





**Brighton & Hove
City Council**

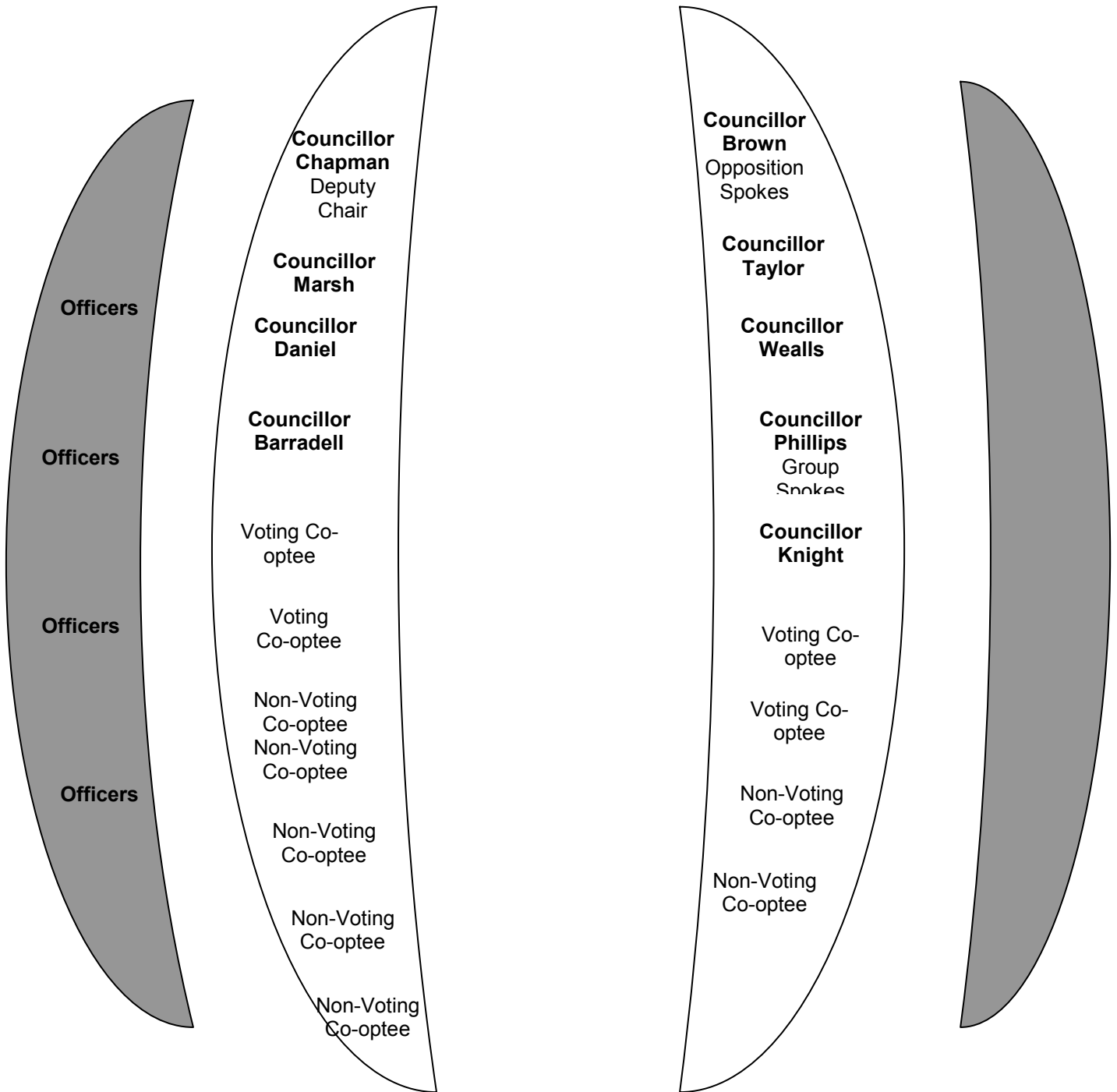
Children, Young People & Skills Committee

Title:	Children, Young People & Skills Committee
Date:	12 October 2015
Time:	4.00pm
Venue	Friends Meeting House
Members:	Councillors: Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Barradell, Daniel, Knight, Marsh, Taylor and Wealls
	Voting Co-opted Members: Ann Holt, Martin Jones, Amanda Mortensen and Marie Ryan
	Non-Voting Co-opted Members: Eleanor Davies (Parent Forum), Ben Glazebrook (Young People's Centre), Andrew Jeffrey (Parent Forum) and Sue Sjuve (Sussex Community NHS Trust)
Contact:	Lisa Johnson Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk

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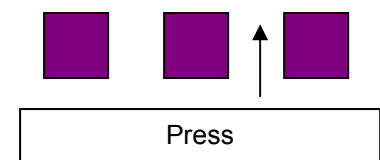
Democratic Services: Children, Young People & Skills Committee

AD of Children's Services	ED of Children's Services	Councillor Bewick Chair	Legal Officer	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



AGENDA

26 PROCEDURAL BUSINESS

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

(b) **Declarations of Interest:**

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

In each case, you need to declare

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

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

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

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

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

27 MINUTES

1 - 10

To consider the minutes of the meeting held on 20 July 2015 (copy attached).

