



**Brighton & Hove
City Council**

Overview & Scrutiny

Title:	Children & Young People's Overview & Scrutiny Committee
Date:	28 January 2009
Time:	5.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Older (Chairman), McCaffery (Deputy Chairman), Allen, Duncan, Hyde, Mrs Norman, Smart, Wakefield-Jarrett, Britton (Non-Voting Co-Optee), Price (Non-Voting Co-Optee), Stearn (Non-Voting Co-Optee) and Sarjudeen (Statutory Voting Co-Optee)
Contact:	Sharmini Williams Overview & Scrutiny Support Officer 29-0451 sharmini.williams@brighton-hove.gov.uk

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AGENDA

Part One	Page
38. PROCEDURAL BUSINESS	1 - 2
Copy attached.	
39. MINUTES OF THE PREVIOUS MEETING	3 - 10
Draft minutes of the meeting held on the 19 November, 2009 (copy attached).	
40. CHAIRMAN' S COMMUNICATIONS	
41. PUBLIC QUESTIONS	
(The closing date of for receipt of public questions was 12 noon on the 20 January, 2009).	
No public questions have been received.	
42. QUESTIONS AND LETTERS FROM COUNCILLORS	
No questions or letters have been received.	
43. NOTICE OF MOTION REFERRED FROM COUNCIL	
No Notices of motion have been received.	
44. UPDATE ON THE PROPOSED FALMER ACADEMY	
Verbal report.	
<i>Contact Officer:</i>	<i>Lorraine O'Reilly Tel: 29-2446</i>
<i>Ward Affected:</i>	<i>All Wards</i>
45. THE TRAVELLER EDUCATION TEAM ANNUAL REPORT 2007/08	11 - 20
Report of the Director of Children's Services.	
<i>Contact Officer:</i>	<i>Hilary Ferries, Jackie Tel: 29-3738, Tel: 482671</i>
	<i>Whitford</i>
<i>Ward Affected:</i>	<i>All Wards</i>
46. AN UPDATE ON CHILDREN WITH ADDITIONAL NEEDS	21 - 38
An update on children with additional needs.	
<i>Contact Officer:</i>	<i>Dr. Carrie Britton Tel: 430219</i>
<i>Ward Affected:</i>	<i>All Wards</i>

CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

- 47. AN UPDATE ON CHILDREN WITH ADDITIONAL NEEDS** **39 - 52**
Report of the Director of Children's Services.
Contact Officer: Liz Rugg *Tel:* 295388
Ward Affected: All Wards
- 48. CHILDREN'S CENTRES** **53 - 60**
Report of the Director of Children's Services
Contact Officer: Caroline Parker *Tel:* 01273 293587
Ward Affected: All Wards
- 49. STANDARDS IN EARLY YEARS FOUNDATION STAGE AND KEY STAGES 1-5, 2007-8** **61 - 92**
Report of the Director of Children's Services.
Contact Officer: Linda Ellis, Hilary Ferries *Tel:* 29-3686, *Tel:* 29-3738
Ward Affected: All Wards
- 50. CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE WORK PROGRAMME 2008-2009** **93 - 96**
Copy attached.
Contact Officer: Sharmini Williams *Tel:* 29-0451
Ward Affected: All Wards

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

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

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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 Sharmini Williams, (29-0451, email sharmini.williams@brighton-hove.gov.uk) or email scrutiny@brighton-hove.gov.uk

Date of Publication - Tuesday, 20 January 2009

Agenda Item 38

To consider the following Procedural Business:-

A. Declaration of Substitutes

Where a Member of the Committee is unable to attend a meeting for whatever reason, a substitute Member (who is not a Cabinet Member) may attend and speak and vote in their place for that meeting. Substitutes are not allowed on Scrutiny Select Committees or Scrutiny Panels.

The substitute Member shall be a Member of the Council drawn from the same political group as the Member who is unable to attend the meeting, and must not already be a Member of the Committee. The substitute Member must declare themselves as a substitute, and be minuted as such, at the beginning of the meeting or as soon as they arrive.

B. Declarations of Interest

- (1) To seek declarations of any personal or personal & prejudicial interests under Part 2 of the Code of Conduct for Members in relation to matters on the Agenda. Members who do declare such interests are required to clearly describe the nature of the interest.
- (2) A Member of the Overview and Scrutiny Commission, an Overview and Scrutiny Committee or a Select Committee has a prejudicial interest in any business at meeting of that Committee where –
 - (a) that business relates to a decision made (whether implemented or not) or action taken by the Executive or another of the Council's committees, sub-committees, joint committees or joint sub-committees; and
 - (b) at the time the decision was made or action was taken the Member was
 - (i) a Member of the Executive or that committee, sub-committee, joint committee or joint sub-committee and
 - (ii) was present when the decision was made or action taken.
- (3) If the interest is a prejudicial interest, the Code requires the Member concerned:-
 - (a) to leave the room or chamber where the meeting takes place while the item in respect of which the declaration is made is under consideration. [There are three exceptions to this rule which are set out at paragraph (4) below].
 - (b) not to exercise executive functions in relation to that business and

(c) not to seek improperly to influence a decision about that business.

(4) The circumstances in which a Member who has declared a prejudicial interest is permitted to remain while the item in respect of which the interest has been declared is under consideration are:-

- (a) for the purpose of making representations, answering questions or giving evidence relating to the item, provided that the public are also allowed to attend the meeting for the same purpose, whether under a statutory right or otherwise, BUT the Member must leave immediately after he/she has made the representations, answered the questions, or given the evidence,
- (b) if the Member has obtained a dispensation from the Standards Committee, or
- (c) if the Member is the Leader or a Cabinet Member and has been required to attend before an Overview and Scrutiny Committee or Sub-Committee to answer questions.

C. Declaration of Party Whip

To seek declarations of the existence and nature of any party whip in relation to any matter on the Agenda as set out at paragraph 8 of the Overview and Scrutiny Ways of Working.

D. Exclusion of Press and Public

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

Note: Any item appearing in Part 2 of the Agenda states in its heading the category under which the information disclosed in the report is confidential and therefore not available to the public.

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

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

5.00PM 19 NOVEMBER 2008

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillors Older (Chairman); McCaffery (Deputy Chairman), Allen, Hyde, Mrs Norman, Smart and Wakefield-Jarrett

Statutory Co-optees: with voting rights:: Nigel Sarjudeen (Diocese of Chichester)

Non-Statutory Co-optees: Dr. Carrie Britton (Children's Health) (Non-Voting Co-Optee), Mark Price (Youth Services) (Non-Voting Co-Optee) and Jonathan Stearn (Community Voluntary Sector Forum) (Non-Voting Co-Optee)

Apologies: Councillor Ben Duncan

PART ONE

24. PROCEDURAL BUSINESS

24a. Declaration of Substitutes

24.1 There were none.

24b. Declarations of Interests

24.2 There were none.

24.c Declaration of party whip

24.3 There was none.

24d. Exclusion of Press and Public

24.4 In accordance with section 100A(4) of the Local government Act 1972, it was considered whether the press and public should be excluded from the meeting during the consideration of any items contained in the agenda, having regard to the nature of the business to be transacted and the nature of the proceedings and the likelihood as to whether, if members of the press and public were present, there would be disclosure to them of confidential or exempt information as defined in section 1001(1) of the said Act.

24.5 **RESOLVED** – That the press and public not be excluded from the meeting.

25. MINUTES OF THE PREVIOUS MEETING

25.1 It was noted that Point 22.4 should read "Admissions Forum" instead of "Forum for Primary Schools"

25.2 The Admissions Forum did meet on the 18 November and an Annual Report is due to be completed. The Committee will consider in due course whether to receive the Admissions Forum Annual Report.

25.3 RESOLVED –

(1) That the minutes of the meeting held on the 24 September be approved and signed by the Chairman.

26. CHAIRMAN'S COMMUNICATIONS

26.1 The Chairman asked Councillor Ann Norman, who is the Chairman of the Reducing Alcohol Related Harm Ad-hoc Panel, to update the Committee on its progress so far.

26.2 It was noted that the Ad-hoc Panel met on the 27 October, 2008 and that the other two Councillors on the Panel were Juliet McCaffery and Ben Duncan.

26.3 The Panel had arranged 3 meeting dates: 27 November 2008, 22 January 2009 and 10 February 2009.

26.4 It was noted that Brighton & Hove City Teaching Primary Care Trust (PCT) was currently compiling a Joint Needs Assessment (JNA) on alcohol services and that a Health Impact Assessment (HIA) was also being undertaken in regard to the Licensing Act (2003) and that both these reports (perhaps in draft form) would form part of the evidence for the Ad-hoc Panel.

26.5 The Chairman updated the Committee on the Public Health Report Working Group. Members on this Panel are Councillors Averil Older, Juliet McCaffrey, Vicky Wakefield-Jarrett and Carrie Britton. The Working Group will meet on 01 December 2008.

27. PUBLIC QUESTIONS

27.1 There were none.

28. QUESTIONS AND LETTERS FROM COUNCILLORS

28.1 No letters or written questions were received.

29. NOTICE OF MOTION REFERRED FROM COUNCIL

29.1 No notices of motion have been received.

30. PRESENTATION FROM VANESSA BROWN AND DI SMITH

- 30.1 Vanessa Brown, Cabinet Member (CM) for Children and Young People and Di Smith, Director of Children's Services, outlined priorities for the Children's Trust and answered questions.
- 30.2 In response to a question on how children from low income families were identified and offered appropriate help, members were told that information on take up of family tax credits could be useful in identifying 'at risk' families. Sure Start centres, based in areas of significant deprivation, were also an important factor in addressing this issue.
- 30.3 In regard to questions on safeguarding of children in care and how this can provide value for money, Members were advised that Children's Services were working on reducing the number of children in care and looking at more effective preventative measures, in order to prevent as many children as possible from entering the care system in the first place.
- 30.4 In answer to a question as to why the Trust Board was being chaired for two consecutive years by the Cabinet Member (CM) for children's services, when there was an agreement that chairing should alternate between the CM and the Chair of the PCT, members were informed that the PCT Chair had not wished to assume the Chair of the Trust Board and had asked the CM to take his place.
- 30.5 In regard to questions about a serious case review on child protection which was taking months to investigate, Members were advised that the Police had requested that a Police review should take place in advance of any social care review. The case will go forward to the Local Safeguarding Board on 02 December 2008.
- 30.6 Members requested information on the ratio of Children to Social Workers, how many Social Workers were on short-term contracts and whether only experienced social workers were employed on 'front-line' cases. In addition, a question was asked about the ratio of Health Visitors to under 5's (where there was a high perception of risk). The Director of Children's Services offered to provide this information in writing.
- 30.7 In reply to a question on educational services for disabled children, it was explained that the Comparison and Analysis of Special Pupil Attainment (CASPA) service was in place to assess the needs of disabled children and that this was a challenging area for the Trust.
- 30.8 **RESOLVED-**
- (1) That the Committee noted the presentation from the Cabinet member for Children's Services and the Director of Children's Services;
 - (2) That the statistical information requested (see point 30.6) be circulated to the Committee.

31. SUPPORT FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- 31.1 Cathy Lyth, Head of Ethnic Minority Achievement Service (EMAS), presented the report.
- 31.2 Members were informed that the main disadvantaged groups using the service were Bangladeshi or Arabic speaking. The Arabic group were largely made up of refugees from Sudan.
- 31.3 The Committee was told that the reason for the change in name from English as an Additional Language (EAL) to EMAS was because the service received an Ethnic Minority Achievement grant for black and minority ethnic groups who are at risk of underachieving but who may be native speakers of English. Traveller children were supported from a different funding stream.
- 31.4 It was explained how Sudanese German speaking families were not necessarily directly from Sudan, but may have come via Germany or Holland where they could have spent several years. It was debatable whether services should support these clients in Arabic or in German.
- 31.5 The Committee was told how funding was used to provide services to schools. Some schools buy into EMAS and other schools may opt out and provide these services themselves. It was noted that 100% of city primary schools bought into EMAS; in terms of secondary schools, only Dorothy Stringer and Downsview opt out.
- 31.6 The Committee was informed that there was a strain on resources due to cessation of short-term funding, and EMAS was looking at alternative resource streams
- 31.7 **RESOLVED** – That the Committee note the information in the report.

32. 1ST QUARTER PERFORMANCE AND IMPROVEMENT REPORT 2008/9

- 32.1 Steve Barton, Assistant Director of Performance, CYPT, presented the report to Members and answered questions.
- 32.2 In response to questions about performance in relation to Looked After Children, it was agreed that this was a major challenge for Children's Services. It was explained that each child may have a dedicated team, a personal education planner, monitored packages of support, foster carers and external grant funding, although sustaining funding was problematic.

It was noted that the Looked After Children Strategy is on the CYPOSC work programme. for the 25 March 2009.

- 32.3 In answer to a question concerning why the council had entered a relationship to procure placements for looked after children with West Sussex rather than East Sussex County Council, it was explained that West Sussex was particularly eager to work with the council on this initiative. However, relationships with East Sussex were positive too.
- 32.4 In response to questions relating to the "Referrals to CYPT Safeguarding Teams" figures, the Committee was informed that child protection was everyone's responsibility

and referrals ought to be going to the safeguarding teams. Month on month figures varied considerably, as they did in neighbouring local authorities.

32.5 It was noted that it was important to get first time entrants into Youth Justice back into education as soon as possible.

32.6 RESOLVED- That the Committee note the report and agree to the action being taken to improve performance.

33. DRAFT PRIORITIES FOR CHILDREN AND YOUNG PEOPLE'S PLAN 2009-2012

33.1 Steve Barton, Assistant Director of Performance, CYPT, presented the report to Members and answered questions.

33.2 In response to a query as to why the indicator: "NI 147- People killed or seriously injured in road traffic accidents" was linked into the Children and Young People's Plan, the Committee were informed that the Children's Trust was committed to working with partners to reduce traffic related deaths.

33.3 In regard to a question as to why "NI 163- Proportion of men aged 19-64 and women aged between 19-59 qualified to at least level 2 or higher" was included in the young people's plan, the Committee was told that adult learning was traditionally co-ordinated by (children's) education services.

33.4 In answer to a question on having a smaller list of priorities to make them more achievable, this was agreed by the AD of Performance, CYPT who advised the Committee that the PCT had 10 "touchstone" priorities that led into other areas and this was something that the Children's Trust was going to utilise on the Children's Plan, two of which were Teenage Pregnancy and Childhood Obesity.

33.5 It was agreed that the Children's Plan needs to encapsulate the complexities of Children's lives, rather being based upon discrete "single issues".

34. UPDATE ON THE PROPOSED FALMER ACADEMY UPDATE

34.1 Lorraine O'Reilly, Project Director for the Falmer Academy, presented the report to Members and answered questions.

34.2 The Committee was informed that funding for Falmer was signed off by the Secretary of State on the 10 November 2008 and the funding was agreed by the Partnership for Schools for the building. The whole project is costing approximately £28 million. Additionally, approval for Falmer Academy will be reached on 27 November, 2008.

34.3 Members were advised that there had been a visit for pupils, staff, Councillors to the London Academy to see how the London Academy was working and what ideas and improvements the group could take back with them and use.

- 34.4 It was noted that one of the objectives of the project was to decrease Not in Employment, Education and Training (NEET) figures in the area.
- 34.5 The Committee were informed that the Academy was on track for its completion date of September 2010, and that the construction companies would have the opportunity to make their bids for the building of the Academy.
- 34.6 In reply to questions on whether young people's responses were being taken into account, it was explained that young people had engaged in a DVD that expressed their desires for the Academy and this was accessible on the website; and that pupils had written a booklet which was distributed to pupils, staff and parents and an awards ceremony had taken place for pupils and staff, with the sponsor.
- 34.7 In answer to a question on whether there was a governing body working with the Academy, the Committee were told that there was a charitable trust, the Department for Children and Families (DCF) and other advisors who would be working closely in the development of the Academy.
- 34.8 **RESOLVED** – That the report be noted.

**35. CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY WORK
PROGRAMME 2008-2009**

- 35.1 Members noted that the Work programme had been put into chronological order (rather than into the "Every Child Matters" headings), and the Briefing Note was circulated out as requested by the Committee.

Members were informed that the Traveller Service Report had been moved from the 17 November 2008 to the 28 January 2009.

- 35.2 The Committee considered a couple of other reports and these were the Children with Complex Needs and the Children and Young People's Voice and Participation papers.
- 35.3 Papers had been distributed about the Merging of infant and junior schools as Members had requested this.
- 35.4 A Member requested that pupils with mental health needed to be included in the Children excluded from school report.
- 35.5 **RESOLVED-**

- (1) That the revised Work Programme layout had been agreed.
- (2) It was agreed to note the Primary Schools Admissions Forum could be received on the 28 March 2009, instead of the 28 January, 2009.
- (3) It was agreed an update on the paper of the Children with Complex Needs would be received by the Committee on the 28 January, 2009.

(4) It was noted that no further information was required on the Merging of infant and junior schools.

(5) It was agreed to accept the Summary of Ofsted Reports 6 monthly.

36. ITEMS TO GO FORWARD TO CABINET AND THE RELEVANT CABINET MEMBER MEETING

36.1 There were none.

37. ITEMS TO GO FORWARD TO FULL COUNCIL

37.1 There were none.

The meeting concluded at 7.15pm

Signed

Chair

Dated this

day of

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 45

Brighton & Hove City Council

Subject: *The Traveller Education Team Annual Report 2007/08 for Brighton and Hove*

Date of Meeting: 28th January, 2008

Report of: Director of Children's Services

Contact Officer: Name: *Jackie Whitford, Co-ordinator of Travellers Education Team, East Sussex and Brighton & Hove* **Tel:** (01273) 482671

Hilary Ferries, Acting Senior Adviser Early Year and Primary (01273) 293738

E-mail: Jackie.Whitford@eastsussex.gov.uk

Wards Affected: All

FOR GENERAL RELEASE.

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This is the annual report 2007/08 outlining the work of The Traveller Education Team. Traveller Education works in consortium with East Sussex County Council and Brighton & Hove Council and it exists to support the educational entitlement of Gypsy, Roma and Traveller (GRT) children and young people. The Traveller Education Team works collaboratively with other departments within Children's Services and schools to improve health and educational outcomes for Gypsy Roma Traveller (GRT) population and to contribute to the local authority's responsibilities under The Race Relations Amendment Act and Community Cohesion".

2. RECOMMENDATIONS:

- 2.1 The Children and Young People's Overview and Scrutiny Committee is asked to consult and approve the report.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Lady Plowden initially acknowledged the plight of Traveller children - "Traveller children's needs are extreme and largely unmet". Plowden Report 1967.
- 3.2 National funding became available from the 1970s and via specific (ring fenced funding) from 1986. Local authorities were encouraged to submit bids for this funding.
- 3.3 A specialist and designated Traveller Education service covering East Sussex and Brighton & Hove has been funded since 1992. Following Local Government Reorganisation (LGR) in 1997 Brighton & Hove agreed to enter into a consortium agreement with East Sussex to share the existing provision and funding. This arrangement has continued to date and is one of the few consortia arrangements (nationally) to have survived since 1997.
- 3.4 Following the Criminal Justice and Public Order Act 1994 (with cessation of responsibility on LAs to provide sites) B&H saw an increase number of Travellers resorting to the City and in unauthorised encampments with an increase in highly mobile children to cater for.
- 3.5 In 1994 Traveller Education obtained funding from both East Sussex and Brighton PCT to resource an outreach unit "mobile clinic classroom" to provide some multi agency outreach health provision and early year's provision to highly mobile Travellers. This funding has continued."
- 3.6 Recent Ofsted and Joint Area Review (JAR) Inspections have been "good".

4. CONSULTATION

- 4.1 Produced in consultation with lead officer from The Traveller Education Team, East Sussex County Council and Brighton & Hove Council responsible for those areas of service.
- 4.2 Brighton and Hove CYPT have a written consortium agreement/SLA with East Sussex council to provide Traveller Education Services. Jackie Whitford is the Head of the Traveller Education Service and is line managed by a senior manager (Tony Hill) within East Sussex council. The monitoring of the service in Brighton and Hove is the responsibility of the Advisory Service (Hilary Ferries/Linda Ellis) which is part of the Learning and Schools Branch of the CYPT led by Assistant Director Jo Lyons. A termly meeting is held with the Assistant Director and Head of the Advisory Service from Brighton and Hove, Jackie Whitford and Tony Hill from East Sussex council to monitor improvement of the service and to review the consortium arrangements. Funding is provided as agreed as part of the SLA and

reviewed on an annual basis. A report is provided on progress and areas of improvement on an annual basis.

