph 47).

## **4. CONSULTATION**

- 4.1 This report has been jointly developed by senior managers in the CYPT.

## **5. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 5.1 There are potentially significant financial implications arising from this report. At this stage it is not possible to fully quantify them. They will need to be properly costed and reported to the Board as per recommendation 2.2.

*Finance Officer Consulted: Jeff Coates*

*Date: 27/05/2009*

### Legal Implications:

- 5.2 This report sets out the context for reviewing safeguarding practice as required by the Secretary of State following events in the London Borough of Haringey, and identifies the areas where further action will be needed in the light of anticipated statutory and regulatory developments. The framework of the

Brighton and Hove CYPT and LSCB is designed to ensure that the safeguarding agenda is delivered as required.

The challenge for both Boards will be in ensuring confidence in the front line services to meet the increased expectations in safeguarding children, and that the budgets are available to meet the challenges and expectations described in the report. There has already been a significant increase in the number of care proceedings issued both nationally and locally. The availability of specialist, expert and experienced legal advice to those front line services is likely to be of vital in supporting those services in meeting and delivering the increased demands of the safeguarding agenda.

*Lawyer Consulted: Natasha Watson*

*Date: 27/05/09*

Equalities Implications:

- 5.3 Statutory Guidance (Working Together 2006) and local procedures (Pan Sussex Child Protection Procedures) take full account of the equalities issues in ensuring the safeguarding of all children, especially those from vulnerable or marginalized groups.

Sustainability Implications:

- 5.4 There are no immediate sustainability implications.

Crime & Disorder Implications:

- 5.5 There are no immediate Crime & Disorder implications.

Risk & Opportunity Management Implications:

- 5.6 Effective management of risk is a central feature of safeguarding children and is at the heart of this report.

Corporate / Citywide Implications:

- 5.7 Events in the London Borough of Haringey following the Joint Area Review of children's services demonstrate that the effectiveness of safeguarding children arrangements have very significant implications for the city council and all of its partners.

**6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 The timescales for this review precluded alternative options, for example taking an initial report to the Local Children's Safeguarding Board before discussion at the CYPT Board.

**7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 The CYPT Board has received a series of reports and presentations in respect of changes to national policy following events in the London Borough of Haringey. The recommendations in this report seek to address and take forward the implications of those changes in Brighton and Hove.



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