28 CHAIR'S COMMUNICATIONS

29 CALL OVER

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

- (a) Items (32-34) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

30 PUBLIC INVOLVEMENT

11 - 12

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

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;

(1) School Inset Days

- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 5th October 2015;

- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 5th October 2015.

31 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

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

STRATEGIC PRIORITY 1

Ensure that the most vulnerable and disadvantaged children receive the council's support, consolidating services where possible, and targeting resources at those most in need.

32 INDEPENDENT REVIEW OF SECONDARY PUPIL NUMBERS FORECASTS

13 - 56

Report of Executive Director of Children's Services (copy attached)

Contact Officer: Michael Nix

Tel: 29-0732

Ward Affected: All Wards

**33 PROMOTING EMOTIONAL AND MENTAL HEALTH IN SCHOOLS - 57 - 64
A NEW APPROACH**

Report of Executive Director of Children's Services (copy attached)

Contact Officer: Kerry Clarke
Ward Affected: All Wards

Tel: 01273 295491

STRATEGIC PRIORITY 2

Take the council on an improvement journey to achieve excellent services for children and young people by 2019, as rated by Ofsted

34 ANNUAL STANDARDS REPORT

65 - 76

Report of Executive Director of Children's Services (copy attached)

Contact Officer: Hilary Ferries
Ward Affected: All Wards

Tel: 293738

35 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 17 December 2015 Council meeting for information.

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

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.

Agendas and minutes are published on the council's website www.brighton-hove.gov.uk. Agendas are available to view five working days prior to the meeting date.

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.

If you have any queries regarding this, please contact the Head of Democratic Services or

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

the designated Democratic Services Officer listed on the agenda.

For further details and general enquiries about this meeting contact Lisa Johnson, (01273 291228, email lisa.johnson@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk.

Date of Publication - Friday, 2 October 2015

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

4.00pm 20 JULY 2015

FRIENDS MEETING HOUSE, SHIP STREET, BRIGHTON

MINUTES

Present

Councillors: Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Barradell, Knight, Marsh, O'Quinn, Taylor and Wealls

Voting Co-Optees: Ann Holt

Non-Voting Co-Optees: Ben Glazebrook, Riziki Millanzi and Amy-Lou Tilley

PART ONE

13 PROCEDURAL BUSINESS

13(a) Declarations of substitutes

13.1 Councillor O'Quinn declared that she was substituting for Councillor Daniels.

13(b) Declarations of interest

13.2 There were none.

13(c) Exclusion of press and public

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

13.4 **RESOLVED-** That the press and public not be excluded

14 MINUTES

- 14.1 Ms A Holt noted that paragraph 1.5 recorded her as being a governor at Downs View Schools, but said that was incorrect.
- 14.2 Councillor Marsh said that she had declared a non-pecuniary interest as she was a governor at Bevendean Primary School and Coombe Road Primary School.
- 14.3 **RESOLVED:** That subject to the above amendments, the Minutes of the meeting held on 1 June 2015 be agreed as a correct record.

15 CHAIR'S COMMUNICATIONS

- 15.1 The Chair advised the Committee of the following:

The Chair was pleased to say that following three recent Ofsted inspections, 84% of schools in the city were now rated as 'Good' or 'Outstanding'. The most recent inspections were for Royal Spa Nursery which was rated as 'Outstanding' and for City Academy Whitehawk and King's School who were both rated as 'Good'. The results would be formally published by Ofsted later in the year. The Chair congratulated those schools.

The University of Brighton Academies Trust had submitted an application to the Department for Education to establish a secondary free school in the city; all parties had supported the application.

With regard to apprenticeships, the Chair said he would write to all schools in the city asking them to review the number of apprenticeships they could offer.

The Chair said that he had asked officers to undertake a review of the forecasting methodology used to assess the number of secondary school places required. A report would come to the next meeting of the Committee.

16 CALL OVER

- 16.1 It was agreed that all items be called

17 PUBLIC INVOLVEMENT**17a Petitions**

- 17.1 There were none.

17b Written Questions

- 17.2 A written question was submitted by Mr H Lambert, and presented by Mr J Stanley.

The question was:

This September, Portslade schools such as Brackenbury are again shouldering the fixed costs of providing places for sixty children, whilst only having a school roll of thirty

four. Meanwhile the Council has continued to over expand primary schools in central Hove resulting in inadequate provision of outdoor space for the children attending them.

With 76 spare reception spaces in Portslade schools this September, is this new Council prepared to face up to the mistakes of the previous administration, reverse the over expansion of schools in Central Hove and provide badly needed support to schools in Portslade and other outlying areas?