5. FINANCIAL & OTHER IMPLICATIONS:

- 5.1 The report updates on the work of the Traveller Education Team. In 2007/08 as part of the consortium agreement Brighton and Hove City Council paid East Sussex County Council £45k and it is important that the agreement is reviewed regularly to ensure there are no additional costs to the council.

Finance Officer Consulted: Paul Brinkhurst Date: 08th December 08

Legal Implications:

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

Lawyer Consulted: Serena Kynaston Date: 08th December 08

Equalities Implications:

- 5.3 There is a gap between the achievement of this group and other groups in Brighton and Hove. This report demonstrates how Brighton and Hove have commissioned work to narrow the gap.

Sustainability Implications:

- 5.4 The improving pupils achievement increases employability

Crime & Disorder Implications:

- 5.5 In the longer term, improved educational achievement for young people is likely to have a positive impact on reducing the level of crime and disorder.

Risk and Opportunity Management Implications:

- 5.6 None.

Corporate / Citywide Implications:

- 5.7 None.

SUPPORTING DOCUMENTATION

Appendices:

1. TET Annual Report 2007/08 for Brighton & Hove
2. TET Early Years Outreach 2007/08 Report

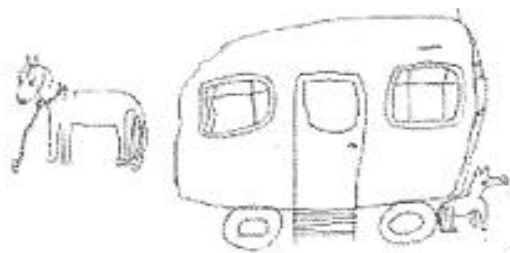
Documents In Members' Rooms

1. None
2. None

Background Documents

1. None

**APPENDIX 1
EAST SUSSEX TRAVELLER
EDUCATION TEAM IN
CONSORTIUM WITH
BRIGHTON & HOVE**



ANNUAL REPORT 2007/08 FOR BRIGHTON & HOVE

Context

The context remained similar to previous years - although a small number have moved into housing, the majority of Brighton & Hove's Travellers resorted to unauthorised encampments. However, the Horsdean Transit Site was refurbished and reopened in August 07 which has offered some accommodation stability for some groups. Since its reopening Horsdean has been occupied for periods of 3 months at a time by extended family groups of Irish Travellers. This longer temporary provision allows Traveller Education and other outreach service providers to better engage with families and to support their access into mainstream service provision

Additionally, between September 07-August 08, throughout the City there were a total of **60** unauthorised encampments in 30 locations - 34 of these encampments being Irish Travellers. 10 encampments being Gypsy Roma families, 11 New Travellers and 6 mixed groups. The average length of stay of each encampment was 17 days (but 35 encampments were less than 7 days).

With relatively short or insecure stopping patterns of unauthorised encampments, Traveller Education staff frequently encounter resistance from highly mobile families to placing their children in school, commenting "What's the point, we are leaving soon!" We estimate this reporting year that the percentage of highly mobile children we were able to engage in appropriate education was approximately 50% of the total visiting school aged population. A contributing factor, as well as high mobility, is that most secondary aged boys will be accompanying their fathers during the day, earning a living and older children are largely "hidden" from the system.

Support provision

For support arrangements and protocol ref document "Traveller Education Service Provision in Brighton & Hove"

Service Delivery 07/08

1. Advice, training and resources were delivered to the following:

- Early Years Network Conference (150 participants) - Hove Town Hall
- Advanced Early Years Students - Lecture on Meeting Needs of Traveller pupils in schools - Brighton University
- Yr 2 Trainee Teachers - Lecture on Meeting Needs of Traveller pupils in schools - Brighton University
- EAMAS - talk to team and demonstration of resources
- Headteachers Community Cohesion Conference - workshop delivered
- Lessons were planned (supporting the diversity curriculum) and modelled in 4 school settings = 7 lessons.
- 6 lessons modelled in local foundation stage settings using Persona Dolls (supporting early years diversity curriculum)

2. Outreach and Early Yrs provision (see attached report)

3. Projects

3.1 Gypsy Roma and Traveller (GRT) History Month

Traveller Education Team promoted the pilot Gypsy, Roma and Traveller History Month in June 07. This was an initiative promoted and funded by the DCSF to raise awareness of GRT history and culture and the contribution these groups have made to society over 500 years. 35 children in Brighton & Hove schools submitted posters for the GRT national poster competition and there were also 8 pre school posters submitted. Supporting this national competition, we held a local poster competition together with "an achievers award", storytelling session and tea party. This was a joint event covering Brighton & Hove and East Sussex and attended by over 70 local Traveller families.

We also secured funding from the DCSF, Brighton & Hove and East Sussex to make a film (working title - "This is Who I am") and covering some of the celebrations which took place nationally. This new film to be used for training purposes and as a new resource in schools from 2009

3.2. Curriculum Development

We have worked collaboratively with the PHSE - Healthy Schools Team to plan, and pilot a new KS1 resource on Traveller Awareness. Materials and lesson plans have now been produced and due to be piloted in local schools. This work to continue into 08-09.

3.2. Communication Review

During the reporting year, we have reviewed and revised the Brighton & Hove website on "Travellers"

3.3. Traveller Accommodation Communication Strategy

Throughout the year we have attended and contributed to these meetings and decisions.

4. Statistics for 2007/8

	Primary	Secondary	Total
Pupils enrolled in school all/part 07/08 <i>% attendance - actual/possible</i>	33 80%	16 76%	49
<i>Traveller Education Service (TES) supported pupils- teaching/welfare</i>	33	7	40
Schools with Traveller pupils	13	7	20
<i>Traveller Education Service (TES) supported schools</i>	13	3	16
Fairground/circus children supported with distance learning	7	1	8
Highly mobile children resorting to the area who we tried to engage but did not attend any school	17	9	26
<i>Education Other Than At School (EOTAS)</i>	0	1	1

Attainment in the national tests at age 11 (Year 6) and age 16 (Year 11)

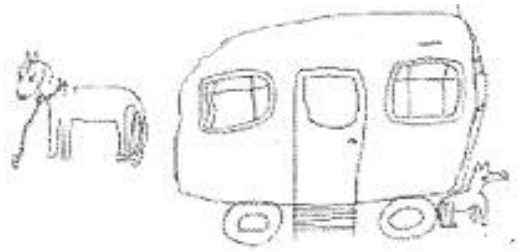
Individual pupil Initials	Yr 6	School	English NC Level	Maths NC Level	Science NC Level
CG		Benfield Junior School	4	4	4
SL		Hertford Junior School	3	B	4
	Yr 11 Total Points awarded	GCSE grade	English	Maths	Science
BC	5	Hove Park	U	G	E
HH	21	Cardinal Newman	D	F	E

GRT children remain the lowest achieving of any identified group. Following the last Annual School Census, the DCSF are concerned that the attainment gap nationally between Gypsy/Roma and Travellers of Irish Heritage is widening. For example in 2007 at KS 2 English at level 4+ the gap between GRTs and the next minority ethnic groups was 45%. They are also the children who suffer the highest number of exclusions, and suffer the worst health. The causes of underachievement are multi faceted but lack of safe and secure accommodation is acknowledged as a major contributor. Policy and practice relating to meeting the needs of vulnerable groups need to take into account the status quo of our Gypsy, Roma and Traveller community and additional initiatives need to be put in place to reverse the downward trend. In our opinion there is a particular need for greater outreach provision to cover adult/family literacy, health education to include dental health and restoration of a peripatetic outreach health visitor.

Jackie Whitford
Co-ordinator, Traveller Education.
Nov 08

Appendix 2

EAST SUSSEX TRAVELLER EDUCATION TEAM IN CONSORTIUM WITH BRIGHTON & HOVE



Report re Early Years Outreach 2007-8

Joint service delivery has continued throughout the year to mobile Travellers using the outreach unit "bus" as base, and with some additional resource funding from the PCT. This unit was staffed at all times by a Traveller Welfare Officer and Early Years Teacher providing a range of pre school play/educational activities for children plus advice, information and (where necessary) onward referral for families. The outreach service was offered at least once a week and twice when numbers warranted a second visit. We are frequently the initial point of professional contact for mobile families. Other professionals have supported our outreach work e.g. Sally Burnett, Health Advisor (Fischer Family Trust), staff from PRESENS (Pre-School Special Educational Needs Service), Health Visitors from Moulescombe Childrens Centre in order to support/enable access to local mainstream services.

Outcomes for children from use of outreach unit:

- 79 pre school children accessed pre school activities via the bus
- 2 children accessed White Hawk drop in centre and received speech and language support
- From our referral, 1 child received speech and language support programme
- 8 children admitted into nearby nurseries: 2 with Teaching Assistant support provided by Traveller Education.
- 4 children admitted in local Reception classes
- Bookstart packs distributed via bus to all pre school children
- Father Xmas distributed gifts to all young children week before Xmas. 24 presents were given to -5s.
- (For numbers of health advice/referrals - ref FFT)

Training

1. Early Years Teacher demonstrated use of Persona Dolls in 6 local nurseries re Early Years diversity curriculum and successful inclusion of Traveller children.
2. EY Teacher gave presentation to 150 people at EY network Conference at Hove Town Hall
3. EY Teacher provided training to EY trainee teachers at Brighton University

Continuing Need

- Now Horsdean transit site has been refurbished and Travellers may stay for up to 3 months, there is a need for a local health visitor to cover the Horsdean population and enable links to be made with the local Childrens Centre.
- There is continued need for a designated HV to work closely with existing team from the bus
- Due to high levels of dental caries amongst young children, it would be useful to engage the services of a dental hygienist to join outreach team

Jackie Whitford - October 08.

Children and Young People's Overview and Scrutiny Committee

AN UPDATE ON CHILDREN WITH
ADDITIONAL NEEDS

Report author: Dr. Carrie Britton

Contact officer: Dr. Carrie Britton
Tel: 430219
E-mail: info@kidswitharthritis.org

FOR GENREAL RELEASE

1. SUMMARY

- 1.1 At the 19 November, 2008 CYPOSC meeting it was agreed to add onto the Work Programme, "An update on children with additional needs".
- 1.2 Children with "additional needs" incorporates a wider range of children than the original brief of children with "complex needs", which was a confidential briefing paper written in August 2008.

2. RECOMMENDATIONS:

- (1) That Members note the recommendations within the 2 reports:
 - "More therapies in the community"- **Appendix 1**
 - "The experience of local families of children with additional needs" - **Appendix 2**
- (2) That members determine whether to take further action on the recommendations outlined in the two reports.

3. BACKGROUND INFORMATION

- 3.1 The Brighton and Hove Parent Carers' Council, was launched in July 2008 and a Focus Group met on 5 December 2008. The key findings of this Focus Group are outlined in **Appendix 1**.
- 3.2 Further information is contained in the appendices to this report.

4. CONSULTATION

- 4.1 "More therapies in the community" - **Appendix 1** outlines the consultation carried out with representatives of the Parent Carers Council.

SUPPORTING DOCUMENTATION

Appendices:

1. **Appendix 1** is the “**More therapies in the community** - Parent Carers’ Council Summary report December 2008”
2. **Appendix 2** is “**The experience of local families of children with additional needs** update Report: January 2009”.
3. **Appendix 3** is the “Every disabled Child Matters” Local Authority Charter.
4. **Appendix 4** is the “Every disabled Child Matters” Primary Care Trust Charter.

Documents in Members’ Rooms:

Not applicable.

Background Documents:

1. None.

APPENDIX 1
“More therapies in the community”
Parent Carers’ Council Summary Report
December 2008
Combined focus group and short survey findings

Introduction

In line with the national pattern, we have firm evidence that the numbers of children with learning disabilities for example children diagnosed on the autistic spectrum, complex medical needs and physical disabilities, are increasing, with particular challenge during the years of puberty and adolescence. Modern medical intervention means that this generation of young people survive into adulthood, with the majority of their care being delivered at home by a largely untrained workforce of parent carers. During the past decade, there has been a growing need for specialist therapy intervention to assist these parents and their children to achieve their maximal communication, social and emotional and educational potential. Local parent carers have advocated for more flexible and good quality community multidisciplinary therapy to assist them in the overwhelming tasks of daily living. They were optimistic that the children’s Integrated Disability service would deliver these improvements. However, this city wide exercise with parent carers of children of all ages and from across the city indicates continuing dissatisfaction with current therapy provision and concerns about poor outcomes for both child and family.

Launch of Parent Carers’ Council, Brighton & Hove

In July 2008, at the first meeting of the Parent Carers’ Council in Brighton & Hove, parent carers voted that “More therapies in the community” was their priority issue. These services include speech and language therapy (SALT), occupational therapy (OT), physiotherapy (PT) and psychology. These therapies are provided by different statutory bodies (Brighton Hospitals University Hospitals Trust, Children and Young People’s Trust, Chailey Heritage Clinical Services) on different sites including special and mainstream schools, the children’s hospital and Seaside View which is the integrated children’s disability service based on the Brighton General Hospital site. An unrepresentative baseline survey of parents attending at the time also indicated parent carers felt unable to influence the Children and Young Peoples Trust, and local health provision and had only weak confidence in local health provision (see Appendix One).

Key findings from focus group event held on 5th December 2008

Twenty parent carers attended this event, together with five invited listeners (key local officers or managers), and two members of *amaze* staff. In the first task, fourteen practitioners from the fourteen different statutory or voluntary sector organisations were named as valued examples of local good practice. The named individuals will be sent a certificate and letter of thanks on behalf of the Parent Carers’ Council. Chailey Heritage was the only team/site nominated twice as an example of good practice. This event illuminated a range of issues concerning good and poor local practice in the co-ordination and delivery of these therapies for children. A separate focus group report records the full range of parent carers’ contributions and views that were expressed during the four different activities. A comment on a feedback form illustrated the feeling of many parent carers, “*why do we have to fight for everything that able-bodied children assume as their right, like freedom to communicate, have friends etc?*” This local finding is in keeping with national research including the Aiming High for Disabled Children Cross Party Review that took place in 2006, and other work¹.

¹ For example “Ignored and Invisible” report referenced in first report.

The key findings from focus group were:-

1. **Listening to parents, taking their concerns seriously**, and respecting their views were recognised as the hall marks of good practice and we thank those who routinely demonstrate these qualities. However, parent carers reported these basic markers as weak or absent in some local therapies provision. They also wanted practitioners to visit the child where they were, at home, nursery or school rather than taking child to multiple appointments on different sites.
2. **Communication that was honest, sympathetic, clear, timely and respectful of the parents' knowledge of the child** was identified as most important ingredients to constructive working with families. Parents also wanted different services and practitioners to communicate with each other better and to effectively co-ordinate the delivery of different services. Key working that responded to the families' views and needs was seen as one tool for better communication and co-ordination.
3. **Transparent and accountable decision-making at all levels needs to show response to parents' (and child/young person where possible) involvement** and priorities. Need for impartial, full information and support for parents making decisions and effort to "fit the service to the child and not the child to the service".
4. **Need for additional skills training at all levels and in many settings**, from basic personal skills of how to relate to both disabled/ill child and their parents carers, to highly specialist skills for intense specialist provision. Need to include parents in this training so that families' perspective consistently understood from proven evidence base. Concerns were raised that much 'therapy' was not carried out by sufficiently trained staff. Survey feedback showed that when child attended to by qualified therapists then parents were satisfied with therapy. However the over long waiting period, staffing discontinuity and insufficient amount of contact with skilled therapists were identified sources of strong dissatisfaction across ages and therapies.
5. **Workforce and resources** – not just more money invested across services for children with special needs to prevent avoidable disability, distress and social isolation, but more importantly, by involving parents in the decisions achieving a wiser use of these resources and expertise.

Short postal survey summary

During four weeks in November 2008, 47 parent carers of 49 children with additional needs, living in Brighton and Hove, completed a short postal survey. The unsolicited survey was sent to over 1,000 local parent carers registered with Amaze, the umbrella organisation supporting parents of children with any special need in Brighton & Hove. The response rate is low and entirely within rate expected from non-selected 'families in need' population. It is not possible to discern the range of levels of satisfaction from parents who did not complete the question, however the staff members from Amaze, who manage the Compass database, an active caseload and busy helpline for local parent carers concur that the findings are in keeping with their day to day contact with families.

Parent carer responses were:

6% related to children with special needs aged 0 to 4 years

40%	“	“	5 to 11 years
30%	“	“	12 to 15 years
13%	“	“	16 to 19
11%	“	“	20 – 25 years

Key messages from short postal survey

Parent carers' level of satisfaction regarding each therapy was recorded relating to three general aspects rather than scoring different teams or providers. It is noticeable the relatively high proportion of respondents who recorded partially or strongly dissatisfied with services. Responses relating to physiotherapy were more different from the other therapies, possibly because the more physical nature of treatment enables outcomes to be visible to all. For example, the child's progress in walking practice that facilitates independent walking can be seen by parent, child and physiotherapist alike. There was a general feeling that physiotherapy needed to be assessed and practiced within the home rather than always in the therapy department alone. There seems to have been particular problems with staff continuity since the opening of Seaside View (Integrated Disability Service). Similarly fewer children and young people were able to access psychology services which parents felt disadvantaged their child.

These general aspects were the assessment process, the amount of therapy and the quality of provision and findings are shown in Appendix Two.

Key findings from short survey were:-

- **Ratio of 'dissatisfied' and strongly 'dissatisfied' ratings** about the amount and quality of all therapies were relatively high. Once the child saw a therapist they were more likely to be satisfied with the quality of service suggesting a weakness with the system rather than therapists' practice. In general parents praised individual therapists their child saw.
- **There was reported difficulty both accessing and sustaining ongoing** therapy – parents were unhappy with age cut offs or cessation of therapy if the child changed school or provider because the child's needs for therapy had not changed.
- **Long waiting lists** were considered problematic/unacceptable because of the missed window of therapeutic opportunity for the child, and frustration for the family who had to cope unaided in the meantime. Problem could become more severe and hard to solve during the waiting period.
- **There was confusion about the role of therapies**, and some parents felt their child could have benefited from input but the services were not offered. Impartial information and clearer route to assessment needed.
- **Families wanted more therapy to be based within the home**, and within a co-ordinated multidisciplinary plan. Impression that therapies actually functioning in parallel rather than together.
- **Need for better communication and feedback**, and inclusion of the parents' expertise.

Recommendations

- Focussed six month review team, including parent carers, to develop and implement strategic plan for therapies across different providers in the community. The plan must provide consistency and quality across diagnostic groups, age bands and range of providers and co-ordinate with children's hospital services. Joined health service and CYPT attention to long term issues and unmet need.
- Development of local training delivery plan that addresses skill deficits, and deployment of highly trained therapists in integrated teams working in the community. To include resourced training for parent carers to support therapies and maximise potential of child.
- In the new governance arrangements for the CYPT Board, to include representation directly from the Parent Carers' Council so that discussion and decision can proactively include local families' experience and views, also Acute Commissioning group and the Continuing Care panel.
- Meaningful, secure funding for the Parent Carer Council so that it can build its evidence base, representational capacity and independence. Currently the CYPT provide inadequate funding of only £5,000 p.a. on a discretionary basis from (short term Aiming High Funding). Inequality with level of funding, management and profile invested to the mainstream Parents Forum (c50Kp.a.) and Youth Council (c150Kp.a.).

Actions by Parent Carer Council and partners

Immediate

- a) Promote examples of good practice from the families' perspective by publicising nominations of individuals' and teams'. Articles in City and CYPT publications.
- b) Build active membership of the PaCC to strengthen its representational capacity.