The Chair and Head of Education Planning and Contracts gave the following response:

Schools in South Central Hove have not been over expanded. This is a part of the city where there have been significant increases in the number of children over the last twelve years and additional places have been provided so that these children can attend a local school.

It is not feasible, and nor would it be right, to reverse the provision of local places in South Central Hove schools which are popular with local people and to require children in future year groups to attend schools which are some distance away. The need for these places is demonstrated by the fact that the schools in this part of Hove are full or almost full in all year groups, reflecting local preference for a local school.

Since 2008 the council has provided five new permanent forms of entry in the infant and primary schools in South Central Hove, including the additional form of entry at St Andrew's CE Primary School commencing in September this year. We have also during this time provided five temporary bulge classes in the schools in this area so that children did not have to travel long distances to alternative schools.

Even with these additional places in central Hove there is still a shortfall in local primary school places with the result that we have to allocate places outside this area to some children each year.

We are very aware that schools with spare places face challenges in organising their classes and managing their budgets. These challenges will not however be resolved by removing places in areas where there are more children and directing children to fill these spare places.

At 10 July there were 60 unallocated places in the Portslade primary schools, almost all of them in three of the seven schools. One of these schools, Mile Oak Primary School, is in the north of Portslade, and Hove children would have to travel more than two miles and in some cases over three miles if they were allocated a place at this school.

A variety of factors, and not just pupil numbers, may contribute to schools finding it difficult to set a balanced budget. Officers work closely with schools which have budget difficulties and where appropriate allocations are made from contingency where these budget difficulties arise at least in part from exceptional circumstances.

The Chair asked Mr Stanley if he had a supplementary question, and he asked the following:

Benfield was in Special Measures in 2013; what is the position with the school now?

The Chair stated that the school was no longer in Special Measures, and the latest Ofsted report stated that it now 'Required Improvement'.

17c Deputations

17.3 There were none.

18 MEMBER INVOLVEMENT

18a Petitions

18.1 There were none.

18b Written Questions

18.2 There were none.

18c Letters

18.3 There were none.

18d Notices of Motion

18.4 There were none.

19 CHILDREN, YOUNG PEOPLE AND SKILLS COMMITTEE STRATEGIC PRIORITIES 2015-2019

19.1 The Committee considered the report of the Executive Director of Children's Services which set out the strategic priorities of the Children Young People and Skills Committee for the next four years. The report was introduced by the Executive Director of Children's Services.

19.2 Councillor Barradell noted that the Directorate Plan made no reference to working with school governors and asked if that could be included. The Chair said it would

19.3 Councillor Brown asked how the strategic priorities would be monitored. The Chair said that all reports coming to the Committee would have to state which of the priorities it related to. Councillor Brown referred to paragraph 4.1 of the report and suggested that it should refer to young people up to the age of '25' rather than '19'. The Chair agreed.

19.4 Councillor Wealls asked why the strategic priorities were being introduced. The Chair said that it was a new administration who felt it was important to be more proactive and engaged in setting out its priorities. The administration wanted to set out the benchmark of what it wanted to achieve. He added that although there was no legal requirement to have an action plan, it was good practice.

- 19.5 Riziki Millanzi (Youth Council) referred to the first Directorate Objective, and asked if young people would be consulted. The Chair said that they would.
- 19.6 Councillor Marsh referred to the second and third Directorate Objectives and suggested that it could be better worded to include the Council's responsibility as Corporate Parents. The Executive Director of Children's Services said that children in care and corporate parenting had a number of statutory responsibilities and those responsibilities sat with the Corporate Parenting Board. The Directorate Plan would be looking at actions to reduce the number of children in care.
- 19.7 Councillor Knight referred to paragraph 3.4 and asked why children in receipt of 'free school meals' was used. The Executive Director of Children's Services said that 'free school meals' was one of the indicators used by central government.
- 19.8 Councillor Wealls asked if the Committee would have updates on any changes to the 'closing the gap strategy'. The Chair confirmed they would.
- 19.9 RESOLVED** - That the Committee:
- (1) Noted the report
 - (2) Agreed the Strategic Priorities set out in the report
 - (3) Agreed that future reports to the Committee should clearly state which priority (or priorities) they support the delivery of

20 YOUTH JUSTICE STRATEGY 2015/16

- 20.1 The Committee considered the report of the Executive Director of Children's Services on the Brighton and Hove Youth Justice Strategy 2015/16. The report was introduced by Youth Offending and Substance Misuse Services Manager.
- 20.2 Councillor Barradell asked why the percentage of reoffending was so high in the city. The Youth Offending and Substance Misuse Services Manager said that the data was from 2012/13, and although the number of reoffenders had reduced the percentage had increased. It wasn't known why that had happened, but the Authority would be working with the Youth Justice Board to look at the data.
- 20.3 Councillor Brown said she agreed with the key priorities in the strategy and it was good that the authority were working with other agencies. However she referred to the partnership arrangements and the fact the Youth Offending Service would be represented on a large number of multi agency groups, was concerned about the amount of officer time involved in attending so many meetings. The Youth Offending and Substance Misuse Services Manager said that she attended some of those meetings, but some were shared with East and West Sussex County Councils.
- 20.4 Councillor Taylor noted that of the 14 volunteers currently working with the Youth Offending Service (YOS), 12 were women and suggested that it might be appropriate to try and increase the number of male volunteers. The Youth Offending and Substance Misuse Services Manager agreed and said that interviews were being held the following week for a male YOS worker.

- 20.5 Councillor Wealls understood that other authorities had numerical targets to meet and asked if this authority did. He asked if there were comparative data on how this authority compared to others. The Youth Offending and Substance Misuse Services Manager said that all authorities had different targets, this authority did have their own, but they hadn't been included as they were complicated and too detailed to be covered in the report.
- 20.6 The Chair noted the Strategy was for 2015-2016 and asked for the exact dates. He was advised it 1 April 2015 to 31 March 2016.
- 20.7 RESOLVED** - That the Committee approved the Youth Justice Strategy for Brighton and Hove 2015-16

21 SCHOOL OFSTED PRESENTATION

- 21.1 The Head of Standards & Achievement Education & Inclusion provided an update of schools that had undergone an Ofsted inspection since the previous meeting of the Children & Young People & Skills Committee.
- 21.2 The Head of Standards & Achievement Education & Inclusion stated that King's School and City Academy Whitehawk had undergone an inspection in June 2015 and both had been rated as 'Good'. The Royal Spa Nursery had also been inspected in June 2015 and had improved from 'Good' to 'Outstanding'. As of May 2015, 84% of schools in the city had been rated as 'Good' or 'Outstanding'.
- 21.3 The Committee were advised that the Common Inspection Framework (CIF) would be used for inspections from September 2015. CIF would look at overall effectiveness, effectiveness of leadership and management, quality of teaching learning and assessment, personal development behaviour and welfare, outcomes for children and learners, and the effectiveness of early years and sixth form provision where applicable. There would also be changes to the timings of inspections. The main changes were: 'Outstanding' schools would not have an inspection unless there was a decline in outcomes or there were other concerns; 'Good' schools would be inspected every three years; there would be no change to schools which were judged to 'Require Improvement' or 'Inadequate'.
- 21.4 Councillor O'Quinn understood that 'Good' schools were only inspected for one day, and asked if the school would have advance notice of any inspection. The Head of Standards & Achievement Education & Inclusion said that the school would be notified the day before, and the inspection would be conducted in one day if the inspectors felt they had obtained a view of the school in that time.
- 21.5 Councillor Taylor congratulated the King's School and City Academy Whitehawk and the Royal Spa Nursery on their successful Ofsted Inspections. The Chair said that they were excellent outcomes, and he would be writing to the schools to congratulate them.
- 21.6 **RESOLVED:** That the presentation be noted.

22 CHILDREN'S SERVICES OFSTED INSPECTION AND REVIEW OF LSCB 2015

- 22.1 The Committee considered the report of the Executive Director of Children's Services which provided an update of the recent Children's Services Ofsted inspection. The report was introduced by the Executive Director of Children's Services.
- 22.2 The Committee thanked the Executive Director of Children's Services for the report and congratulated him and the department.
- 22.3 Councillor Phillips asked if the Committee would receive updates on the implementation of the Action Plan. The Chair confirmed they would.
- 22.4 Councillor O'Quinn referred to paragraphs 26 and 27 of the Inspection Findings, which commented on the 'weak quality of management oversight by practice managers', and noted that the Action Plan 5 stated that service would 'remove a layer of management'. The Executive Director of Children's Services said that post of Practice Manager had been deleted and the Team Manager would now make decisions.
- 22.5 Councillor Barradell referred to the Action Plan 6, and asked what the time scale would be for the return interview and risk assessment. The Executive Director of Children's Services said that it would be held within 15 days. However, if there were serious concerns the case would be prioritised.
- 22.6 Councillor Brown asked why the percentage of initial child protection conferences taking place within 15 working days of a strategy discussion being held, had dropped from 77% in March 2014 to 52% in February 2015. The Executive Director of Children's Services said that it was due to prioritisation of other work. Ofsted were clear that if there are concerns over a child that that case should be prioritised. However, it was accepted that it was necessary to get a better balance of work, and the matter was being looked at.
- 22.7 RESOLVED** - That the Committee agreed:
- (1) That the report be noted
 - (2) That the Local Authority post Ofsted Action Plan be agreed

23 DEVELOPMENT OF A NEW CITY EMPLOYMENT & SKILLS PLAN (2015-2020)

- 23.1 The Committee considered the report of the Executive Director of Children's Services regarding the development of a new City Employment & Skills Plan (2015-2020). The report was introduced by the Head of City Regeneration.
- 23.2 Councillor Phillips thanked officers for the report and welcomed the new ideas being suggested. Councillor Phillips noted that paragraph 3.2 referred to 'rising employment' and suggested that should read 'rising unemployment'. The Head of City Regeneration agreed it was a typo and should read 'unemployment'. Councillor Phillip asked whether the Economic Development & Culture Committee would consider this report, and was advised the Children Young People & Skills Committee was the primary policy committee for this area, but other committees including the Economic Development & Culture Committee would be advised.