Next four months

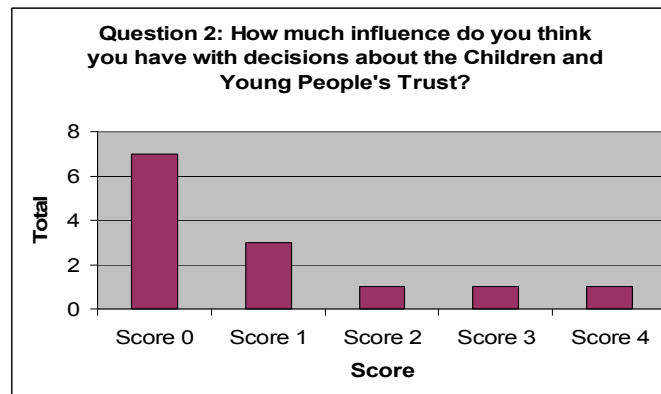
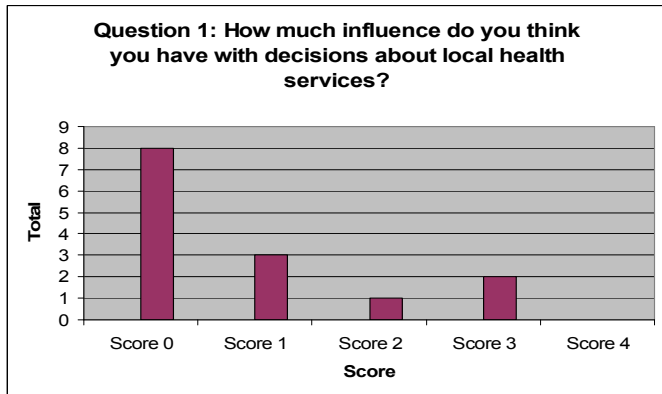
- a) Wide dissemination and discussion of Parent Carers' Council reports with key groups about local families' experiences and need for more therapies in the community.
- b) PaCC meetings with 'listeners' who attended event and therapy managers and commissioners to address issues raised and record of outcomes.
- c) Investment in website for local parent carers to raise profile of parent carers and capture local experience, ideas and solutions.
- d) Plan launch event in early summer term.

Ongoing

- a) Improve effective funding to enable fulltime development worker for PaCC, build capacity, independence and partnership links with Parents Forum and others.
- b) Formalise clear routes for families' experiences to feed in to decision-making processes with audit trail of where this makes a difference to outcome.

Appendix One: Baseline survey 11/07/08

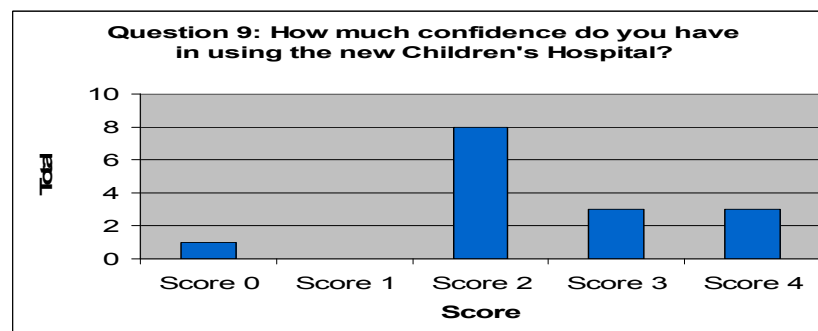
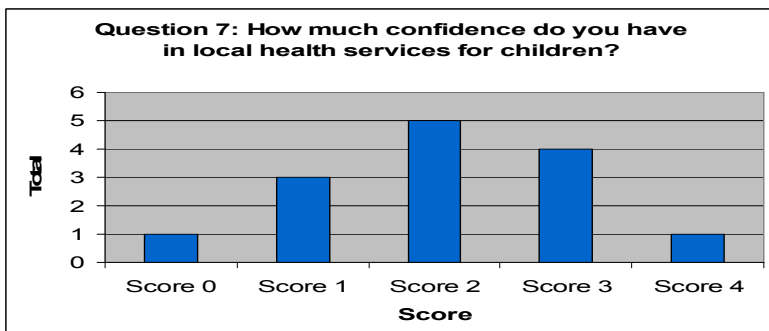
Score 0 to 4 (where 0 means none and 4 means a huge amount)



**Question 4:
How much influence do you think you have about decisions in your child's school?**

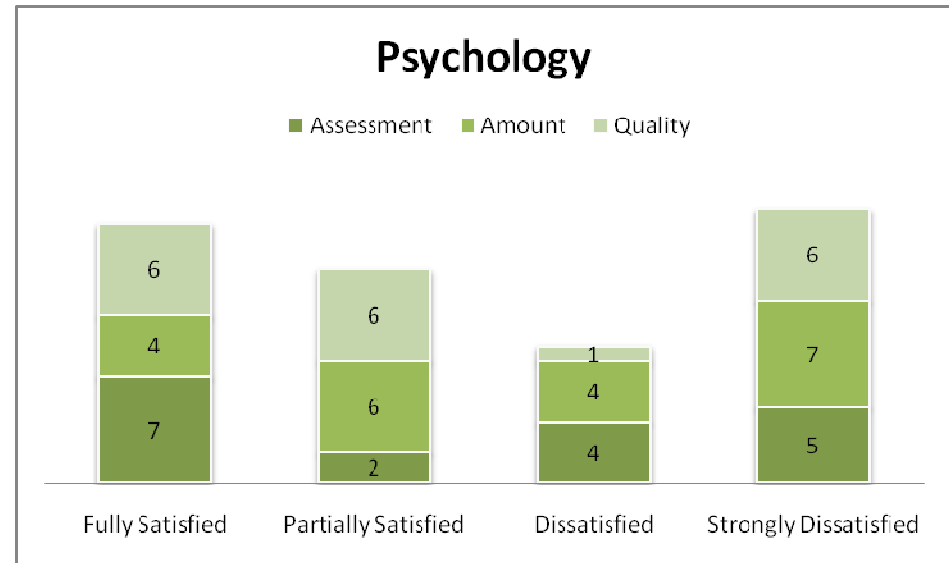
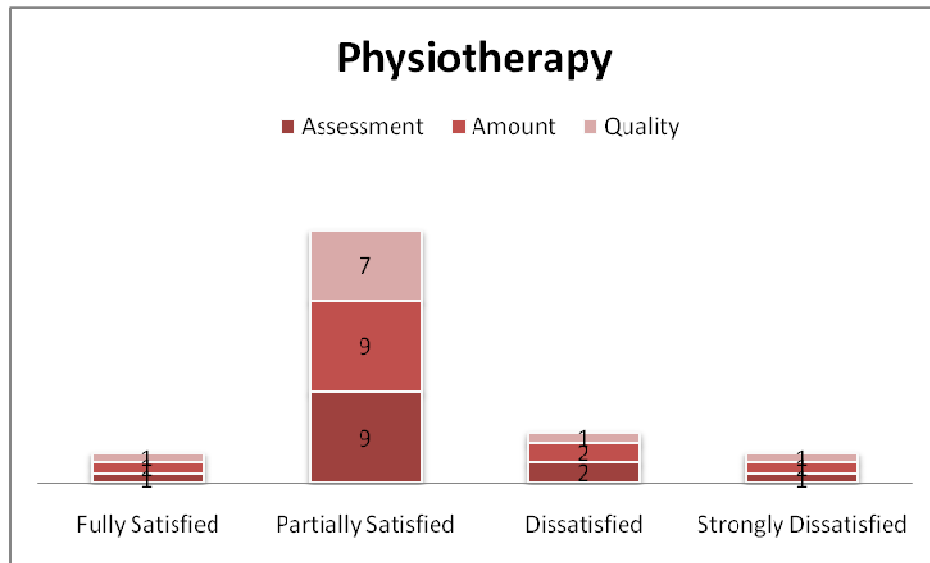
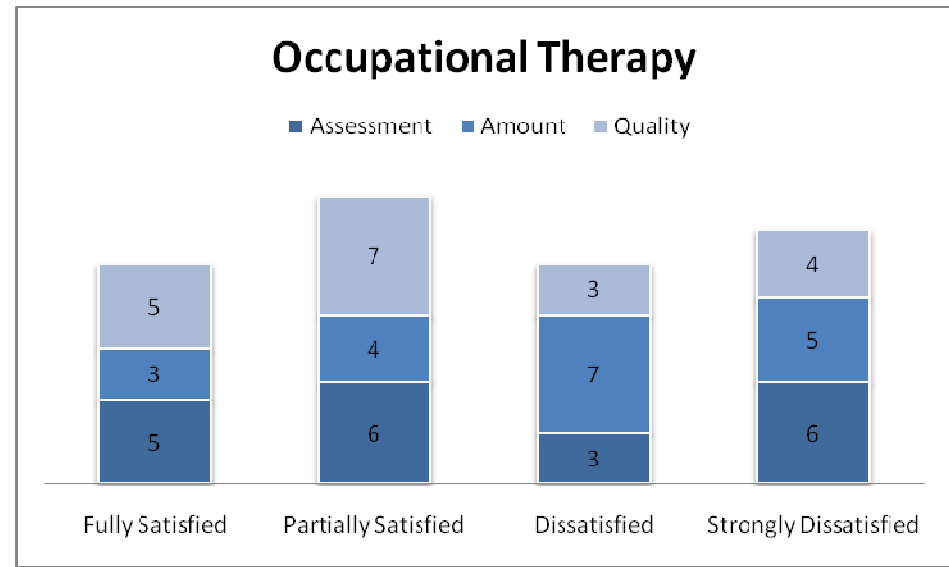
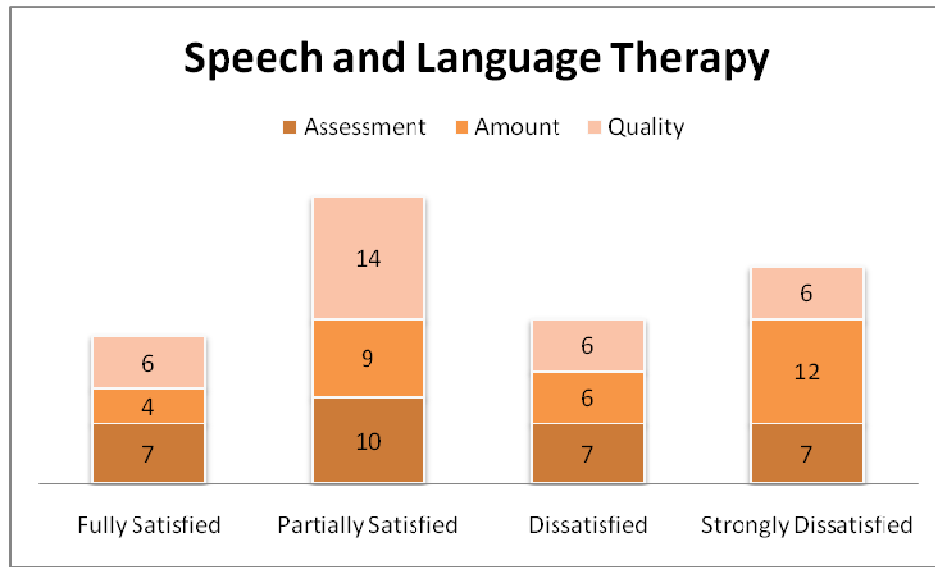
- Woodingdean School
- Patcham High School
- Downs View
- St John's School
- Hillside
- Downs Junior
- Cedar School
- St Luke's School
- Downs Park
- Angmering/uni
- unnamed school

Score	Score	Score	Score	Score	Score
0	1	2	2.5	3	4
				1	
	2	1		2	
					1
	1				
	1				
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		1	1		
		1			
		1			



Appendix Two : Short Survey Findings

Levels of satisfaction regarding assessment, amount and quality of therapy (all ages included)



APPENDIX 2
Children and Young People's Overview and Scrutiny Committee
Brighton & Hove
The experience of local families of children with additional needs
Update Report: January 2009

Dr Carrie Britton:
Health Co-optee to CYPOSC
Children's Services Engagement Advisor (Brighton and Hove City Teaching PCT)
Lead Advisor Parent Carer Issues, Amaze Research and Training

Purpose of this briefing update

1. To provide an update to the original briefing paper, especially with regard to the focus group work of the local Parent Carers' Council (PaCC).
2. To build the evidence base and understanding about the experience of local families of children with disabilities or complex needs.
3. To raise awareness of key issues and assist committee members in their overview and scrutiny role.

This report is to be read in conjunction with the PaCC report "More therapies in the community" because it provides an explanation about the recent experiences of local parent carers. Parent carers feel they have little influence in local services, despite national policy, huge effort and local rhetoric. The PaCC report, albeit from an unrepresentative sample of 47 families reveals relatively high ratio of dissatisfaction with current therapy services organisation, but warm appreciation of individual practitioners. This pattern and level of dissatisfaction is consistent to that reported nationally in the Aiming High for Disabled Children (AHDC) Cross Party report 2007¹. However there is a wider range of unmet needs historically for families of children with complex health issues.

National context

There have been many reviews of services for children with additional needs during the past fifteen years and local parent carers have taken a full part in them. Parent carers' views were addressed within the comprehensive guidelines of the 2004 National Service Framework, and later the Every Child Matters (EDC) Agenda for Change. Yet during the 2006 AHDC Cross Party hearings, the Children's Commissioner for England, Prof. Sir Al Aynsley-Green, stated that the evidence was known, policies were in place but delivery was lacking.

The review directly lead to £340 million being released nationally and from March 2008, three instalments totalling £2.4 million was allocated to Brighton & Hove as a Pathfinder for improvement of short break services for families of disabled children, ending in March 2011. Two conditions for AHDC funding was the meaningful involvement of parent carers in decision making processes and a commitment by Brighton & Hove to deliver by 2011 the Local Authority and PCT Charters (Appendix 2).

Defining the population of children

The 2004 government survey² estimated 14% of children have special educational needs, including between 5 and 7% of children who are disabled: yet the proportion of funding afforded to disabled children has changed little since the pre 2004 level of 3%. In contrast to parents of fit and well children, parent carers of children with additional needs, especially where those needs are moderate, severe or complex is considered a 'seldom heard group' because their daily lives involve multiple deprivation, and daily effort to accommodate appointment, treatment, and/or therapy.

¹ Parliamentary hearings on services for disabled children, October 2006.

² The Family Resources Survey 2002-3, Department of Work and pensions 2004, available from www.dwp.gov.uk/asd/frs

Local history

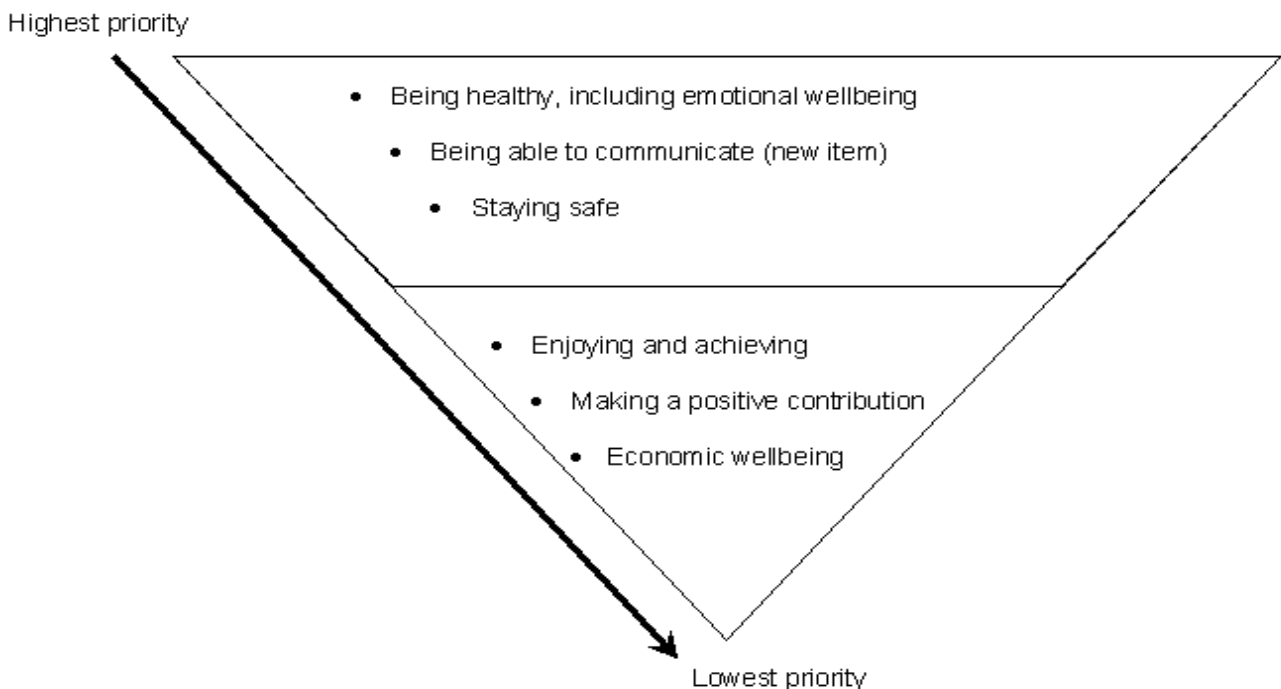
The new Disabled Children Strategic Partnership Board, which includes parent representatives, has begun to co-ordinate the use of AHDC funding, and to rebuild the damaged relationship with the parent carer community that emerged during the problematic local review³ and reported threat of closure of the children's community nursing service. Two years later changes in provision and upgrade of facilities have happened and a parenting support strategy has been published, yet parent carers report that little has improved in terms of what is available for their disabled child. They report deep concern about commissioning decisions (like the closure of Charily Heritage nursery for the most disabled children) and still seek transparent and accountable decision-making that involves them in a timely and meaningful way.

Hierarchy of Every Child Matters outcomes for disabled children

The five ECD outcomes, that is Being healthy, Staying safe, Enjoying and achieving, Making a positive contribution and Economic wellbeing, are usually considered of equal significance to children and young people, and therefore to service providers, commissioners and assessors. However, recent national research⁴ recommended important adaptations to these outcomes in relation to services for disabled children. These are:-

- Overall, the five outcomes are relevant for disabled children but crucially they omit communication, a fundamental capacity, so this needs to be added as a sixth outcome. Far greater attention to communication is fully endorsed by findings from the recent Bercow Inquiry into speech and language provision, and echoed consistently by local parent carers' views.
- The outcomes mean something very different to disabled children and their parents compared to fit and well children and their families.
- The outcomes need to be used in order of their relevance to disabled children and their parents. The research team recommend a hierarchy as illustrated below:-

Every Child Matters: Outcomes framework adapted for children with complex health needs and disabilities



³ In Brighton & Hove the community of parent carers put considerable effort into the review of services that lead to the formation of the CYPT, for example 268 completed questionnaires were received from parent carers. A sound and detailed plan for service development was agreed in 2006 that responded to families' feedback. However, with the change of leadership of the review group, workforce development of the new CYPT became the priority in preference to implementing the agreed plan. I refer to it here because it has seriously damaged the parent carers' /CYPT relationship and still contributes, like the events around the community nursing issue, to their feeling of not being heard, valued or meaningfully involved with the work or decisions of the CYPT and relevant health service organisations.

⁴ Priorities and perceptions of disabled children and young people and their parents regarding outcomes from support services: by Bryony Beresford, Parvenneh Rabiee and Patricia Sloper: Social Policy Research Unit, University of York, 2007

The researchers also noted the significance of maintaining quality of life, sometimes in the context of deterioration of abilities. These research findings concur with studies with older service users, and reinforce the importance not just of outcomes but also the WAY in which the service is delivered – ‘users have long argued that the impacts of the way in which services are delivered can be as important as the outcomes of the service, and the way in which something is done can undermine or contribute to quality of life outcomes’⁵.

Why are these research findings important? Because they endorse the local finding of widespread dissatisfaction from parent carers and the need for more therapies in the community to assist their disabled children maximise their abilities (especially during finite developmental windows) and maintain their quality of life. The research findings also evidence the importance of understanding the way local services are delivered and decisions made from the service users’ perspective rather than just accepting managers’ reports, providers’ policies or commissioners’ intentions. This is also a key learning point from the recent Baby P Inquiry.

Understanding the parent carers’ journey

There is a body of evidence from international research with parent carers over the past twenty years that explores important aspects of the parent carers’ experience, and the parent carer/practitioner relationship. One aspect of this relationship is the tension between managers who prefer to affirm positive news of their service and parent carers’ delivery of the unwelcome message that far more needs to change. Meanwhile, parent carers continue to combine the hard physical work of delivering 24 hour care with chronic stress, clinical fatigue, raised ongoing anxiety and uncertainty, cycles of grieving (Chronic Sorrow), social isolation and reduced income. A brief summary of the parent carers’ journey may assist Councillors and managers to contextualise issues raised in reports and by their constituents.