- 23.3 Councillor Phillips noted that one proposal was to work in partnership with local providers such as the Apprenticeship Training Academy (ATC), and asked if that were necessary. Head of City Regeneration said that no decision had yet been made, but the ATC model had been successful elsewhere, particularly in supporting small employers to take on apprenticeships
- 23.4 Councillor Brown said that she supported the Employers Task Force and asked if they would work with schools. The Head of City Regeneration they would.
- 23.5 Councillor Wealls noted that the report didn't make reference to those with Special Educational Needs (SEN) and suggested it could be included. The Head of City Regeneration agreed.
- 23.6 Councillor Barradell noted that a report, requesting approval for the final plan would come to the Committee in January 2016 and to Full Council in March 2016, and asked if the those dates could be brought forward in order that any financial implications could be considered in the budget discussions for next year. The Head of City Regeneration said that that would be difficult as the timetable was tight and there were a number of stakeholders who had to be consulted before the final plan could be prepared. He said the Local Authority were not the primary funders of the skills sector.
- 23.7 Councillor Marsh noted that apprenticeships would be available for all ages but suggested it would be better to prioritise young people. The Head of City Regeneration said that there was a need to target all groups that were furthest from the labour market, for example increasingly older people within the city were looking to re-enter the labour market who might benefit from having an apprenticeship.
- 23.8 Riziki Millanzi said it would be useful for the Employer Skills Task Force to liaise with employers to ascertain what skills they would be looking for. The Head of City Regeneration agreed and said better engagement between employers and schools would be useful.
- 23.9 The Chair said that the name of the Chair of the Employer Skills Task Force would be confirmed shortly. It was important to engage with all stakeholders including local businesses and the city's three MPs.
- 23.10 RESOLVED** - That the Committee:
- (1) Agreed to the development of a new City Employment & Skills Plan (CESP) (2015-2020) for the city
 - (2) Noted the intention to convene an Employer Skills Task Force to provide the business leadership that will support the development and delivery of the plan

24 INTERIM REPORT: PROGRESS ON THE MERGING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) REVIEW IN CHILDREN'S SERVICES AND THE LEARNING DISABILITY (LD) REVIEW IN ADULT SERVICES

- 24.1 The Committee considered a report of the Executive Director of Children's Services regarding the merging of Special Educational Needs and Disabilities (SEND) review in

Children's Services and the Learning Disability (LD) review in Adult Services. The report was introduced by the Assistant Director (Children's and Adult Services).

- 24.2 The Committee were concerned that the report did not say that the matter would be considered by both the Children Young People & Skills (CYPS) Committee and the Health & Wellbeing Board (HWB). The Executive Director of Children's Services said that a joint meeting between the HWB and the CYPS Committee was held in February 2015 to discuss the matter, and a future similar meeting could be held. The solicitor said that as a joint meeting had already been held it would be appropriate for that to continue and for both groups to hold another combined meeting in October 2015.
- 24.3 Councillor Brown referred to Appendix 1 to the report, and asked which secondary schools would pilot the new way of working. The Assistant Director (Children's and Adult Services), said that they were Cardinal Newman, Dorothy Stringer and Patcham High. There had been a lot of interest from schools, and it was hoped that primary schools could be included in due course.
- 24.4 Councillor Barradell proposed an amendment to Recommendation 2.2, to read '*That the Committee is asked to note that concrete proposals to amalgamate specialist provision for children with SEN and disabilities, including behavioural, emotional and mental health difficulties, will be presented to the joint Health & Wellbeing Board and Children Young People & Skills Committee in October 2015.*' The proposal was seconded by Councillor O'Quinn. The Committee agreed the amendment.
- 24.5 RESOLVED** – That the Committee agreed:
- (1) That the Committee noted the report to the Health & Wellbeing Board and approved the direction of travel
 - (2) That the Committee noted that concrete proposals to amalgamate specialist provision for children with SEN and disabilities, including behavioural, emotional and mental health difficulties, will be presented to the joint Health & Wellbeing Board and Children Young People & Skills Committee in October 2015
 - (3) That the Committee approved the setting up of a cross party members' reference group to oversee both reviews during the implementation phase.

25 ITEMS REFERRED FOR COUNCIL

- 25.1 The Committee agreed that item 22, Children's Services Ofsted Inspection and Review of Local Children's Safeguarding Boards, be referred to the Council meeting due to be held on 22 October 2015 for information.