Early stage:

- Anxiety and effort to secure diagnosis – route to diagnosis impacts how they relate to professionals later, for example speedy route to diagnosis and treatment leads to greater trust, but if diagnosis delayed, missed or incorrect, families less likely to trust professionals later.
- Shock and feelings of helplessness and powerlessness about child’s diagnosis and treatment – completely unfamiliar territory for parent
- Eagerness to put child in hands of experts who have solutions
- Isolation – do not know other people who live with this situation, dislocation with family and friends
- Actively seeking information and people who can help
- Feeling of crisis and that life will now always be different

Middle stage:

- Clearer understanding about child’s individual experience of condition and individual needs
- Coping with conflicting advice – having to choose who to believe
- Realising things cannot always be fixed
- Trying to do everything that is advised –unsustainable emotional and physical effort –finding resource limits
- Learning about the future and impact on each family member
- Emergence of chronic sorrow (cycles of grieving) and clinical chronic stress which can become permanent
- Learning to ‘fit into community’ – inclusion issues arise
- Navigating different education, health, social care and benefit systems

Later stage and ongoing:

- Search for ‘normality’ – each families’ unique sustainable pattern for daily life
- Developing confidence about own expertise and family’s limitations
- Finding individual family solutions to challenges
- Finding others who live similar lives
- Learning to advocate effectively and fight to have child’s needs met
- Willingness to campaign so that other families do not experience such a difficult journey

⁵ Qureshi H and Henwood M (2000) Older People’s Definitions of Quality of Services, York publishing Services, York.

Parent carer/practitioner relationships

Practitioners' training usually concentrates upon the child or young person, rather than gathering evidence based expertise dealing with parent carers. Also practitioners who only see children at a particular stage or age are less likely to be aware of the longer term impact of their intervention, and the impact of their style of practice. For example practitioners who mainly work with preschool children will be more used to overtly directing and advising parents in the early stage because parents may not yet have developed confidence in their own expertise as either parents or carers. In contrast, a practitioner working with older children will be more used to incorporating the child's wishes and negotiating with more confident parents.

The carer/practitioner relationship evolves and a policy devised for one stage will not necessarily fit another stage, but a consistent feature is respecting the parent carers' role and input because we know that the parent carer has the greatest impact upon outcomes for the child. Feedback from parent carers' prioritises the need for much further training and specialism, together with a respect and understanding of the parent carers' contributions. This is especially true where children have complex or enduring health needs and practitioners deploy a medical model approach that can view parents as passive receivers of professionals expertise rather than key partners.

In the context of disabled children, decisions are made about equipment, toys and room layout within the family home, about who visits the home, about which nursery or school the child can attend, which care package and many other decisions are all taken by strangers, often service managers. Dealing with this level of daily intrusion into normal family autonomy is again part of the experience of being a parent carer and explains why the relationship with statutory providers is often tense and different from that of parents who are not also carers. Parent carers also comment that it seems that the more senior the decision-maker (and therefore making the decisions that have the biggest impact on the family), the less they understand the individual child (PaCC report).

Key facts to understand the multiple vulnerability of families of children with complex needs or disabilities.

- On average, it costs three times the amount to raise a disabled child compared to raising a child with no disabilities⁶
- Family breakdown - in the general population of Brighton and Hove, 27% of households with children are single parent households (2001 Census), while single parent households form 36% of families on the Compass database. Single parent household nearly all headed by mums, looking after boys.
- Greater likelihood of disabled children experiencing neglect and abuse.
- Lower income
 - a) in the population of households with children in Brighton & Hove, 61% of mums and 86% of dads are in paid work, compared to the Compass families where 16% of mums and 63% of dads are in paid work.
 - b) 50% not claiming or unsuccessfully claiming Disability Living Allowance⁷.
 - c) 55% of disabled children live in or on the margin of poverty

Brighton & Hove figures from Compass Database (2006)

Just over 1,000 children with additional needs on database representing about 2% of all Brighton and Hove children (aged 0 to 19 years). Therefore if 5 -7% is the expected proportion of disabled children, the 2006 data represents less a third of those with additional needs. Limits to resources invested into database mean that very limited recruitment of some groups of children, like children with enduring health needs. Of those children we do have information about:-

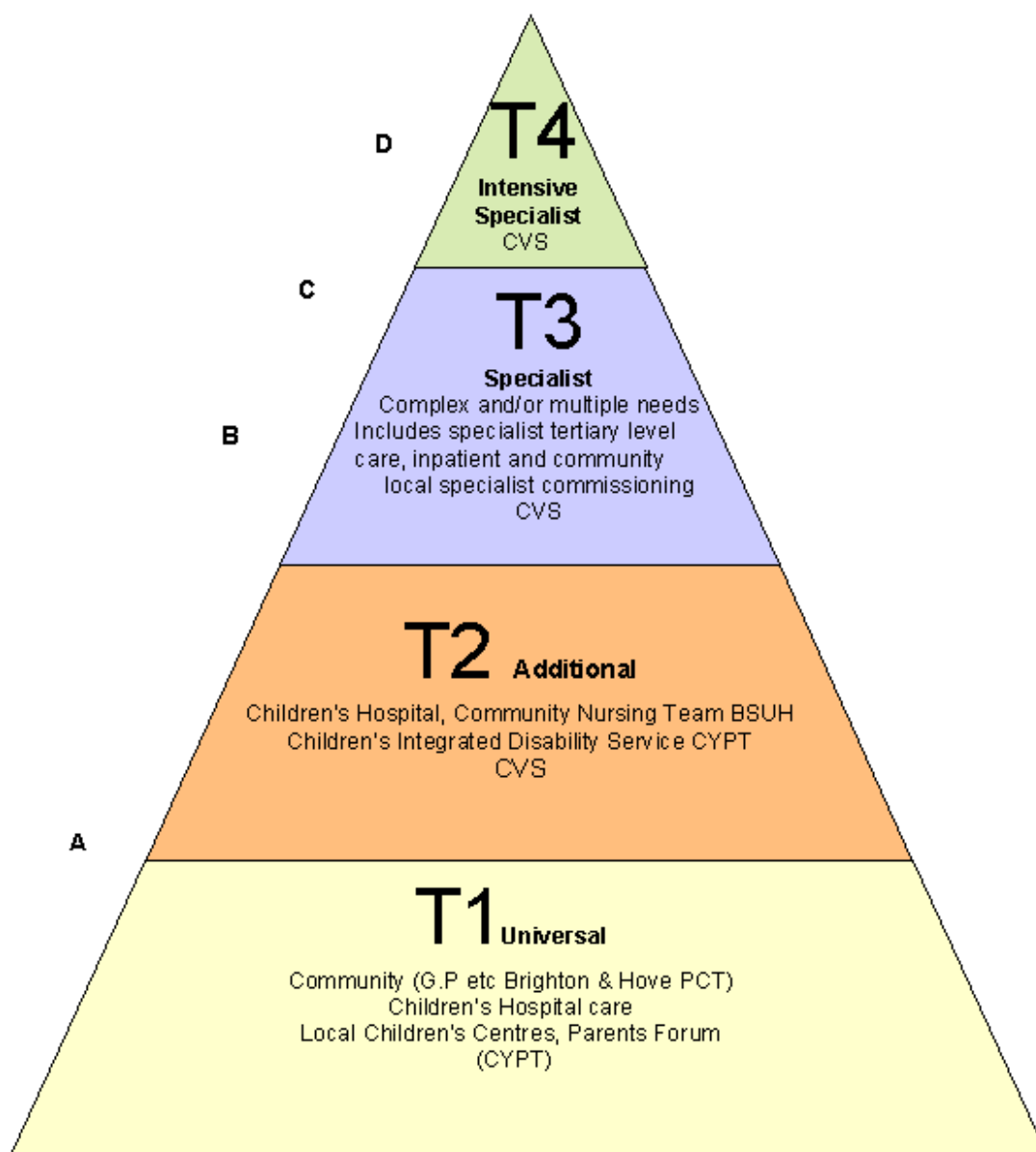
- 72% of the children were male
- 10% of families have more than one child with special needs
- 50% of families where the main or sole carer does not usually get a night's sleep, rising to 60% where more than one child with SEN

⁶ Disabled Children & Child Poverty: briefing paper from Every Disabled Child Matters, 2007

⁷ as above

- Disabled children more likely to be living in most deprived neighbourhoods (see Compass report)
- 24% of parents think their housing is not adequate to meet the needs of their disabled children
- 50% receive no support from extended family, for example from grandparents
- In about a fifth of families with non-disabled siblings, these children share in care of the disabled child – but Young Carers services focussed upon young carers of adults.
- Only 4% get support from social services (compared to 15% of all families in Brighton and Hove who have any social services support)
- 55% of children on the Compass have been bullied, and 27% have been involved in bullying. Both these figures rise when related to the children who are excluded from schools.
- A child with special needs is 7 times more likely to be temporarily excluded from school, and 13 times more likely to be permanently excluded.

A to D Four sub groups for ongoing scrutiny



- A Low achievers at school** - who have high risk of disengagement, exclusion, bullying, membership of NEET and involvement in criminal activities. Early identification and intervention in Year 6 to assist parents and family gain strategies to boost skills, performance and self esteem.
- B Children needing therapy** - (speech and language, occupational therapy, physiotherapy and psychology). Across ages, diagnostic groups and service providers, response needed to parent carers issues raised in report "More therapies in the community". Training issues and greater specialism needed.
- C Children with chronic illness or complex health needs** – historic unmet need for community support that is available for adults with same condition. Greater strategic vision across both statutory and third sector providers and meaningful partnership with parent carers and disabled children.
- D Severely disabled children** - need for greater specialist support services, including intensive specialist services to child and family. Absence of transparent decisions, resourced specialist support in local community and coherent continuing care strategy that is responsive to families' needs.

Recommendations for CYPOSC

1. **Annually review delivery** of the Local Authority/PCT Charter which the CYPT has already signed up to and progress of Disabled Children's Strategic partnership Board. Check what is promised is actually delivered and how it is experienced by service users.
2. **Encourage better joint intelligence** about the numbers and needs of children and families currently attending hospital and community services and better sharing and use of this evidence base. This does not mean another mapping exercise but rather refocus of effort to collect relevant data, and not just data related to targets (also recommendation from Brighton & Hove City PCT's Annual Report Brightening Up 2008).
3. **Widen evidence heard at CYPOSC** - seek reports from other providers and service user groups. Following Baby P inquiry recommendations, seek wider views about service delivery and effectiveness and encourage dialogue with of 'critical friends'. For example from the Parent Carers' Council and the Children's network of Community and Voluntary Sector Forum.
4. **Work with partners to reform and reconfigure of services across hospital/community boundary for children with ongoing and complex health needs**, and consistent values across diagnostic categories or ages. This includes therapy services across all age groups but also community nursing, phlebotomy, podiatry etc.
5. **Seek and support representation from the Parent Carers' Council** within the new governance arrangements for the CYPT Board so that discussion and decision can proactively include local families' experience and views.
6. **Smarter use of consultation information from service users groups.** Deploy new engagement strategy but recognise specialist nature of engagement. Maximise learning from engagement and consultation processes, avoid duplication, unrealistic timeframes but most of all show consultees how their input made a difference.
7. **Promote secure funding for the Parent Carer Council** at effective level so that it can build its evidence base, representational capacity and independence. Currently the CYPT provide inadequate funding of only £5,000 p.a. on a discretionary basis from (short term Aiming High Funding). Inequality with level of funding, management and profile invested other similar work for example the mainstream Parents Forum (estimated 40Kp.a.) and Youth Council (estimated 150Kp.a.).

disabled Every Child Matters

Local Authority Charter

By [] (insert date here before 31 December 2009)
we will ensure that in our authority...

- We know how many disabled children live in our area and that all agencies in our area are planning services on the basis of this knowledge.
- There is a key worker service in our authority providing support to families who are accessing more than one specialist service.
- Our parent partnership service is sufficiently resourced to provide advice, information and support to parents of disabled children and young people who have been excluded from school.
- Parents and carers in our area are getting accurate and timely information and advice on the full range of services available to them and their families.
- All staff have received both disability equality training and training to ensure that they have core competencies to work with disabled children; relevant staff have received specialist training and other staff know how to contact them for information.
- Disabled children are involved in drawing up our Disability Equality Scheme and also in monitoring its effectiveness in eliminating discrimination.
- Our Children and Young People's Plan explains how we will provide specialist services and also make all universal services including extended schools and children's centres accessible to disabled children.
- Our Local Area Agreement includes targets for the level of service to be delivered to families with a disabled child.
- Disabled children and families are involved in the planning, commissioning and monitoring of services in our area, including both specialist and universal services.

Signed

Lead Member for Children's Services (or equivalent)
NAME OF LOCAL AUTHORITY HERE

Supported by:

**Children & Young
People Now**

contact a family
for families with disabled children

Council for
**Disabled
Children**

MENCAP
Understanding learning disability

special
educational
consortium



Primary Care Trust Charter

By January 2009, we will ensure that in our PCT...

- We know how many disabled children live in our area and that we are planning future services on the basis of this knowledge.
- We have an identified children's lead with specific responsibility for services for disabled children and families.
- We can demonstrate that we work closely with our local authority partners and have had an input into all the Children and Young People's Plans in our area and are members of all relevant Strategic Partnership Boards.
- All staff have received disability equality training and training to ensure that they have core competencies to work with disabled children; relevant staff have received specialist training and other staff know how to contact them.
- Parents, young people and carers in our area are getting accurate and timely information and advice on the services available to them.
- Disabled children are involved in drawing up our Disability Equality Scheme and monitoring its effectiveness in eliminating discrimination, including involvement in the planning, commissioning and monitoring of health services in our area.
- We are working to reform our community equipment and wheelchair service to improve the quality of the equipment available, and to address the holistic and changing needs of children and young people in a timely way.
- We are commissioning comprehensive specialist medical, nursing and therapy services for children with palliative care and complex health needs, and are working with all commissioners and local authorities in our area to integrate these services into wider children's services.
- We can demonstrate an effective partnership with disabled young people and adult service providers in our area to ensure a smooth transition to adult services for disabled young people.

Signed

PCT Chair

Name of PCT:

CHILDRENS AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 47

Brighton & Hove City Council

Subject: An update on children with additional needs
Date of Meeting: Wednesday 28 January 2009
Report of: The Director of Children's Services
Contact Officer: Name: Alison Nuttall/ Jenny Brickell Tel: 265792
E-mail: Jenny.brickell@brighton-hove.gov.uk
Alison.nuttall@southdowns.nhs.uk
Wards Affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 In July 2008 CYPOSC included an update on Children with Complex Needs on its 2008/09 work programme.
- 1.2 The CYPOSC Chairs meeting on 12th January asked for an additional report from the CYPT to accompany the two reports from the Parent/Carer Council.

2. RECOMMENDATIONS:

- 2.1 Members note the recommendations and information contained within the attached report of the Joint Heads of The Integrated Child Development and Disability Service (Appendix A).
- 2.2 Members determine whether to take further action on the recommendations outlined in the reports from the Parent/Carer Council, taking full account of the additional information contained within the report from the joint heads of the Integrated Child Development and Disability Service.
- 2.3 Members note the issues regarding process and reporting cycles and acknowledge the value of a timeframe and process which would enable a fuller response to the substantive issues, thus accepting the recommendation that a report is produced for the next CYPOSC meeting and for the next available CYPT board.

3. BACKGROUND INFORMATION

3.1 The Brighton and Hove Parent/Carer Council, was launched in July 2008 and a Focus Group met on 5th December 2008. The Council is funded in part by the Integrated Child Development and Disability service with an understanding that it reports back to the Children with Disabilities and Complex Needs Strategic Partnership Board as an essential method of communication to inform service delivery. This Board is the overarching strategic forum for children with complex needs and disabilities, has four parent/carers representatives and is co-chaired by Amaze. The Board was formed as a recommendation from the CYPT strategic review of services for children with complex needs and is part of the Joint Commissioning Strategy agreed with the PCT.

3.2 The report of the Parent/ Carer Council has been presented to CYPOSC but had not been shared with either the CYPT officers with managerial and strategic responsibility for delivery of therapy services, these officers were unfortunately not invited to the Parent/Carer Council focus group in December 2008, or shared with the Disability Strategic Partnership Board which is a stakeholder meeting representing the CYPT officers, community and voluntary sector, parents/carers and key partners (terms of reference as Appendix B). As a result the expected process for raising such concerns has not been followed. The expectation would be that the Parent/Carer Council would make representation on key issues to the CYPT board via the Partnership Board and the DMT of the CYPT. Officers therefore need time to give the issues due attention and regard prior to providing a full response.

3.3 Further information is contained in the appendices to this report

4. CONSULTATION

4.1 No formal consultation was undertaken.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 There are potential financial implications for the recommendations made in the reports of the Parent / Carer Council. To date it has not been possible to assess the cost of these. This will need to be carried out as the contents of the reports are considered through the CYPT reporting mechanisms referred to in Appendix A to this report. Funding would need to be identified within the CYPT for the implementation of any recommendations with cost implications.

Legal Implications:

5.2 No legal implications are anticipated and no legal advice has been sought.

Equalities Implications:

5.3 Some of the items within the reports have significant equalities implications and members should bear this in mind when considering the reports.

Sustainability Implications:

5.4 No sustainability implications have been identified.

Crime & Disorder Implications:

5.5 No crime and disorder implications have been identified.

Risk and Opportunity Management Implications:

5.6 No risk and opportunity management implications have been identified.

Corporate / Citywide Implications:

5.7 In determining the reports, members should be aware of the Council's corporate priorities, particularly the priority to "reduce inequality by increasing opportunity".

SUPPORTING DOCUMENTATION

Appendices:

Appendix a is the report of the Joint Heads of the Integrated Child Development and Disability Service (health and social care leads)

Appendix b is the terms of reference of the disability strategic partnership board.

Documents in Members' Rooms:

Not applicable.

Background Documents:

1. None.



Report to CYPOSC 28th January 2009

- **Response to papers “More therapies in the community”**
- **“The experience of local families of children with additional needs”**

Report of: Alison Nuttall ; Head of Child Development and Disability Service (Health Lead)
Jenny Brickell ; Head of Child Development and Disability Service (Social Care Lead) and Co Chair Children with Disabilities and Complex Needs Strategic Partnership Board.

1. Recommendations:

- 1.1 That the Parent/Carer Council reports as a standing item to the Children with Disabilities and Complex Needs Strategic Partnership Board.
- 1.2 That any urgent items arising from the Parent/Carer Council are reported to the chairs of the Children with Disabilities and Complex Needs Strategic Partnership Board directly and action agreed as appropriate.
- 1.3 Where there are matters of conflict these are reported to the Assistant Director with responsibility for disability services to facilitate resolution in line with the agreed Terms of Reference. (attached as Appendix B)
- 1.4 As next steps, the reports produced by the Parent/Carer Council to be presented to the next Board meeting, so that the board’s views can be incorporated in to the agreed actions.
- 1.5 That CYPOSC notes the recommendations in the reports received from the Parent/Carer Council and delegates follow-up action to the Strategic Partnership Board. This will in turn inform a further report to the next CYPOSC.

2. Context:

- 2.1 The Integrated Child Development and Disability Service has a strong commitment to working with all stakeholders and the Children with Disabilities and Complex Needs Strategic Partnership Board acts as the foundation of this. The Board is co- chaired by Amaze, a community and voluntary sector organisation focusing on supporting

parents. The board has wide representation across all key agencies including all strategic managers responsible for the services referred to in the papers referenced above.

- 2.2 It is to be welcomed that the Parent Carer Council has raised the issue of parent/carer experience of accessing therapies locally and their views of parent/carer participation in local decision making. These findings currently relate to a relatively small group of parents and whilst they may be indicative, further analysis is required to inform strategic planning.

3. Conclusions

- 3.1 In order for the findings from the Parent/Carer Council report to be responded to in detail, the contents need to be considered by the agreed reporting mechanisms within the CYPT. This would enable recommendations to be effectively appraised and considered alongside other demands and priorities within the service and for any financial implications to be clarified.
- 3.2 A further detailed report will then be presented to a future CYPOSC meeting so that members can be fully informed.



Children with Disabilities and Complex Needs Strategic Partnership Board City of Brighton & Hove

Our aims are:-

1. To further develop and oversee strategic planning for children and young people with developmental concerns and disabilities taking full account of national and local guidance. This will include implementing the Commissioning Strategy for services for children with disabilities, complex health needs and special educational needs within Brighton and Hove. To ensure that these children's needs are fully incorporated in the Children and Young Peoples plan and the Local Area Agreement.
2. To oversee the implementation and strategic planning of the Every Disabled Child Matters local authority and PCT charter
 - **We know how many disabled children live in Brighton and Hove and that all agencies in Brighton and Hove are planning services on the basis of this knowledge.**
 - **There is a key worker service in providing support to families who are accessing more than one specialist service.**
 - **Our parent partnership service is sufficiently resourced to provide advice, information and support to parents of disabled children and young people who have been excluded from school.**
 - **Parents and careers in Brighton and Hove are getting accurate and timely information and advice on the full range of services available to them and their families.**
 - **All staff has received both disability equality training and training to ensure that they have core competencies to work with disabled children; relevant staff have received specialist training and other staff know how to contact them for information.**
 - **Disabled children are involved in drawing up our Disability Equality Scheme and also in monitoring its effectiveness in eliminating discrimination.**
 - **Our Children and Young People's Plan explains how we will provide specialist services and also make all universal services including extended schools and children's centre's accessible to disabled children.**

Appendix B

- **Our Local Area Agreement includes targets for the level of service to be delivered to families with a disabled child.**
 - **Disabled children and families are involved in the planning, commissioning and monitoring of services Brighton and Hove, including both specialist and universal services.**

 - **PCT CHARTER (Additional Areas)**

 - **We have an identified children's lead with specific responsibility for services for disabled children and families.**
 - **We can demonstrate that we work closely with our local authority partners and have had an input into all the Children and Young People's Plans in Brighton and Hove and are members of all relevant Strategic Partnership Boards.**

 - **We are working to reform our community equipment and wheelchair service to improve the quality of the equipment available, and to address the holistic and changing needs of children and young people in a timely way.**
 - **We are commissioning comprehensive specialist medical, nursing and therapy services for children with palliative care and complex health needs, and are working with all commissioners and local authorities in Brighton and Hove to integrate these services into wider children's services.**
 - **We can demonstrate an effective partnership with disabled young people and adult service providers in Brighton and Hove to ensure a smooth transition to adult services for disabled young people.**
3. To oversee the Aiming High pilot and approve all recommendations before ratification at DMT and the Children's Trust Board.
 4. To enhance, develop and model meaningful partnership working across statutory and voluntary sectors at strategic and operational levels, and including the valued partnership with parent carers, and other service users.
 5. To monitor and identify unmet need and weaknesses in service provision through regular reporting from members of the partnership board and reports from the Resource panel.
 6. To receive regular updates from various linked projects to be timetabled on an annual basis these will include the SEN strategy group ,the CAMHS strategy group, the Transition Forum, the Transition Team Pilot Steering Group, the Area teams

Appendix B

- To develop a specific training sub group which will address some of the specific training issues involved in delivering services to disabled children and those with complex medical needs.

Membership

As agreed at the initial meeting (16/10/07) the group will develop a membership Matrix in order to systematically consider relevant and meaningful membership that covers all the parameters needed. This approach also provides a mechanism to track and review changes in membership at regular periods, and can enhance transparency about who is being invited to join the team, and what role they are particularly there to represent. It is a bonus when members can contribute expertise from multiple perspectives however the Chair and members need to clearly understand if the person represents only their employing organisation or whether they are representing their sector.

Over time, the team may develop this matrix as new issues or services develop. Co-optees may be included in order to contribute particular expertise during specific projects.

Note: team to decide proportion from CYPT (75%? 50%?), and headings for matrix.

Childs age suggested	0 – 8 years*			9 – 13 years			14+ years			All ages		
	W	C	E	W	C	E	W	C	E	W	C	E
Health	Sian Bennett Clinical director /Alison Nuttall Integrated head of service health lead covers all ages											
Social Care CYPT	Jenny Brickell Head of service social care lead covers all ages social care disabled children. Area reps cover all ages for social care services in the areas. Nick Hubbard											

Appendix B

	Housing manager covers all Ages												
Education/SEN/Training	Lorna Redhead head of PRESENS covers early years SEN. Need rep for older age SEN (post currently being recruited to												
CVS Orgs/CVS reps	Amaze ,Extratime , Children's Society, Barnardos,Bhip ,Crossroads												
Service user parents	Amaze organising												
Child care and early years	Caroline Parker,Vicky Jenkins heads of early years												
Transition	Jenny Brickell,Naomi Cox head of Adults with learning disabilities												
Play and leisure	Jenny Discussing with Paul Waller Play manager												

** age bands around transition recommended by DCSF secretary of state Ed Balls*

Representation from:

Key voluntary sector partners:

Barnardos, Children's Society, extra time, Amaze, Crossroads

Parent/ Carers– 4 seats [to become representatives from Parents Carer Council]

Child development and disability services management team 4 seats

Head teachers of Schools for children with learning disabilities

Head teachers for mainstream schools

Housing – 1 seat

Acute health sector provider – 1 seat

CAMHS- 1 seat

Appendix B

Area teams- 1 seat to represent each of the sub teams within areas ie youth, schools and communities Sure start, social care, community and partnership managers
Play/leisure/sport – 1 seat
Adult social care

The partnership board fully acknowledges the importance of children and young peoples' views being represented on the board. The board also acknowledges that the needs of those children and young people are such that attendance/facilitated attendance and participation would be difficult, not least in relation to the length of the meeting and the numbers of people attending.

The partnership board therefore adopts a system of using existing school-based mechanisms to elicit views; specifically the school and college councils at Downs View School, Downs View Link College and Hillside School (and others as appropriate) as the participation and consultation method. There may be specific times when 'focus groups' in those locations are convened to consider an issue.

The headteacher's of the schools are charged with ensuring that groups meet regularly and that those headteacher's report/table issues at board meetings.

Chairing Arrangements

A co-chairing approach was agreed at the initial meeting, with one manager from the Integrated Children's' Disability Service (Jenny Brickell) and the voluntary and community sector Jonathan Stearn, Director of Amaze, the umbrella organisation for parents of children with any special need in Brighton & Hove. This ensures two sectors will share responsibility for arranging meetings, membership, and leading the work focus. This approach is more likely to model partnership and deliver joint working practices.

The co-chairs have responsibility for ensuring all participants are fully engaged with the work process and content with the interactions during meetings.

Decision making context

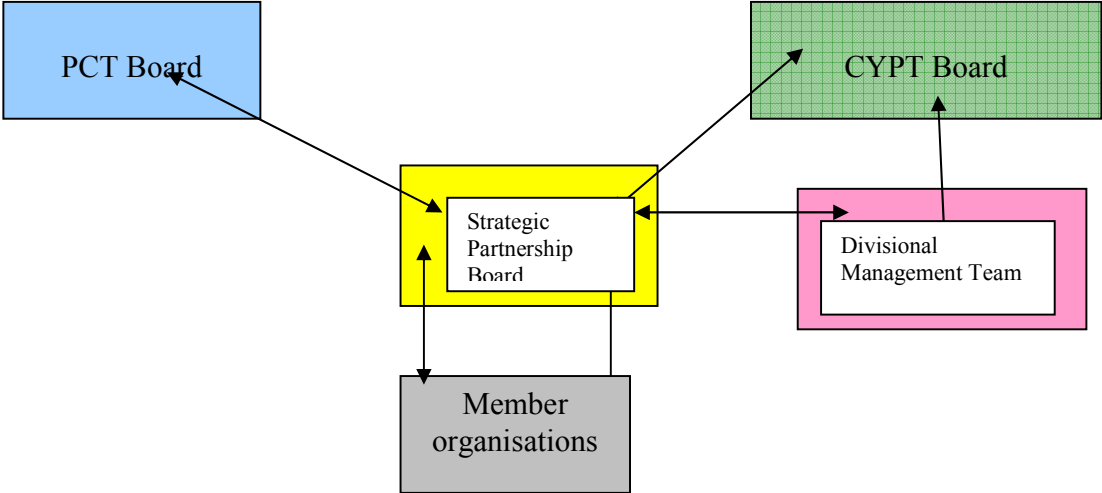
The strategic partnership board will have the authority to present proposals to the Divisional Management Team, the PCT and the CYPT Boards. All proposals must go through DMT.

Proposals from Divisional Management Team, the PCT and the CYPT Boards in relation to children with disabilities and complex needs will be put before the partnership board for scrutiny.

The partnership board will have the authority to comment and influence spending priorities of the Divisional Management Team, the PCT and the CYPT Boards but not individual spending decisions that relate to budgets held within the Children and Young peoples trust the PCT and the CYPT or within partner organisations.

Some decisions will be decided through a voting system and in the event of conflict the Chairs will have the casting vote and in the event of disagreement between the chairs the matter/s in question will be taken to DMT

Decision making context diagram



Appendix B

Practical arrangements for meeting

Frequency - meetings to be at least 4 times a year, timed to maximise linkage with budgetary and decision-making timeframes

Venues – physically accessible with public transport options and parking availability. Vary venue to facilitate understanding of members' different work environments.

Timing - accessible to all members, including parents. Vary day and timing to enable all participants to attend.

Induction –each meeting will begin with an opportunity for all members to give a brief update on significant service developments or organisational issues.

Minute taking – establish consistent format for note taking with clearly identified action points and responsibilities. Identify who will be taking minutes at each meeting and specify who will type up and distribute to co-chairs to check or amend before co-chairs distribute to attendees. Minutes of the last meeting to be circulated with the agenda of the next meeting and agreed at each meeting.

Accountability of the group

The group should be accountable to the Divisional management team who will receive copies of minutes and will provide an annual report to the Children trust board

Service User policy and reimbursement

We will ensure that funding is available for parent representatives and also that individual voluntary organisations provide appropriate support

Signed as agreed by members

on.....

Review planned for

.....

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 48

Brighton & Hove City Council

Subject:	Children's Centres		
Date of Meeting:	28 January 2009		
Report of:	Director of Children's Services		
Contact Officer:	Name:	Caroline Parker	Tel: 29-3587
	E-mail:	caroline.parker@brighton-hove.gov.uk	
Wards Affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides information on the profile and use of Children's Centres in Brighton and Hove

2. RECOMMENDATIONS:

- 2.1 (1) To note the information in this report.
- 2.2 (2) To agree to consider the citywide summary of Children's Centre Self-Evaluation Frameworks when this is completed in the summer of 2009.

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.
- 3.2 The Children and Young People's Trust organises its services into three city areas – west, central and east to provide integrated health, social care and education services for children and young people of all ages. For children under five, children's centre services are managed by a Sure Start Area Manager. Each area includes a number of Children Centre Teams that provide health and family support services to all children under 5 and their families. Many 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.

Children's Centre Services

- 3.3 All children under five and their parents (including fathers) have access to services, the level of which is based on their needs. All parents and children are entitled to:
- The Child Health Promotion Programme including midwifery and health visiting and immunisations
 - Good quality information and advice on looking after young children and childcare options,
 - Information and advice on training and employment including links with Jobcentre Plus
 - Free good quality part time early learning for 3 and 4 year olds and childcare that parents pay for – either in a Children's Centre nursery or one of the many school or private, voluntary or independent providers in the city, including childminders
- 3.4 Where children are at risk of poor outcomes parents and children are given additional services including:
- Enhanced health visiting support
 - Parenting and family support including group programmes and home visits
 - Activity groups for young children including support for speech and language
- 3.5 Children's Centres work together with other CYPT services including the Family Information Service, the Pre-School SEN Service and support for early years childcare providers.

Children's Centre Buildings

- 3.6 There is a citywide network of children's centre buildings with 16 open so far and three more planned for 2010. Three more Children's Centres are planned to open by March 2010 in Preston Park, Withdean and Saltdean. The size and services offered in each children's centre varies according to local needs. 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. Annex 1 includes a list of Children's Centres and annex 2 includes a map showing Children's Centre areas.

Profile of Children's Centres

- 3.7 Children's Centres and the services offered are promoted to all families with young children. All families with new babies receive a leaflet about Children's Centres and their health visitor will explain the services that are available. Some services are universal and open to all parents, for example

child health clinics, and others are more targeted on the children who are most disadvantaged or are needs specific, for example speech and language groups or the postnatal depression groups. Promotional timetables are given out to all new families, and are also available in other places such as Seaside View Child Development Centre, health clinics, libraries and GP surgeries. Information about Children's Centres is also available from the Family Information Service and from the on-line Family Service Directory.

Use of Children's Centres

- 3.8 The use of Children's Centres is monitored as part of the performance management arrangements for Children's Centres. The Government's key concern is that Children's Centres should be used by families whose children are least likely to achieve good outcomes without additional support. The national Every Child Matters Framework includes a range of performance indicators that are relevant to Children's Centres. These are set out in annex 3. Each year a Self Evaluation Framework (SEF) has to be completed for Children's Centres to show the impact of Children's Centres in improving children's outcomes. A first round of SEFs was completed last year for those Children's Centres that had been open the longest. Since then a lot of work has been done to improve the collection and quality of data. A further round of SEFs will be completed by the end of this financial year and a citywide summary will be available in the summer. This summary will include performance against the indicators in annex 3.
- 3.9 The most recent performance information that is available on the use of Children's Centres for this financial year covers performance in the first six months of the year. This showed that there were 7287 contacts in families' homes and 5923 in Children's Centre buildings in the first six months of the year.

4. CONSULTATION

- 4.1 In accordance with Children's Centre Phase 3 Planning and Delivery Guidance existing private, voluntary, independent or statutory services for children and families have been asked to express an interest in hosting Phase 3 Children's Centres. Local families will be consulted on the final venue.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The Department for Children, Schools and Families has allocated Brighton & Hove capital funding of £1,882,000 between April 2008 and March 2011 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. Although grant allocations have only been announced as far as 2010/11 it is anticipated that this funding will be ongoing.

Finance officer consulted: Susan Coleman. Date: 17 December 2008

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. The report sets out how Brighton and Hove have based the hub children's centres in the more disadvantaged areas of the city, in accordance with national guidance. It also sets the proposals for creating universal access to Children's Centres and the plans to open three more Centres by March 2010.

Lawyer consulted: Hilary Priestley 15/12/08

Equalities Implications:

- 5.3 Children's Centres must focus on children and families at risk of social inclusion, fathers, teenage parents and children and families from minority ethnic groups.

Sustainability Implications:

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

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

Risk & Opportunity Management Implications:

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

Corporate / Citywide Implications:

- 5.7 The relevant corporate and CYPP objectives is: reduce inequality by increasing opportunity

SUPPORTING DOCUMENTATION

Appendices:

1. Location of Children's Centre Buildings
2. Map of Children's Centre Areas
3. Children's Centres Performance Management Framework

Documents In Members' Rooms: None

Background Documents: DCSF Guidance on Phase 3 Children's Centres

Annex 1 – Children’s Centre Buildings in Brighton and Hove

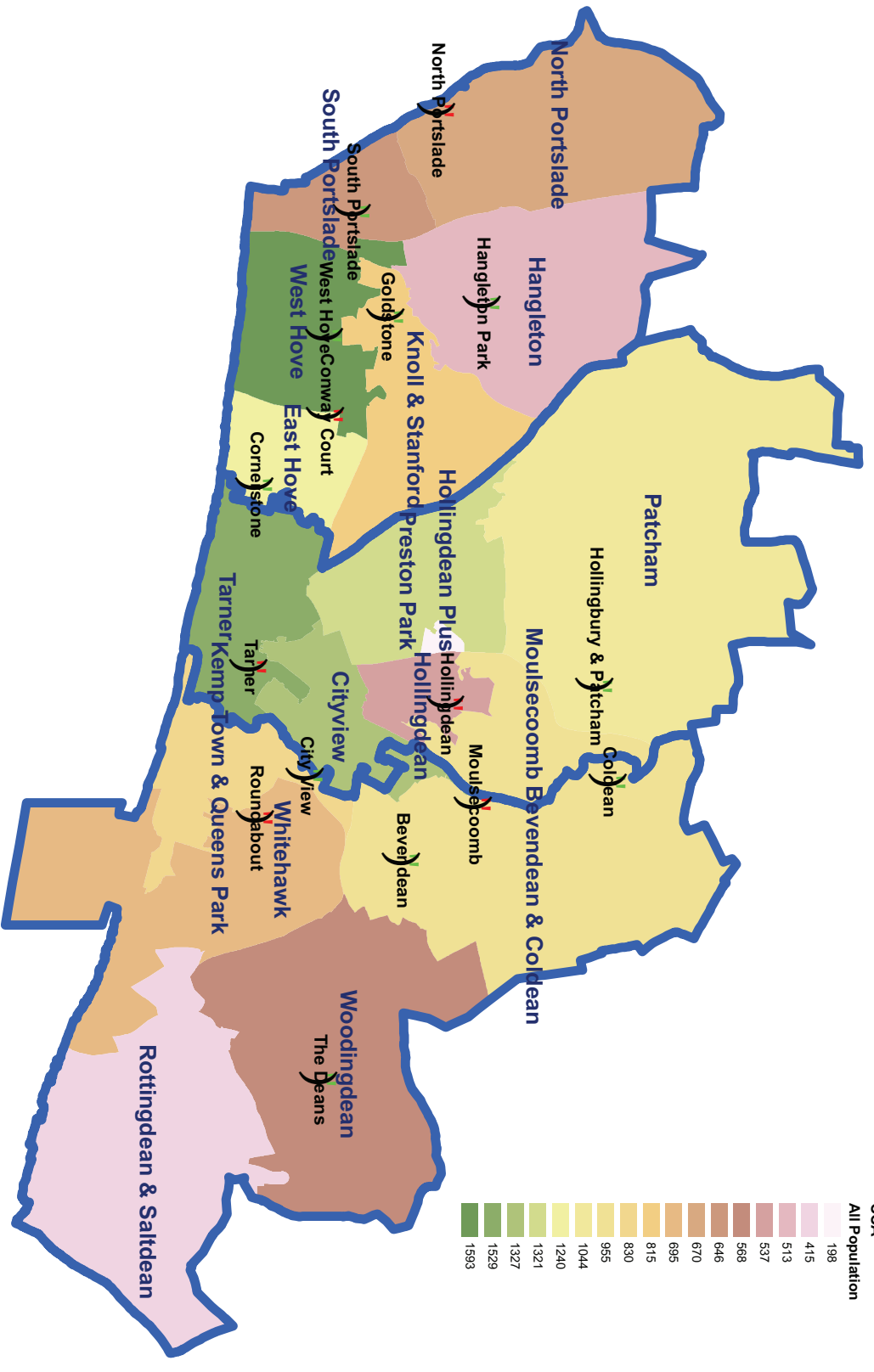
Area	Hub Children’s Centres	Linked Gateway Children’s Centre/s
West	<ul style="list-style-type: none"> North Portslade Children’s Centre, The Rise: with early learning and childcare at Acorn Nursery 	<ul style="list-style-type: none"> South Portslade Children’s Centre at Portslade Library Goldstone Children’s Centre at Goldstone Primary School Hangleton Park Children’s Centre, Harmsworth Crescent
	<ul style="list-style-type: none"> Conway Court Children’s Centre, Clarendon Road: with early learning and childcare at Honeycroft Under Fives Centre and in partnership with local network childminders 	<ul style="list-style-type: none"> West Hove Children’s Centre at West Hove Infant School
Central	<ul style="list-style-type: none"> Hollingdean Children’s Centre, Hollingdean, with early learning and childcare at Cherry Tree Nursery 	<ul style="list-style-type: none"> Hollingbury and Patcham Children’s Centre at Carden School (Preston Park – to open 2010) (Westdene – to open 2010)
	<ul style="list-style-type: none"> Tarner Children’s Centre, Ivory Place: with early learning and childcare at Tarnerland Nursery School 	<ul style="list-style-type: none"> Cornerstone Children’s Centre at Cornerstone Community Centre City View Children’s Centre at Brighton General Hospital,
East	<ul style="list-style-type: none"> Moulsecoomb Children’s Centre, Hodshrove Lane: with early learning and childcare at Jump Start Nursery 	<ul style="list-style-type: none"> Bevendean Children’s Centre at Bevendean Primary School Coldean Children’s Centre, Coldean Primary School
	<ul style="list-style-type: none"> Roundabout Children’s Centre, Whitehawk Road: with early learning and childcare at Roundabout Nursery 	<ul style="list-style-type: none"> City View Children’s Centre at Brighton General Hospital The Deans Children’s Centre, Rudyard Kipling Primary School (Saltdean – to open 2010)

Annex 3

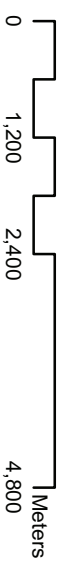
Performance Management Framework for Sure Start Children's Centres

ECM Outcome	Recommended Key Indicators
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)
	NI 92 - Percentage gap between the lowest achieving 20% in the EYFSP and the rest (PSA 11)
Be Healthy	NI 53 – Percentage of infants being breastfed at 6-8 weeks from birth (PSA 12)
	NI 55 – Percentage of children in reception year who are obese (PSA 12)
Achieve Economic Wellbeing	NI 116 - Percentage of children aged 0-4 living in households dependent on workless benefits (PSA 9)
	NI 118 – Percentage of eligible families benefiting from the childcare element of Working Tax Credit; (DWP DSO)
Stay safe	NI 70 - Rate of emergency hospital admissions caused by unintentional and deliberate injuries to children and young people (PSA 13)
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 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

CCA - All Population, CYP T City Areas, Hubs and Gateways



4



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CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 49

Brighton & Hove City Council

Subject:	Standards in Early Years Foundation Stage and Key Stages 1-5, 2007-08		
Date of Meeting:	Wednesday 28th January, 2009		
Report of:	Director of Children's Services		
Contact Officers: Name:	Linda Ellis, senior adviser for secondary and special schools	Tel: 293686	
	Hilary Ferries, acting senior primary adviser	Tel: 293738	
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Wards Affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides an overview of the standards achieved by children and young people in Brighton & Hove over 2007-08, as indicated by their attainment in the Early Years Foundation Stage Profile, tests at the end of end of Key Stages 1-3, and GCSE and Advanced level examinations. A report per key stage is provided, and key successes and priorities for further development are identified.