The meeting concluded at 6.25pm

Signed

Chair

Dated this

day of

Subject: Petitions
Date of Meeting: 12 October 2015
Report of: Head of Democratic Services
Contact Officer: Name: Lisa Johnson Tel: 29-1228
E-mail: lisa.johnson@brighton-hove.gcsx.gov.uk
Wards Affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To receive any petitions to be presented or which have been submitted via the council's website or for which notice has been given directly to Democratic Services.

2. RECOMMENDATIONS:

- 2.1 That the Committee responds to the petition either by noting it or writing to the petition organiser setting out the Council's views, or where it is considered more appropriate, calls for an officer report on the matter which may give consideration to a range of options, including the following:

- taking the action requested in the petition
- considering the petition at a council meeting
- holding an inquiry into the matter
- undertaking research into the matter
- holding a public meeting
- holding a consultation
- holding a meeting with petitioners
- referring the petition for consideration by the council's Overview and Scrutiny Committee
- calling a referendum

3. PETITIONS

- 3.1 Notified petitions:

(i) School Inset Days

To receive the following ePetition

Statement:

We the undersigned petition Brighton & Hove Council to 1. Discuss with schools the potential for them to take all their inset days together as a 5 day training week, so that this provides the opportunity for families to go on holiday in term time, making it possible for many more families to be able to afford a holiday. 2. That the Children, Young People and Skills committee instruct schools to take all their inset days together to facilitate this. 3. That schools individually understand the difference that they can make to their pupil's lives by adopting this approach and enthusiastically work with teachers and governors to overcome any obstacles they may have to achieve this.

Justification:

A school in South Wales has taken this approach to enable their pupils families to afford a holiday. This shows that where there is a will, there is a way. The price of holidays at least doubles in school holidays. Providing families with the possibility of authorised term time holiday availability would enable many more families to do something that is simply unaffordable to them in the current restraints.

Children learn at school in great detail about different places in the world, doing whole term topics on places such as Thailand, Ghana, India, Spain. By rearranging inset days so that they are all in one week, schools could create the possibility of more children and families actually experiencing these places. Or just a different part of the UK, for some children, the chance to go on holiday for the first time. How wonderful that schools have the potential to achieve this for their pupils just by rearranging their training.

Petition Submitted by: Annie Heath

Subject:	Independent Review of Pupil Number Forecasting System		
Date of Meeting:	12 October 2015		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Richard Barker	Tel: 29-0732
	Email:	richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The purpose of the report is to inform the Committee of the outcomes of an independent review of the pupil number forecasting system used by the council.

2. RECOMMENDATIONS:

- 2.1 That the Committee welcomes the Independent Review report
- 2.2 That the Committee agrees recommendations 1 – 4 of the Review report and delegates to the Cross Party School Organisation Working Party the task of implementing these recommendations
- 2.3 That the Committee considers whether it wishes to include school level forecasts in the methodology, taking into account the additional resources required to achieve this

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 An independent review of the methodology for forecasting secondary pupil numbers used by the council was commissioned by the Cross Party School Organisation Working Group to provide assurance on the key data that inform decision making about the provision of new secondary school places.
- 3.2 The review was commissioned from Gatenby Sanderson who secured Andrew Hind, a consultant with experience of both working at a senior level in a local authority and undertaking related studies for other authorities, to carry out the review.
- 3.3 The brief for the review was:
- To review the methodology used by the council to forecast secondary school places
 - Review the accuracy of forecasts over time
 - Consider and advise on the accuracy of current forecasts and provide a report with recommendations

- 3.4 In order to complete the review Andrew Hind met with officers responsible for completing pupil number forecasts, analysed the data and methodology used for the forecasts and discussed drafts of his report with officers. As a result of the initial discussions it was agreed to widen the remit of the review to include some consideration of the forecasts of primary school numbers. The final report is Appendix 1 to this report.
- 3.5 The report's overall view of the approach used in Brighton & Hove is that it is 'remarkably simple', 'operated by relatively senior officers alongside their wider responsibilities, using well understood generic software, without the need for specialist software or external partners'.
- 3.6 The report notes that 'the methodology currently used provides a good short term (three year) forecast for citywide primary numbers, particularly for the number of Year R (4+) pupils expected to be admitted. The methodology used is less accurate for secondary forecasts, but improving as a result of recent changes to the approach'. There has been a tendency to over-estimate secondary numbers but for the most recent forecast that can be tested (the 2013 forecast for 2014 Year 7 enrolments) this was less than 2% or around 40 pupils across the city.
- 3.7 The report comments that Brighton & Hove is unusual in not making forecasts at the individual school level, which take into account the effects of parental preference as well as other factors. Instead forecasts are made at planning area level for the primary phase and catchment area level for the secondary phase. The report comments that 'school level forecasts might be valuable for determining where and how additional places should be added in order to take into account parental preference as well as the geographical location of forecast population growth'. The report acknowledges officer comments that the forecasts are used as a starting point for making decisions about how and where increased demand may be met.
- 3.8 The report concludes with six recommendations, which can be summarised as:
- Senior decision makers (officers and elected members) should agree a specification for the forecasts they require
 - Suggested items to be included in this specification
 - The council should decide if it wishes to produce a School Organisation Plan and if so its frequency
 - Use the annual forecasts to make or comment upon school organisation proposals
 - Further improvement to the secondary school forecasting methodology to improve medium and long term accuracy, and consider whether school level forecasts should be made
 - Decide on the resources to be made available for forecasting pupil numbers
- 3.9 This is a very useful set of recommendations which collectively could ensure that we continue to improve the accuracy of our forecasts and have in place robust justification for new places proposals. The suggested content of the specification recommended in the report is comprehensive and the Cross Party School Organisation Working Group has already requested that a new School Organisation Plan be drafted.