2. RECOMMENDATIONS:

- 2.1 The Children and Young People's Overview and Scrutiny Board is asked to note and approve the report.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The report is largely based on provisional data which will become validated in spring 2009. References are made to the November 2008 Annual Performance Assessment summary of findings and the autumn term National Strategies note of visit which confirm the key points made in the report.

3.2 Following the controversy regarding Key Stage 3 tests, the DCSF has decided to discontinue this test as a national requirement with immediate effect.

4. CONSULTATION

4.1 The report has been formulated in consultation with CYPT staff with responsibility for Early Years Foundation Stage and Key Stages 1-5

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 There are no direct financial implications arising from the recommendation in this report (Andy Moore, Schools Principal Accountant – CYPT Finance, 9th December 2008).

Legal Implications:

5.2 There are no legal implications arising from this report (Serena Kynaston, Lawyer, SES Legal Team – 9th December 2008).

Equalities Implications:

5.3 The gap between the attainment of pupils with disadvantage and others is in many instances closing but remains a focus for the CYPT.

Sustainability Implications:

5.4 The improving results add to the sustainability of the City.

Crime & Disorder Implications:

5.5 A strong link has been identified between the crime and disorder of young people and their educational achievement. In the longer term, improved educational achievement is likely to have a positive impact on reducing the level of this aspect of crime and disorder.

Risk and Opportunity Management Implications:

5.6 None.

Corporate / Citywide Implications:

5.7 None.

SUPPORTING DOCUMENTATION

Appendices:

1. 2008 Standards report for Children and Young People's Overview and Scrutiny Committee
2. Foundation Stage profile 2008
3. KS1 results, 2008
4. KS2 results, 2008
5. KS3 results, 2008
6. KS4 results, 2008
7. KS5 results, 2008

Documents in Members' Rooms

1. None

Background Documents

1. School Improvement Strategy
2. Children and Young People's Plan, 2006-09

Appendix 1

Standards Report for Children and Young People's Overview and Scrutiny - 2008

1. Introduction

1.1 Overall there was much to celebrate regarding the achievement of children and young people over 2007-08. Achievement in the Early Years Foundation Stage has remained constant. There has been continued improvement in all subjects in Key Stage 1 (KS1) and significant improvements in all subjects in Key Stage 2 (KS2). In Key Stage 3 (KS3) there has been a substantial improvement in English and small improvements made in maths and science. Results improved again in Key Stage 4 (KS4) but are still below the national average and in Key Stage 5 (KS5) results were variable across the four schools with sixth forms.

1.2 This reflects the findings of the November 2008 Annual Performance Assessment summary letter which commented: "Children and young people make a good start in the Foundation Stage and do well during Key Stages 1 and 2 so that their academic achievement and personal development are above average when they leave primary school... Achievement is good at secondary school during Key Stage 4 so that standards reached by the age of 16 are above those in similar areas."

1.3 The following section of the report evaluates the outcomes in each key stage. This is followed by the identification of key successes and priorities for improvement.

2. Key Stage reports

2.1 Early Years Foundation Stage

2.1.1 The Early Years Foundation Stage Profile describes a child's development and learning achievements at the end of the academic year in which they have reached the age of five. It is based on ongoing observation and assessment in six areas of learning - there are no tests.

2.1.2 2,488 pupils across the city completed the Foundation Stage Profile. 124 of these children attended a private, voluntary or independent pre-school setting and 10 attended a special school.

2.1.3 Brighton & Hove is above the 2008 national average in all areas of learning. However, we have begun to level in our progress after making significant gains in the previous two years. This overall picture was confirmed by the National Strategies note of visit which commented: "The positive trend ...has continued although the rate of progress has slowed."

2.1.4 The Early Years Outcomes duty now includes two new targets for local authorities. We are required to show that outcomes for children at the end of the Foundation Stage are improving (the overall achievement target) and that we are narrowing the gap between the lowest achieving children and the rest of the city.

2.1.5 The overall achievement target is based on the percentage of children achieving 6 points in each of the Personal, Social and Emotional and each of the Communication, Language and Literacy scales, and 78 points or over in total. Brighton & Hove has a positive trend, although the rate of progress has slowed, and is above the national figure. However, we have not reached our very ambitious 54% target:

2005	2006	2007	2008	trend
45%	47%	51%	52%	7% increase since 2005

2.1.6 The second target, to narrow the gap between the median score and the bottom 20%, has not been reached. The gap in Brighton & Hove is widening. This is because the higher achieving children have progressed faster as a result of new initiatives:

2006	2007	2008
34%	35%	36%

2.1.7 There are 497 children in the bottom 20%. The characteristics of these children are as follows:

- 48% born in the summer so are the youngest in the year group
- 60% boys
- 55% live in the 30% most deprived super output areas.
- 41% school action, school action plus and statement¹
- 14% known to have English as an Additional Language (EAL) status
- 21% take up free school meals
- 0.8% children in care

2.1.8 Our priority is to narrow the gap between the children who live in disadvantage and the rest of the city: action plans are in place to address this.

¹ (N.B. These refer to different levels of support for pupils with special education needs – support at school action level is provided by the school, school action plus involves a higher level of support from outside the school, and statements of special educational need plus support are provided for pupils with the highest levels of need)¹

All schools in the 30% most disadvantaged areas receive additional support regarding their Early Years Foundation Stage Profile.

2.1.9 It is important to note that although Brighton & Hove did not meet our ambitious targets, children are receiving high quality early years education and care, and the percentage of Brighton & Hove pre-school settings which have been judged by Ofsted as outstanding and good is well above the national figure: 87% compared to the 67% national average.

2.2 Primary

2.2.1 The overall picture was succinctly summed up by the National Strategies note of visit: “Generally an improving authority in the primary phase.”

Key Stage 1

2.2.2 Standards remained in line with or above the national figures in KS1 with further improvements made since last year. Mathematics continues to be a strength and writing is an area needing further improvement. The gaps in attainment between most specific pupil groups and that of all pupils in Brighton & Hove have reduced. Comparing results with other similar local authorities, the city overall performs very well. Brighton & Hove was in the top four for all subjects and levels, and top for level 3 mathematics.

2.2.3 The general trend over the last three years has been of a slow but steady rise.

2.2.4 Girls overall improved in most subjects. The percentage of boys achieving level 2+ in writing remained well below that of the girls. Writing continued to be a focus for support, especially for boys. Our work on ensuring inclusion has been successful with improvements throughout for ethnic minority groups, pupils with EAL, pupils with special educational needs (SEN) and those who are Gifted and Talented. In addition, the performance of our white British pupils improved. There are still a few small ethnic groups that attain less well overall: the groups defined as black African, in particular the Sudanese group.

2.2.5 Pupils living in the BN17 (i.e. Hollingdean) area continued to do better than their whole-city counterparts in all subjects. In the East Brighton New Deal for Communities area, pupils’ attainment improved at level 2 and above. However, their attainment remained below that of pupils in the rest of the city. The Central area schools showed an overall general improvement and they performed better than pupils in the city as a whole.

Key Stage 2

2.2.6 Standards in 2008 at KS2 showed a significant improvement on 2007: results for all subjects were above the national average and the target for English was met. Evidence from a variety of sources indicates that children in Brighton & Hove schools make good progress and attain well at KS2, and that the gaps between pupil groups and schools serving different areas of the city are reducing. Comparing its results with eleven other similar local authorities, Brighton & Hove is in the top five for all subjects and top in relation to level 5 science. Areas in need of further improvement are boys' writing, girls' mathematics and schools where results are below the Government's floor targets.

2.2.7 The three year trend shows improvements in all subjects at level 4 and 5, with the exception of level 5 English. Progress in 2008 has been good. 83% of pupils made two levels of progress in English and 75% in mathematics. The lower rate of progress for mathematics is probably due to pupils leaving KS1 with higher levels in this subject: this is a priority for development, especially for girls, to enable Brighton & Hove to meet its very challenging maths target.

2.2.8 Boys' English level 4 results rose significantly as a result of an improvement in reading rather than writing. Girls also improved: however, their performance in mathematics continues to be weaker than in their other subjects. As at KS1, outcomes for ethnic minority groups improved: the percentage making two levels or more progress in English is now at or above the overall local authority level for almost all groups. However, data indicates that the black African groups make less good progress. The percentage of SEN pupils receiving school support who make two levels of progress is the same as for the city as a whole and there has been a reduction in the percentage below level 3. Gifted and Talented pupils are making faster progress than their counterparts in almost all schools.

2.2.9 The East area of the city showed the greatest percentage of pupils progressing two levels in English and maths, and improvements at level 5, and all areas showed an improvement on 2007. BN17 continues to perform better than the city as a whole. The East Brighton New Deal for Communities area still has the lowest attainment but the gap is closing. This improvement needs to be sustained.

2.2.10 The impact of the Improving Standards Programme (ISP) has been significant with schools showing an overall improvement of 6% over the past three years for both English and Maths at level L4+. The city is currently ranked 2 for progress among all the authorities in the south east. This is a great success and is the result of the hard work of the schools and staff in Brighton & Hove. The number of schools not meeting the Government's floor targets reduced from seven in 2007 to three for English, and from thirteen in 2007 to five for maths in 2008. However, there are still four schools not meeting the target of more than 55% pupils attaining L4+ in both English and maths.

2.3 Secondary

Key Stage 3

2.3.1 Standards further improved in KS3 in 2008 in all three core subjects, as reflected in the National Strategies note of visit which commented that there has been “a good improvement in KS3”. However, with the exception of English, attainment remains below the national averages and therefore KS3 has been identified as a priority for further development.

2.3.2 The most substantial improvements were in English where following last year’s decline there was a substantial rise at level 5+ to 73%, in line with the national average. Results at level 6+ also improved substantially to just above the national average. There was a sharp rise in outcomes for writing and reading also improved at level 5+. 30% made two levels of progress over the key stage. These results were particularly pleasing given national results for English declined a little and reflect the hard work of school staff, students and CYPT consultants.

2.3.3 In maths there was a small increase to 73% at level 5+ and results also improved at Level 6+, but both figures were below the national average. 55% made two levels of progress over the key stage. In science, there were small improvements at both levels 5+ and 6+ but in each case results were below the national average. The percentage gaining level 5+ in both English and maths rose to 65%, just below the national average, a substantial improvement on 2007.

2.3.4 Three year trends show there have been small year on year improvements in both maths and science at level 5+. English has been more variable from year to year.

2.3.5 Both boys and girls improved their performance in Key Stage 3 in 2008. Girls’ attainment was higher by overall average points score but boys narrowed the gap in 2008. Boys narrowed girls’ lead in English, improved their own lead in maths and overtook girls in science.

2.3.6 Good progress was made in 2008 by most groups of pupils including those supported by the Ethnic Minority Achievement Service, children in care, Gifted and Talented and the majority of the larger ethnic groups. Results for pupils with SEN were similar to 2007 but there were improvements in English and science results by pupils with SEN statements, and improvements in English by SEN school action or school action plus pupils. The latter narrowed the gap on overall results for all pupils in all three core subjects at L5+.

2.3.7 With regard to different areas, results for both Central and West improved in all the core subjects at Levels 5+ and 6+. In the East there were

improvements in all the core subjects at L5+ and in English at L6+. Attainment remains lower in the East than in the other two areas.

Key Stage 4

2.3.8 At KS4 there were once again further improvements in standards in 2008 by all measures though some outcomes were below the national average. The National Strategies note of visit summed this up as “some improvement at KS4 but below the national trend.”

2.3.9 The percentage gaining 5+ A*-C grades improved to 59.4%, a rise of 2%. Results also improved for the percentage gaining 5+ A*-C grades including English and maths: 44.3%, a small increase on 2007. 56.3% made two levels of progress in English in KS4 and 20.6% in maths, this gap reflecting the national difference. There were also small improvements in the percentage gaining 5+ A*-G grades, the percentage gaining 5+ A*-G grades including Level 1 English and maths, and the percentage gaining any qualification.

2.3.10 There has been a steady upwards trend by all the main measures over the last three years. Data indicates that compared with statistical neighbours overall average point score for pupils in Brighton & Hove is the fourth highest out of 11.

2.3.11 The results of both boys and girls improved in 2008. By most measures girls remained ahead with the gap widening a little. The attainment of specific pupil groups in KS4 was particularly pleasing in 2008. Improved results were gained by those supported by EMAS, children in care, SEN school action or school action plus and the majority of the larger ethnic groups. Gifted and Talented pupils also performed well. Results were mixed for pupils with SEN statements but there was a small increase in the percentage of them gaining 5+ A*-C grades.

2.3.12 In terms of areas, Central results improved by all measures and West results also improved. Results for the East improved by most measures but remain below those for other areas: however, the gap was narrowed in 2008.

2.3.13 In three schools less than 30% of pupils attained 5+A*-C grades including in English and mathematics. These schools are receiving extra support from a government programme called National Challenge. All three schools improved the number of pupils attaining 5+A*-C grades which was the data they were judged by until 2008.

2.4 Key Stage 5

2.4.1 Results varied between the four schools with sixth forms in 2008 and though there were some excellent whole-school and individual successes, broadly there was a small decline on 2007. The pass rate for advanced level

(A2) candidates rose at two schools but declined in the others. Girls attained more highly than boys at all four schools, with boys improving on their 2007 attainment at two schools and girls improving at three.

2.4.2 Combined data for all students completing A2 and advanced supplementary (AS) courses indicates that two schools with sixth forms improved their results, one declined, and one had similar results to 2007.

2.4.3 Broadly, results were higher at the two sixth form colleges than the schools with sixth forms in 2008. At one the A2 pass rate improved, likewise the percentages gaining A-B and A-C grades. The same trend applied to results for AS courses. At the other sixth form college, the A2 pass rate declined slightly but there were improvements in the percentages gaining A-B and A-C grades, whereas AS results improved by all measures.

3. Key Successes

3.1 Early Years Foundation Stage

- Above national averages in all six areas of learning
- A 7% increase since 2005 in the overall “achievement target”

3.2 KS1 and KS2

- Continued improvement in all subjects at KS1 and significant improvement in all subjects at KS2 over 2007 and in the last three years
- Significant improvement in schools working on the ISP programme and reductions in schools not meeting government floor targets at KS2.
- Brighton & Hove graded 1 for progress in reducing the gaps between ISP schools and others
- Improvement in boys’ attainment in English at KS2 especially reading
- Reduction in the gaps between all pupils and groups such as ethnic minorities, those with SEN or EAL at KS1 and KS2
- Reduction in gaps between schools in the East Brighton New Deal for Communities area and the city’s schools as a whole at KS1 and KS2

3.3 KS3, KS4 and KS5

- Significantly improved results in English in KS3, now in line with the national average at both Level 5+ and 6+
- Further small improvements made in maths and science at KS3
- Boys’ attainment improved and the gap between boys and girls narrowed in English at KS3
- Improved attainment by most pupil groups in KS3
- Further improvements in results in KS4 by a number of measures including 5+ A*-C, where the local authority target was exceeded, and 5+ A*-C including English and maths

- Improved attainment by most pupil groups in KS4 and the gap narrowed between their attainment and that of all pupils in the city
- Improved results in the East of the city
- Results at A2 improved at two of the schools with sixth forms and there were improvements by the combined AS/A2 measures at two schools

4. Priorities

4.1 Early Years Foundation Stage

- Narrow the gap between those living in the 30% most disadvantaged super output areas and the rest of the city
- Raise standards in Personal, Social and Emotional Development, particularly in areas of high disadvantage

4.2 KS1 and KS2

- Raise the standard of writing in KS1 and KS2 especially for boys
- Improve the progress made in mathematics through KS2 especially for girls
- Improve the standards and progress of the black African groups at KS1 and 2
- Ensure that no schools are below the Government's floor targets²
- Maintain the good levels of progress in our schools

4.3 KS3, KS4 and KS5

- Sustain the 2008 improvement in KS3 English results so that attainment exceeds the national average, and further improve attainment in maths and science so results are in line with the national average
- Further narrow the gap at both KS3 and KS4 between results for all pupils and those for specific groups, for example Sudanese pupils in KS3 and SEN pupils in KS3 and KS4
- Continue to address the raising of attainment in the East of the City so the gap between East and other areas is narrowed at both KS3 and KS4
- Further improve attainment in KS4 English and especially maths so a greater number make two levels of progress in KS4 and a higher percentage attain 5+ A*-C including English and maths
- Improve levels of attainment and achievement in all schools with sixth forms at both A2 and AS

² Government floor targets: At Key stage 2 every school is expected to have at least 55% of pupils aged 11 attaining Level 4 in both English and mathematics standardised tests. Secondary schools must have at least 30% of their pupils attaining 5 or more GCSEs at grade A*-C including English and mathematics.

School AOL Score List

End of FSP /2008 / Brighton and Hove
<FSP Settings>**% of pupils with 6 SPs* or more**

	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
3328 : Aldrington CE Primary	100	60.0	60.0	83.3	100	100	100
2040 : Balfour Infant School	89.2	70.8	68.3	86.7	87.5	90.8	90.0
2163 : Bevendean Primary School	62.2	35.6	35.6	66.7	53.3	82.2	73.3
594802 : BRIGHTON & HOVE HIGH SCHOOL	100	90.0	90.0	95.0	100	100	100
521735 : Brighton and Hove Montessori	100	100	100	100	100	100	100
514932 : BRIGHTON COLLEGE PRE-PREP SCHOOL	82.4	76.5	70.6	100	100	100	100
2001 : Carden Primary School	52.2	47.8	43.5	54.3	65.2	76.1	65.2
2037 : Carlton Hill Primary	89.3	42.9	42.9	71.4	85.7	92.9	82.1
524325 : Circus Pre School	100	50.0	50.0	50.0	100	100	50.0
2044 : Coldean Primary	12.5	28.1	9.4	9.4	34.4	59.4	21.9
2007 : Coombe Road Primary	57.4	61.7	44.7	66.0	74.5	80.9	59.6
3341 : Cottestmore St.Mary's RCP	83.1	56.7	52.5	81.7	86.7	96.6	80.0
2064 : Davigdor Infants' School	83.1	58.4	58.4	77.5	91.0	86.5	79.8
512031 : Deepdene School	93.3	80.0	73.3	80.0	100	100	100
511392 : Dolphins Pre School	100	0.0	0.0	0.0	0.0	0.0	100
2010 : DOWNS INFANT SCHOOL	80.8	66.7	62.5	85.8	95.0	94.2	95.8
7016 : Downs Park School	0.0	0.0	0.0	0.0	0.0	100	40.0
7006 : Downs View School	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LA Scores **1	74.3	54.6	51.5	73.3	81.3	89.1	81.5

Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

* SP - Scale Points

**1 Please note that applying groups to this report does not affect the LA figures

% of pupils with 6 SPs* or more

	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
2155 : Elm Grove Primary	74.6	62.7	61.0	76.3	86.4	89.8	83.1
2165 : Fairlight Primary School	64.4	44.4	44.4	51.1	71.1	86.7	73.3
518787 : Fiveways Playgroup	100	50.0	50.0	50.0	50.0	100	100
2065 : Goldstone Primary	91.2	59.6	59.6	68.4	87.7	91.2	89.5
2066 : Hangleton Infant School	87.8	72.2	67.8	84.4	96.7	95.6	86.7
517608 : Happy Days Nursery	0.0	0.0	0.0	0.0	100	100	100
2017 : Hertford Infants School	81.4	44.1	40.7	74.6	88.1	98.3	84.7
7018 : Hillside School	0.0	0.0	0.0	0.0	0.0	0.0	0.0
530387 : LANCING COLLEGE PREPARATORY SCHOOL AT	100	100	100	88.9	100	100	100
2018 : Middle Street Primary.	86.7	43.3	43.3	96.7	93.3	100	96.7
2100 : Mille Oak Primary School	90.9	56.1	56.1	90.9	95.5	92.4	89.4
2002 : Moulsecomb Primary School	55.6	24.1	24.1	33.3	72.2	94.4	59.3
3316 : Our Lady Lourdes R.C.V.A.P.	86.2	58.6	58.6	69.0	69.0	100	82.8
538522 : Paces for Brighton	0.0	0.0	0.0	0.0	100	100	100
2022 : Patcham Infant School	80.9	75.3	69.7	89.9	95.5	97.8	94.4
2114 : Peter Gladwin Primary	75.0	62.5	54.2	87.5	83.3	100	100
521650 : Playcare Nursery	0.0	0.0	0.0	0.0	100	100	0.0
2081 : Portslade Infants	71.4	41.9	39.0	68.6	81.9	92.4	92.4
LA Scores **1	74.3	54.6	51.5	73.3	81.3	89.1	81.5

Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

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School AOL Score List

End of FSP /2008 / Brighton and Hove
<FSP Settings>

% of pupils with 6 SPs* or more

	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
2156 : Queens Park Primary School	53.3	48.9	44.4	64.4	60.0	84.4	68.9
1002 : Royal Spa Nursery	100	0.0	0.0	100	100	100	100
2164 : RUDYARD KIPLING PRIMARY SCHOOL	74.5	37.3	37.3	45.1	64.7	84.3	74.5
2157 : Saltdean Primary School	41.7	30.0	21.7	73.3	21.7	88.3	61.7
3329 : St Andrew's C E Primary School	81.7	70.0	68.3	71.7	81.7	90.0	81.7
516168 : St Aubyns School	100	66.7	66.7	88.9	100	100	77.8
3305 : St Bartholomew's CE Primary	23.3	23.3	10.0	63.3	46.7	63.3	66.7
3318 : St Bernadette's Catholic Primary School	96.7	76.7	76.7	93.3	100	100	100
3311 : St John The Baptist RC School	48.3	41.4	34.5	72.4	72.4	79.3	58.6
3314 : St Joseph's R.C. Primary	77.3	59.1	54.5	81.8	86.4	86.4	72.7
2027 : St Luke's Infant	92.4	60.8	60.8	86.1	94.9	96.2	88.6
3304 : St Margaret's CE Primary	85.7	82.1	82.1	82.1	96.4	96.4	92.9
3308 : St Martin's CE Primary School	83.3	17.2	17.2	60.0	86.7	96.7	96.7
3313 : St Mary Magdalen C Primary	56.7	13.8	13.8	48.3	41.4	86.7	60.0
3344 : St Mary's Catholic Primary	43.3	23.3	20.0	43.3	93.3	76.7	73.3
517848 : ST MARYS HALL	87.5	100	87.5	87.5	100	87.5	100
3315 : St Paul's C.E. Primary School	93.1	72.4	72.4	72.4	86.2	89.7	79.3
2079 : ST PETERS COM. INFANT SCHOOL	86.2	55.2	55.2	93.1	93.1	100	93.1
LA Scores **1	74.3	54.6	51.5	73.3	81.3	89.1	81.5

Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

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School AOL Score List

End of FSP / 2008 / Brighton and Hove
<FSP Settings>

% of pupils with 6 SPs* or more

	Personal, Social & Emotional Development	Communication Language & Literacy	PSE and CLL	Mathematical Development	Knowledge & Understanding of the World	Physical Development	Creative Development
3317 : St. MARK'S C.E.P. SCHOOL	3.4	0.0	0.0	0.0	41.4	51.7	20.7
2029 : Stanford Infant School	91.0	73.0	70.8	92.1	98.9	94.4	96.6
538478 : Sunshine Day Nursery	0.0	0.0	0.0	0.0	100	100	100
583032 : Sussex House Nursery	0.0	0.0	0.0	0.0	100	100	0.0
511065 : THE DHARMA SCHOOL	100	100	100	83.3	100	100	100
584339 : The Drive Prep School	80.0	60.0	40.0	60.0	100	100	100
511145 : THE FOLD SCHOOL	100	66.7	66.7	100	100	100	100
2093 : West Blatchington Infants	50.0	40.8	32.7	70.0	60.0	76.0	68.0
2096 : West Hove Infant School	92.5	80.8	80.8	91.7	94.2	90.8	95.0
2036 : Westdene Primary School	65.5	37.9	32.8	74.1	74.1	86.2	50.0
2006 : Whitehawk Primary	23.8	31.0	19.0	45.2	40.5	59.5	61.9
582192 : Windlesham School	94.7	68.4	68.4	78.9	94.7	100	94.7
2158 : Woodingdean Primary	68.3	38.3	38.3	61.7	88.3	76.7	93.3

76

LA Scores **1	74.3	54.6	51.5	73.3	81.3	89.1	81.5
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Please note that pupils with an N in any of the assessments that make up an Area Of Learning are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

* SP - Scale Points

**1 Please note that applying groups to this report does not affect the LA figures

School Summary Results

KS1/2008
KS1/%L2+

School	DFES	Total	Reading	Writing	Speaking/ Listening	Maths	Science
Aldrington CE Primary	3328	29	96.6	100.0	96.6	100.0	100.0
Balfour Infant School	2040	115	87.8	89.6	95.7	93.0	93.0
Bevendean Primary School	2163	51	58.8	62.7	54.9	72.5	49.0
Carden Primary School	2001	51	80.4	66.7	84.3	94.1	82.4
Carlton Hill Primary	2037	27	77.8	74.1	77.8	88.9	81.5
Cedar Centre	7034	5	0.0	0.0	0.0	0.0	0.0
Coldean Primary	2044	41	73.2	68.3	73.2	82.9	78.0
Coombe Road Primary	2007	51	72.5	80.4	80.4	80.4	84.3
Cottesmore St.Mary's RCP	3341	60	88.3	76.7	91.7	93.3	91.7
Davigdor Infants' School	2064	88	96.6	87.5	92.0	95.5	97.7
DOWNS INFANT SCHOOL	2010	120	95.8	95.8	97.5	99.2	97.5
Downs Park School	7016	2	0.0	0.0	0.0	0.0	0.0
Downs View School	7006	6	0.0	0.0	0.0	0.0	0.0
Elm Grove Primary	2155	60	86.7	71.7	86.7	91.7	96.7
Fairlight Primary School	2165	43	67.4	62.8	81.4	88.4	86.0
Goldstone Primary	2065	60	86.7	85.0	83.3	100.0	91.7
Hangleton Infant School	2066	88	94.3	94.3	95.5	98.9	96.6
Hertford Infants School	2017	32	75.0	75.0	87.5	84.4	90.6
Hillside School	7018	5	0.0	0.0	0.0	0.0	0.0
Middle Street Primary.	2018	30	80.0	76.7	96.7	96.7	96.7
Mile Oak Primary School	2100	69	91.3	75.4	87.0	89.9	81.2
Moulsecomb Primary School	2002	44	52.3	54.5	75.0	61.4	56.8
Our Lady Lourdes R.C.V.A.P.	3316	30	90.0	93.3	90.0	93.3	93.3
Patcham Infant School	2022	90	97.8	96.7	94.4	98.9	98.9
Peter Gladwin Primary	2114	28	85.7	67.9	92.9	89.3	92.9
Portslade Infants	2081	104	84.6	82.7	88.5	88.5	91.3
Queens Park Primary School	2156	45	95.6	95.6	97.8	95.6	97.8
RUDYARD KIPLING PRIMARY SCHOOL	2164	40	70.0	70.0	87.5	92.5	85.0
Saltdean Primary School	2157	65	75.4	73.8	87.7	84.6	83.1
St Andrew's C E Primary School	3329	60	93.3	96.7	95.0	95.0	95.0
St Bartholomew's CE Primary	3305	26	76.9	69.2	88.5	84.6	84.6

LA Results

83.8 81.2 88.3 91.0 88.8

National Results

84.0 80.0 87.00 90.0 89.0

* Please note that the reported National data is for the year 2007

School Summary Results

KS1/2008
KS1/%L2+

<i>School</i>	<i>DFES</i>	<i>Total</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking/ Listening</i>	<i>Maths</i>	<i>Science</i>
St Bernadette's Catholic Primary School	3318	30	96.7	96.7	100.0	100.0	100.0
St John The Baptist RC School	3311	28	89.3	89.3	92.9	85.7	92.9
St Joseph's R.C. Primary	3314	17	52.9	52.9	70.6	88.2	70.6
St Luke's Infant	2027	82	90.2	87.8	93.9	96.3	93.9
St Margaret's CE Primary	3304	29	93.1	82.8	96.6	100.0	100.0
St Martin's CE Primary School	3308	30	73.3	66.7	83.3	86.7	80.0
St Mary Magdalen C Primary	3313	30	76.7	70.0	70.0	90.0	80.0
St Mary's Catholic Primary	3344	29	55.2	55.2	86.2	93.1	100.0
St Paul's C.E. Primary School	3315	30	90.0	96.7	100.0	96.7	100.0
ST PETER'S COM. INFANT SCHOOL	2079	30	90.0	93.3	96.7	96.7	96.7
St. MARK'S C.E.P. SCHOOL	3317	25	60.0	40.0	92.0	76.0	84.0
Stanford Infant School	2029	90	93.3	95.6	98.9	93.3	95.6
West Blatchington Infants	2093	56	71.4	71.4	73.2	83.9	85.7
West Hove Infant School	2096	117	96.6	97.4	98.3	100.0	94.9
Westdene Primary School	2036	60	93.3	90.0	93.3	96.7	95.0
Whitehawk Primary	2006	58	53.4	43.1	60.3	75.9	65.5
Woodingdean Primary	2158	58	84.5	86.2	94.8	96.6	82.8

LA Results

83.8	81.2	88.3	91.0	88.8
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National Results

84.0	80.0	87.00	90.0	89.0
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* Please note that the reported National data is for the year 2007

School Summary Results

KS1/2008
KS1/%L2B+

School	DFES	Total	Reading	Writing	Speaking/ Listening	Maths	Science
Aldrington CE Primary	3328	29	86.2	72.4	-	93.1	-
Balfour Infant School	2040	115	78.3	69.6	-	85.2	-
Bevendean Primary School	2163	51	45.1	47.1	-	54.9	-
Carden Primary School	2001	51	56.9	41.2	-	70.6	-
Carlton Hill Primary	2037	27	48.1	37.0	-	74.1	-
Cedar Centre	7034	5	0.0	0.0	-	0.0	-
Coldean Primary	2044	41	56.1	46.3	-	63.4	-
Coombe Road Primary	2007	51	58.8	49.0	-	56.9	-
Cottesmore St.Mary's RCP	3341	60	81.7	63.3	-	81.7	-
Davigdor Infants' School	2064	88	90.9	71.6	-	85.2	-
DOWNS INFANT SCHOOL	2010	120	84.2	77.5	-	87.5	-
Downs Park School	7016	2	0.0	0.0	-	0.0	-
Downs View School	7006	6	0.0	0.0	-	0.0	-
Elm Grove Primary	2155	60	70.0	55.0	-	78.3	-
Fairlight Primary School	2165	43	53.5	44.2	-	65.1	-
Goldstone Primary	2065	60	76.7	68.3	-	81.7	-
Hangleton Infant School	2066	88	89.8	63.6	-	79.5	-
Hertford Infants School	2017	32	71.9	62.5	-	71.9	-
Hillside School	7018	5	0.0	0.0	-	0.0	-
Middle Street Primary.	2018	30	60.0	50.0	-	76.7	-
Mile Oak Primary School	2100	69	66.7	47.8	-	75.4	-
Moulsecoomb Primary School	2002	44	31.8	20.5	-	54.5	-
Our Lady Lourdes R.C.V.A.P.	3316	30	90.0	76.7	-	80.0	-
Patcham Infant School	2022	90	87.8	80.0	-	84.4	-
Peter Gladwin Primary	2114	28	60.7	57.1	-	71.4	-
Portslade Infants	2081	104	72.1	60.6	-	78.8	-
Queens Park Primary School	2156	45	86.7	88.9	-	93.3	-
RUDYARD KIPLING PRIMARY SCHOOL	2164	40	65.0	42.5	-	75.0	-
Saltdean Primary School	2157	65	56.9	43.1	-	56.9	-
St Andrew's C E Primary School	3329	60	86.7	65.0	-	81.7	-
St Bartholomew's CE Primary	3305	26	57.7	57.7	-	76.9	-

LA Results

71.2	59.6	-	76.6	-
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National Results

71.0	59.0	-	74.0	-
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* Please note that the reported National data is for the year 2007

School Summary Results

KS1/2008
KS1/%L2B+

<i>School</i>	<i>DFES</i>	<i>Total</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking/ Listening</i>	<i>Maths</i>	<i>Science</i>
St Bernadette's Catholic Primary School	3318	30	96.7	76.7	-	86.7	-
St John The Baptist RC School	3311	28	67.9	53.6	-	64.3	-
St Joseph's R.C. Primary	3314	17	52.9	41.2	-	70.6	-
St Luke's Infant	2027	82	80.5	73.2	-	87.8	-
St Margaret's CE Primary	3304	29	58.6	55.2	-	86.2	-
St Martin's CE Primary School	3308	30	53.3	30.0	-	73.3	-
St Mary Magdalen C Primary	3313	30	40.0	33.3	-	53.3	-
St Mary's Catholic Primary	3344	29	41.4	27.6	-	55.2	-
St Paul's C.E. Primary School	3315	30	90.0	70.0	-	86.7	-
ST PETER'S COM. INFANT SCHOOL	2079	30	80.0	76.7	-	73.3	-
St. MARK'S C.E.P. SCHOOL	3317	25	60.0	8.0	-	48.0	-
Stanford Infant School	2029	90	86.7	74.4	-	88.9	-
West Blatchington Infants	2093	56	55.4	44.6	-	58.9	-
West Hove Infant School	2096	117	82.9	76.1	-	94.9	-
Westdene Primary School	2036	60	80.0	73.3	-	90.0	-
Whitehawk Primary	2006	58	41.4	31.0	-	56.9	-
Woodingdean Primary	2158	58	67.2	65.5	-	74.1	-

LA Results

71.2	59.6	-	76.6	-
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National Results

71.0	59.0	-	74.0	-
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* Please note that the reported National data is for the year 2007

School Summary Results

KS1/2008
KS1/%L3+

School	DFES	Total	Reading	Writing	Speaking/ Listening	Maths	Science
Aldrington CE Primary	3328	29	48.3	3.4	0.0	31.0	13.8
Balfour Infant School	2040	115	35.7	16.5	27.8	30.4	38.3
Bevendean Primary School	2163	51	9.8	5.9	0.0	11.8	0.0
Carden Primary School	2001	51	17.6	5.9	21.6	15.7	19.6
Carlton Hill Primary	2037	27	11.1	0.0	0.0	0.0	14.8
Cedar Centre	7034	5	0.0	0.0	0.0	0.0	0.0
Coldean Primary	2044	41	24.4	7.3	29.3	22.0	14.6
Coombe Road Primary	2007	51	15.7	7.8	11.8	5.9	13.7
Cottesmore St.Mary's RCP	3341	60	40.0	18.3	11.7	36.7	8.3
Davigdor Infants' School	2064	88	52.3	30.7	48.9	45.5	43.2
DOWNS INFANT SCHOOL	2010	120	52.5	28.3	46.7	50.0	49.2
Downs Park School	7016	2	0.0	0.0	0.0	0.0	0.0
Downs View School	7006	6	0.0	0.0	0.0	0.0	0.0
Elm Grove Primary	2155	60	43.3	6.7	26.7	35.0	31.7
Fairlight Primary School	2165	43	18.6	4.7	9.3	18.6	20.9
Goldstone Primary	2065	60	25.0	11.7	16.7	31.7	18.3
Hangleton Infant School	2066	88	36.4	8.0	18.2	27.3	30.7
Hertford Infants School	2017	32	25.0	15.6	31.3	31.3	28.1
Hillside School	7018	5	0.0	0.0	0.0	0.0	0.0
Middle Street Primary.	2018	30	30.0	3.3	36.7	26.7	20.0
Mile Oak Primary School	2100	69	8.7	1.4	0.0	7.2	8.7
Moulsecomb Primary School	2002	44	0.0	0.0	0.0	4.5	0.0
Our Lady Lourdes R.C.V.A.P.	3316	30	36.7	6.7	23.3	20.0	26.7
Patcham Infant School	2022	90	52.2	27.8	36.7	40.0	42.2
Peter Gladwin Primary	2114	28	35.7	7.1	10.7	14.3	7.1
Portslade Infants	2081	104	31.7	2.9	29.8	24.0	32.7
Queens Park Primary School	2156	45	35.6	20.0	42.2	42.2	44.4
RUDYARD KIPLING PRIMARY SCHOOL	2164	40	10.0	0.0	12.5	17.5	2.5
Saltdean Primary School	2157	65	7.7	1.5	3.1	4.6	1.5
St Andrew's C E Primary School	3329	60	25.0	8.3	10.0	15.0	33.3
St Bartholomew's CE Primary	3305	26	19.2	7.7	23.1	15.4	15.4

LA Results

31.0	12.6	25.1	26.1	27.5
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National Results

26.0	13.0	22.00	22.0	23.0
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* Please note that the reported National data is for the year 2007

School Summary Results

KS1/2008
KS1/%L3+

<i>School</i>	<i>DFES</i>	<i>Total</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking/ Listening</i>	<i>Maths</i>	<i>Science</i>
St Bernadette's Catholic Primary School	3318	30	40.0	20.0	36.7	40.0	40.0
St John The Baptist RC School	3311	28	25.0	14.3	21.4	17.9	21.4
St Joseph's R.C. Primary	3314	17	11.8	0.0	11.8	5.9	29.4
St Luke's Infant	2027	82	36.6	19.5	31.7	32.9	26.8
St Margaret's CE Primary	3304	29	34.5	10.3	37.9	34.5	31.0
St Martin's CE Primary School	3308	30	20.0	0.0	10.0	23.3	10.0
St Mary Magdalen C Primary	3313	30	20.0	3.3	13.3	13.3	0.0
St Mary's Catholic Primary	3344	29	17.2	6.9	13.8	17.2	27.6
St Paul's C.E. Primary School	3315	30	43.3	13.3	46.7	33.3	46.7
ST PETER'S COM. INFANT SCHOOL	2079	30	43.3	30.0	46.7	30.0	70.0
St. MARK'S C.E.P. SCHOOL	3317	25	4.0	0.0	16.0	4.0	4.0
Stanford Infant School	2029	90	53.3	23.3	68.9	45.6	65.6
West Blatchington Infants	2093	56	19.6	3.6	28.6	19.6	33.9
West Hove Infant School	2096	117	45.3	23.9	31.6	28.2	34.2
Westdene Primary School	2036	60	40.0	20.0	26.7	38.3	46.7
Whitehawk Primary	2006	58	6.9	0.0	6.9	1.7	0.0
Woodingdean Primary	2158	58	25.9	13.8	24.1	24.1	19.0

LA Results

31.0	12.6	25.1	26.1	27.5
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National Results

26.0	13.0	22.00	22.0	23.0
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* Please note that the reported National data is for the year 2007