- 3.10 The recommendation that the council considers including school level forecasts in the specification recognises that this would entail additional costs. It could be argued that within a small local authority, especially with only ten schools in the secondary phase, this is unnecessary and could even be counterproductive in that it involves judgement about the popularity of schools. On the other hand school level forecasts could be helpful in identifying the impact of change on individual schools, especially those which are currently not full, and help schools in their budget planning.
- 3.11 Following the October schools census it will be possible to carry out further analysis, comparing the actual numbers enrolled with the forecasts made in 2014. This will provide firmer conclusions about the effectiveness and accuracy of the methodology for secondary school forecasts.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The only alternative options are not to adopt the recommendations of the independent review, or to adopt them only in part. The report confirms reasonable accuracy of the current forecasts and the over estimation of secondary numbers which the analysis identifies does not remove the need for a substantial number of new places.
- 4.2 Significant investment is required to provide new secondary places and this must be based on robust assessment of need. For this reason it is considered important to take any opportunity to strengthen the quality and accuracy of the forecasts.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Pupil number forecasts are considered regularly by the Cross Party School Organisation Working Group and this group was responsible for shaping the remit of the review.

6. CONCLUSION

- 6.1 The report's conclusions are welcomed in that they confirm that primary forecasts are good and that secondary forecasts, while less accurate, are improving. The analysis states that there is overestimation in the secondary forecasts, but shows that this is not such as to remove the case for a substantial number of new secondary school places.
- 6.2 It is recognised that the methodology, especially in relation to secondary number forecasts, can be further strengthened and the recommendations provide a sound basis for achieving this.
- 6.3 The Committee should consider whether school level forecasts should be included in the forecasts, especially for secondary schools, taking into account the additional resources which the report states would be needed to include them.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The cost of procuring any pupil number forecasts will be met from within existing resources.

Finance Officer Consulted: Andy Moore

Date: 16/09/15

Legal Implications:

- 7.2 Accurate forecasts of pupil numbers will assist the Council in fulfilling its statutory duty under section 14 of the Education Act 1996 to secure that there are sufficient schools for providing primary and secondary education in its area

Lawyer Consulted: Serena Kynaston

Date: 16/09/15

Equalities Implications:

- 7.2 There are no direct equalities implications arising from this report.

Sustainability Implications:

- 7.3 There are no sustainability implications arising from this report.

Any Other Significant Implications:

- 7.4 It is essential that the council has robust forecasts of pupil numbers so that it can be confident of fulfilling its duty to secure a school place for all children of compulsory school age who wish it.

SUPPORTING DOCUMENTATION

Appendices:

Appendix 1 - Independent Review report: 'Brighton and Hove City Council: Pupil Number Forecasting System

Documents in Members' Rooms

None

Background Documents

None

Brighton and Hove City Council: Pupil Number Forecasting System

A report on the
methodology and accuracy
of the pupil number forecasting
system used by
Brighton and Hove City Council

Andrew Hind MA, MBA, MSc

*Please note: some graphs and tables in the report are colour coded
It is recommended that the report is viewed on screen or printed in colour.*

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Introduction: the assignment

Brighton and Hove City Council commissioned an independent review into the methodology and accuracy of its pupils forecasting system.

The Council's Head of Education Planning and Contracts, the Head of Education Capital and the Senior Admissions Officer met with me on Tuesday 21st July to explain the characteristics of school organisation in the City, including geographical and social factors, the pupil forecasting system used, and the questions they wished the review to address. The system was demonstrated and copies of the Excel spreadsheets used were subsequently provided for analysis. On 20th August I had a telephone conversation with the Executive Director of Children's Services. These conversations highlighted that there had been a recent change of political leadership in the Council and a significant number of newly elected councillors. Decisions on major school organisational changes were likely to be required over the next year in response to forecast growing demand for secondary school places. In this context it was felt useful to have an independent review of the pupils forecasting system. This would encompass the methodology used and the accuracy of the forecast.

Copies of the "forecast workbook" spreadsheets were provided, other working documents analysing the rate of transfer between the primary and secondary phases, along with a current admissions handbook and map of the city, DfE school capacity returns and the two most recent School Organisation Plans. These have been analysed and the results presented in this report.