Appendix 4

KS2 2008 School Results

School	Number of Pupils	% Achieving Level 4 and Above						% Achieving Level 5						% Progressing 2 or More Levels From KS1		
		Reading	Writing	English	Maths	Science	English & Maths	Reading	Writing	English	Maths	Science	English	Maths	% Matched	
																EN
Aldrington CE Primary	30	100.0	96.7	100.0	96.7	100.0	96.7	73.3	36.7	66.7	50.0	66.7	100.0	90.0	100.0	100.0
Alternative Centre for Education	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Balfour Junior	95	97.9	84.2	95.8	95.8	98.9	94.7	80.0	28.4	46.3	54.7	90.5	80.4	81.9	96.8	98.9
Benfield Junior	64	82.8	43.8	76.6	70.3	87.5	64.1	40.6	10.9	23.4	21.9	45.3	80.0	61.3	93.8	96.9
Bevendean Primary	58	89.7	67.2	86.2	74.1	91.4	67.2	36.2	19.0	27.6	27.6	34.5	96.6	84.2	100.0	98.3
Carden Primary	50	82.0	36.0	68.0	84.0	90.0	68.0	40.0	8.0	14.0	20.0	44.0	77.8	63.3	90.0	98.0
Carlton Hill Primary	26	100.0	80.8	100.0	92.3	100.0	92.3	46.2	26.9	34.6	38.5	57.7	95.8	76.9	92.3	100.0
Cedar Centre	14	28.6	7.1	21.4	7.1	28.6	7.1	0.0	0.0	0.0	0.0	0.0	100.0	50.0	28.6	14.3
Coleman Primary	35	68.6	51.4	68.6	62.9	74.3	54.3	20.0	0.0	8.6	2.9	17.1	87.9	64.7	94.3	97.1
Coombe Road Primary	56	73.2	57.1	67.9	64.3	67.9	60.7	26.8	3.6	7.1	8.9	12.5	72.2	56.5	96.4	82.1
Cottesmore St Mary's RC Primary	64	96.9	82.8	92.2	87.5	93.8	84.4	65.6	25.0	48.4	42.2	65.6	85.7	74.2	98.4	96.9
Downs Junior	123	92.7	82.9	90.2	85.4	94.3	82.1	61.0	36.6	43.1	36.6	47.2	89.9	85.6	96.7	95.9
Downs Park	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	100.0
Downs View	9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Elm Grove Primary	65	96.9	36.9	83.1	70.8	90.8	69.2	56.9	0.0	6.2	30.8	53.8	65.1	75.8	96.9	95.4
Fairlight Primary	34	82.4	73.5	76.5	67.6	82.4	61.8	35.3	17.6	23.5	26.5	29.4	90.3	71.9	91.2	94.1
Goldstone Primary	38	92.1	68.4	86.8	92.1	92.1	86.8	47.4	13.2	26.3	42.1	55.3	86.7	86.5	78.9	97.4
Hangleton Junior	94	91.5	77.7	89.4	81.9	93.6	78.7	52.1	37.2	41.5	35.1	58.5	89.8	76.9	93.6	96.8
Hertford Junior	31	80.6	51.6	67.7	74.2	83.9	64.5	22.6	3.2	9.7	12.9	19.4	82.1	70.4	90.3	87.1
Hillside	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0

Source: NCER (provisional data)

NB: figures for progress from KS1 are not as comprehensive as the data available from RAISEonline, as we do not have prior attainment data for all pupils

School	Number of Pupils	% Achieving Level 4 and Above						% Achieving Level 5						% Progressing 2 or More Levels From KS1		
		Reading	Writing	English	Maths	Science	English & Maths	Reading	Writing	English	Maths	Science	English Maths	% Matched		
														EN	MA	
Middle Street Primary	31	87.1	61.3	80.6	80.6	90.3	74.2	48.4	16.1	29.0	25.8	48.4	92.6	69.0	87.1	93.5
Mile Oak Primary	79	89.9	62.0	79.7	77.2	91.1	70.9	45.6	8.9	17.7	19.0	36.7	76.9	71.1	98.7	96.2
Moulsecoomb Primary	49	91.8	42.9	81.6	61.2	85.7	61.2	44.9	2.0	22.4	20.4	32.7	95.9	77.8	100.0	91.8
Our Lady of Lourdes RC Primary	29	93.1	65.5	93.1	86.2	96.6	86.2	62.1	27.6	34.5	34.5	55.2	75.9	82.8	100.0	100.0
Patcham Junior	93	93.5	63.4	86.0	78.5	93.5	73.1	64.5	16.1	29.0	33.3	52.7	66.7	62.1	100.0	93.5
Peter Gladwin Primary	29	93.1	65.5	93.1	93.1	100.0	89.7	58.6	10.3	20.7	55.2	82.8	84.6	92.9	89.7	96.6
Queens Park Primary	41	95.1	80.5	87.8	80.5	97.6	75.6	75.6	26.8	43.9	36.6	73.2	72.5	72.5	97.6	97.6
Rudyard Kipling Primary	56	87.5	62.5	82.1	87.5	94.6	82.1	53.6	23.2	28.6	33.9	66.1	83.3	88.9	96.4	96.4
Saltdean Primary	51	94.1	68.6	82.4	82.4	96.1	74.5	58.8	7.8	29.4	33.3	52.9	94.1	78.4	100.0	100.0
Somerhill Junior	96	91.7	65.6	83.3	86.5	91.7	80.2	59.4	14.6	34.4	37.5	50.0	77.4	74.5	87.5	97.9
St Andrew's CE Primary	63	90.5	66.7	87.3	88.9	95.2	85.7	61.9	25.4	38.1	47.6	63.5	83.3	86.7	95.2	95.2
St Bartholomew's CE Primary	24	79.2	37.5	70.8	79.2	95.8	66.7	41.7	0.0	4.2	29.2	37.5	77.8	80.0	75.0	83.3
St Bernadette's RC Primary	31	96.8	83.9	93.5	90.3	96.8	87.1	74.2	12.9	29.0	48.4	80.6	54.8	80.6	100.0	100.0
St John the Baptist RC Primary	30	86.7	86.7	86.7	80.0	93.3	80.0	56.7	46.7	43.3	46.7	56.7	96.6	90.0	96.7	100.0
St Joseph's RC Primary	23	87.0	78.3	87.0	82.6	91.3	78.3	47.8	39.1	43.5	39.1	43.5	100.0	89.5	78.3	82.6
St Luke's Junior	85	90.6	77.6	87.1	84.7	95.3	78.8	68.2	29.4	51.8	43.5	62.4	92.1	81.9	89.4	97.6
St Margaret's CE Primary	25	88.0	88.0	88.0	76.0	92.0	72.0	56.0	56.0	48.0	28.0	40.0	92.0	66.7	100.0	96.0
St Mark's CE Primary	29	75.9	27.6	55.2	65.5	72.4	48.3	31.0	3.4	10.3	10.3	13.8	77.8	70.4	93.1	93.1
St Martin's CE Primary	29	82.8	37.9	75.9	79.3	89.7	69.0	37.9	10.3	13.8	20.7	34.5	77.8	67.9	93.1	96.6
St Mary Magdalen RC Primary	31	90.3	58.1	83.9	71.0	87.1	64.5	25.8	12.9	16.1	16.1	29.0	85.7	66.7	90.3	96.8
St Mary's RC Primary	30	80.0	70.0	76.7	73.3	83.3	60.0	43.3	23.3	30.0	36.7	30.0	84.6	51.7	86.7	96.7
St Nicolas CE Junior	64	85.9	70.3	79.7	76.6	85.9	70.3	46.9	14.1	25.0	23.4	25.0	77.8	72.6	98.4	96.9

Source: NCER (provisional data)

NB: figures for progress from KS1 are not as comprehensive as the data available from RAISEonline, as we do not have prior attainment data for all pupils

School	Number of Pupils	% Achieving Level 4 and Above						% Achieving Level 5						% Progressing 2 or More Levels From KS1		
		Reading	Writing	English	Maths	Science	English & Maths	Reading	Writing	English	Maths	Science	English	Maths	% Matched	
															EN	MA
St Paul's CE Primary	27	92.6	88.9	92.6	96.3	96.3	88.9	70.4	22.2	63.0	55.6	66.7	100.0	77.8	88.9	100.0
Stanford Junior	89	96.6	88.8	95.5	88.8	97.8	87.6	82.0	37.1	60.7	53.9	77.5	91.7	83.9	94.4	97.8
West Blatchington Junior	35	68.6	42.9	57.1	60.0	77.1	45.7	22.9	2.9	2.9	8.6	17.1	69.2	51.6	74.3	88.6
West Hove Junior	122	94.3	78.7	87.7	85.2	93.4	77.0	50.0	30.3	36.1	43.4	55.7	80.5	74.4	92.6	99.2
Westdene Primary	64	96.9	75.0	92.2	87.5	96.9	82.8	70.3	23.4	39.1	54.7	48.4	95.2	84.4	98.4	100.0
Whitehawk Primary	52	67.3	28.8	50.0	48.1	67.3	32.7	11.5	3.8	7.7	0.0	5.8	82.6	61.4	88.5	84.6
Woodingdean Primary	53	86.8	75.5	84.9	81.1	86.8	81.1	58.5	41.5	45.3	41.5	45.3	93.8	73.5	90.6	92.5
LA Overall	2355	88.4	66.5	82.7	79.5	89.9	74.1	52.7	20.4	31.6	33.5	49.0	83.4	75.1	93.2	95.2

Appendix 5

KS3 2008 Results by School

School	Number of Pupils	% Reading Level 5+	% Writing Level 5+	% English Level 5+	% Maths Level 5+	% Science Level 5+	% English & Maths Level 5+	% Reading Level 6+	% Writing Level 6+	% English Level 6+	% Maths Level 6+	% Science Level 6+	% 1 Level Progress English	% 1 Level Progress Maths	% 1 Level Progress Science	% 2 Levels Progress English	% 2 Levels Progress Maths	% 2 Levels Progress Science	% 3 Levels Progress Maths	Average % Matched
Alternative Centre for Education	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	0.0	0.0	58.3
Blatlington Mill	333	80.2	90.1	87.1	86.8	84.7	82.0	28.8	48.6	40.2	65.8	51.4	86.5	92.7	83.1	34.0	68.7	34.7	14.2	96.2
Cardinal Newman	340	85.0	88.8	86.5	83.5	77.4	78.8	51.5	58.8	55.0	70.3	49.1	90.0	94.8	72.2	52.1	71.6	25.3	19.8	95.5
Cedar Centre	12	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.0	90.0	40.0	0.0	20.0	30.0	0.0	83.3
Dorothy Stringer	338	78.4	79.0	79.9	82.5	79.3	75.1	36.4	35.2	35.5	69.2	45.3	80.3	92.4	66.2	22.7	68.5	15.3	17.4	95.8
Downs Park	16	0.0	0.0	0.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73.3	62.5	50.0	26.7	43.8	18.8	0.0	97.9
Downs View	9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	77.8
Falmer High	144	33.3	53.5	41.0	51.4	40.3	35.4	6.9	13.9	7.6	26.4	13.9	66.4	74.1	50.0	18.0	34.6	8.8	5.1	91.2
Hillside	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0
Hove Park	296	52.0	69.6	60.1	69.6	59.8	55.7	12.2	30.4	20.9	50.7	24.0	65.3	84.8	53.8	13.8	51.8	8.3	8.7	91.4
Longhill High	230	63.5	85.7	76.1	72.2	65.7	65.2	30.0	46.1	35.2	46.1	33.0	85.1	84.0	57.1	33.5	41.5	9.9	6.3	96.7
Patcham High	197	67.0	88.8	80.7	62.4	53.8	58.4	28.4	33.0	28.4	36.5	23.9	92.0	84.0	58.8	34.3	45.2	11.3	7.0	92.6
Patcham House	9	11.1	11.1	11.1	11.1	22.2	11.1	0.0	0.0	0.0	0.0	0.0	66.7	60.0	80.0	33.3	20.0	20.0	0.0	48.1
Portslade Community College	178	56.2	62.4	59.0	57.9	63.5	47.8	24.2	13.5	18.0	36.5	24.7	65.5	75.9	61.7	13.0	31.0	11.6	4.1	95.9
Vardean	239	69.0	84.1	77.4	77.4	74.1	69.9	25.9	62.8	46.9	58.6	39.3	81.7	83.4	58.1	37.8	52.6	11.8	6.5	95.7
LA Overall	2351	66.7	78.1	73.0	72.8	67.9	65.0	28.5	39.8	33.8	53.7	35.9	80.0	86.3	63.6	30.1	54.9	16.7	11.0	94.3

Source: NCER (provisional data)

NB: figures for progress from KS2 are not as comprehensive as the data available from RAISEonline, as we do not have prior attainment data for all pupils

Appendix 6

GCSE 2008 School Summary with Progress Data

School	Number of Pupils	% 3 A*-A	% 5 A*-C	% 5 A*-C inc English & Maths GCSE*	% 5 A*-G	% 5 A*-G inc English & Maths*	% 1 A*-G	% Any Passes**	% 2 Sciences GCSE A*-C	APS	% 1 Level Progress English	% 1 Level Progress Maths	% 1 Level Progress Science	% 2 Levels Progress English	% 2 Levels Progress Maths	% 2 Levels Progress Science	% 3 Levels Progress English	% 3 Levels Progress Science	Average % Matched
Alternative Centre for Education	25	0.0	0.0	0.0	12.0	12.0	76.0	88.0	0.0	83.7	16.0	12.0	24.0	12.0	0.0	12.0	4.0	4.0	88.0
Blatchington Mill School	308	37.7	80.2	64.0	95.5	94.8	98.4	99.4	66.9	478.7	83.8	79.5	90.3	54.5	21.4	67.9	9.7	21.1	97.7
Cardinal Newman School	339	33.0	68.1	55.2	96.2	95.3	99.4	99.4	53.4	418.0	89.7	74.0	80.5	60.8	31.0	42.2	14.7	12.4	98.9
Dorothy Stringer School	306	42.2	81.0	62.7	94.1	93.8	99.3	99.3	43.8	534.2	84.0	78.1	80.7	62.7	25.5	47.1	22.9	6.9	98.8
Downs Park Special School	20	0.0	0.0	0.0	0.0	0.0	30.0	90.0	0.0	82.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	95.0
Downs View Special School	9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	88.9
Falmer School	135	3.7	40.7	18.5	84.4	83.7	100.0	100.0	24.4	301.9	76.3	48.9	57.0	55.6	6.7	29.6	8.1	5.9	96.5
Hillside School	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Hove Park School	307	13.4	50.5	35.8	88.6	87.9	95.8	97.7	37.5	335.4	74.9	56.0	69.1	55.0	10.4	35.8	19.2	10.1	96.3
Longhill School	241	18.7	53.9	36.1	97.5	96.7	99.6	99.6	31.5	420.1	87.1	59.3	84.6	57.7	23.2	39.0	14.9	8.7	99.2
Patcham High School	196	10.7	46.9	27.6	91.8	90.8	97.4	98.0	34.2	350.2	82.7	58.2	63.8	62.2	9.2	35.7	22.4	4.6	98.0
Patcham House Special School	13	0.0	0.0	0.0	53.8	53.8	84.6	92.3	0.0	182.2	38.5	15.4	38.5	15.4	0.0	38.5	0.0	0.0	92.3
Portslade Community College	178	5.1	38.8	25.8	84.8	84.8	94.4	94.9	37.6	278.9	66.9	55.6	80.9	31.5	12.4	47.2	2.8	5.6	98.9
The Cedar Centre	17	0.0	0.0	0.0	47.1	0.0	88.2	94.1	0.0	169.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	94.1
Varndean School	245	29.8	67.8	56.3	93.1	92.7	98.4	98.4	28.6	469.2	88.2	77.1	82.0	67.8	39.2	53.1	23.7	17.6	97.1
LA Overall	2347	23.5	59.4	44.1	89.7	88.8	96.5	97.7	40.4	400.4	79.6	64.9	75.5	55.3	20.5	44.0	15.5	10.7	97.8

* the main measures used by DCSF for pupils achieving English & maths are 5 A* to C with GCSE English & maths, and 5 A* to G with English & maths at level 1, not necessarily GCSE ** includes Entry Level Qualifications

NB: Progress figures are based on Brighton & Hove KS3 data & other results from the National Pupil Database, but will not be as comprehensive as the data on RAISEonline There are no 3 levels progress figures for maths, as it is not possible for all pupils to make 3 levels progress (level 8 at KS3 to A* at GCSE is 2 levels of progress)

Source: NCEr (provisional data)

Performance Data Team, CYP
October 2008

Appendix 7

ALL PUPILS

AA1 2007/2008 A LEVEL RESULTS ACHIEVED BY YEARS 12, 13 & 14

Final Year: Yes / Session: All Exam Sessions

Percentage Of Pupils Achieving

Centres	Pupils	Entries	Any			1 or More			2 or More			3 or More			Avg QCA Points Per Pupil Entry	Avg UCAS Points Per Pupil Entry		
			A	A-B	A-E	A	A-B	A-E	A	A-B	A-E	A	A-B	A-E				
Blatchington Mill School	62	199.5	38.7	56.5	100.0	35.5	50.0	100.0	11.3	22.6	88.7	4.8	11.3	54.8	575.3	178.8	217.3	67.5
Cardinal Newman School	145	535	31.7	60.0	100.0	29.7	57.9	100.0	17.9	41.4	98.6	10.3	21.4	84.8	733.2	198.7	283.2	76.8
Hove Park School	80	265.5	28.8	41.3	100.0	27.5	37.5	100.0	12.5	25.0	88.8	3.8	15.0	63.8	602.4	181.5	194.9	58.7
Portslade Community College	51	171.5	33.3	56.9	100.0	27.5	51.0	98.0	13.7	25.5	86.3	3.9	17.6	68.6	650.3	193.4	233.5	69.4
Total	338	1171.5	32.5	54.4	100.0	29.9	50.6	99.7	14.8	31.7	92.6	6.8	17.5	71.9	660.8	190.6	242.7	70.0

Level 3 Threshold = 2 or more A-E

All entries are based on A Level equivalents

Children and Young People's Overview and Scrutiny (CYPOSC) Work Programme 2008-2009

Issue	Date	Overview and scrutiny activity	Progress and date	Outcome and Monitoring/Dates
Director of Public Health's Annual Report <i>(Be Healthy)</i>	24 September 2008	Work group set up for the 1 Dec. 2008		
Food for Life – report <i>(Be Healthy)</i>	24 September 2008	To note the Food for Life award scheme.	Referred to Council 9 October	Revisit after the Brighton & Hove Food Audit at next academic year (i.e. autumn 09 or spring 10)
Falmer Academy Updates <i>(Overview items)</i>	24 September 2008 and every meeting as needed.	Regular updates.		
Ofsted reports – regular concise updates <i>(Enjoy and Achieve)</i>	24 September 2008	Reports will go to CYPOSC 6 monthly.		
Cabinet Member and the Director of Children's Services. <i>(Overview items)</i>	19 November 2008	To learn of the priorities for CYPT		
Support for Pupils with English as an Additional Language (EAL) <i>(Enjoy and Achieve)</i>	19 November 2008	Report requested by CYPOSC in April 2008.		
Performance Improvement Report <i>(Performance Monitoring)</i>	19 November 2008			
Draft priorities for Children and Young People's Plan <i>(Budget, Policy Framework and Key Decisions)</i>	19 November 2008	Draft report to 19 November CYPOSC.		

Children and Young People's Overview and Scrutiny (CYPOSC) Work Programme 2008-2009

Issue	Date	Overview and Scrutiny activity	Progress and date	Monitoring and outcomes
Children's Centres – profile and usage <i>(Overview items)</i>	28 January 2009			
Update on Children with Complex needs <i>(Being healthy)</i>	28 January 2009			
Traveller Information Service Report <i>(Enjoy and Achieve)</i>	28 January 2009	Should have gone to 19 November CYPOSC, but report not ready.		
School Standards /Results report <i>(Enjoy and Achieve)</i>	28 January 2009			
Child Poverty <i>(Achieve Economic Wellbeing)</i>	25 March 2009			
Children excluded from Schools <i>(Enjoy and Achieve)</i>	25 March 2009			
Ofsted Annual Performance Assessments <i>(Budget, Policy Framework and Key Decisions)</i>	25 March 2009			
Primary Schools Admissions <i>(Enjoy and Achieve)</i>	25 March 2009			
Looked After Children Strategy for Change <i>(Stay Safe)</i>	25 March 2009	Look at outcomes (rather than costs)		

Children and Young People's Overview and Scrutiny (CYPOSC) Work Programme 2008-2009

Other potential items:

Children and Young People's Voice and Participation– Mark Price's paper (sent out with Agenda and Memo 11 November 2008)
Energy costs for schools – receive any report the Overview and Scrutiny Commission receive
Staffing ratio's in social services – comparative information would be useful

N.B. Headings are in italics (some of the headings are the Every Child Matters 5 outcomes: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing)