In brief, the methodology currently used provides a good short term (three year) forecast for citywide primary numbers, particularly for the number of Year R (4+) pupils expected to be admitted. The methodology used is less accurate for secondary forecasts, but improving as a result of recent changes to the approach.

The forecasts provided indicate the expected level of demand across the city, and to some extent within smaller planning areas, however no school level forecasts are produced within the system: the forecasts focus on where demand will arise, not where or how it will be met. Officers explained that the forecasts are used as a starting point for making decisions about how and where increased demand would be met. The principal advantage of the methodology chosen is its simplicity and its cost effectiveness – being operated by relatively senior officers alongside their wider responsibilities, using well understood generic software, without the need for specialist staff, specialist software or external partners.

Methodology

This section briefly describes the methodology used. Appendix A gives a more detailed description of the approach used in each of the forecasts analysed.

It was explained that some years ago as a consequence of budgetary constraints Brighton and Hove Council closed its in-house demography service which had previously managed school number forecasting. This task then fell to staff working within Children's Services with responsibility for planning and delivering school buildings. This included providing the data for Department for Education annual school capacity returns, for the School Organisation Plan, and for any internal management purposes – such as coordinating school admissions, and informing school organisation decision making. The staff within the Directorate had to develop a workable system that provided the required data, within the constraints of available time and resources. Over the period examined the forecasting system has been developed and improved. The more recent forecasts provide a higher level of one year accuracy than previously.

I have looked at three main types of forecast documentation supplied by Brighton and Hove – “forecast workbooks”, School Organisation Plans, and DfE School Capacity (SCAP) returns.

1. “Forecast workbooks” are Excel spreadsheets that are essentially the internal working documents in which the GP registration source data is converted into pupil number forecasts. These have evolved over the years, and are the core of the forecasting system. They are not intended for publication, and have not always been presented in a way conducive to ready understanding – for example cells are not always clearly labelled. However they perform the basic function required – to indicate likely future demand for school places. The “forecast workbooks” are working drafts for the more formally published forecasts. Sometimes the “forecast workbooks” are looked at by senior decision makers to assist in operational decision making – for example consideration whether to create a “bulge year” at a school in response to short term local demand, as well as considering longer term strategic challenges.
2. A School Organisation (SOP) was at one time a statutory requirement of all local education authorities. This is no longer the case, but many still produce one (or an equivalent). Two have been produced in recent years by Brighton and Hove City Council – one for 2012 to 2016 and one for 2013 to 2017. These set out the strategic background for school place planning in the city and include forecasts for the primary and secondary sectors. They include an introduction by the Executive Director and were discussed and formally approved by the Council. They are readily available on the Council website. The forecasts are simply data extracts from the “forecast workbooks”, with interpretive text and conclusions. The School Organisation Plan forecasts are “on the record” and thus can be scrutinised by the public.
3. DfE School Capacity (SCAP) returns have been required by the government for some years, and have become increasingly detailed in the data required. This includes number on roll for all schools, the capacity of all schools and

forecast of future numbers. One of the principal purposes of these returns is to target and prioritise central government capital investment in school buildings. It is a requirement of the return that it is signed off by the statutory Director. Whilst not necessarily “published”, these returns are certainly available on request, and thus are “on the record forecasts”, capable of scrutiny by the public. Because allocations of public money can be directly dependent on them, there is clearly a strong expectation that forecasts are accurate. The DfE has published guidance on what a forecast should comprise and gives examples of good practice. (See **References**).

The description of the forecasting methodology used which follows is based on a) the briefing provided to me by Brighton and Hove officers; b) my own scrutiny of the material provided; and c) the notes on forecasting contained within the SOPs.

Brighton and Hove’s forecasting methodology for the primary phase is based on the observed consistent correlation between the number of children on the GP Register and those requiring a place in a maintained school or academy in the city. At Year R between 88% and 90% of the number on the GP ratio require a place at a school.

It should be noted that this does not necessarily mean that 88% or 90% of Brighton and Hove resident children attend school in the city. Some may cross the border and attend schools in East or West Sussex, just as some children from outside the city may commute in. The GP register may include children who have moved away and not been deleted. What matters is not whether the children in schools are the same children as are registered with GPs, but that there is a consistent and reliable correlation between the two numbers, and that therefore the GP register gives a good indication of the likely number of children requiring a school place in the future.

Apart from the potential differences between the two populations mentioned above, a proportion of children attend independent schools or are educated otherwise than at school. Nationally this comprises about 7% of children of statutory school age. Some Brighton and Hove children will fall into this group. A further complication is that boarding establishments generally register their pupils with a local GP, thus increasing the number of children in an area who do not appear on the roll of maintained schools. As there are several independent schools in the city this is likely to have an effect increasing the number of children on the GP register but not on roll at a maintained school. All of this, however, does not detract from the value of the GP register as a means of forecasting future need for school places. Alternative data to forecast Year R enrolment might include the register of births, however the relatively high rates of internal migration of very young families may not make this a good indication of the number to be admitted to school four years later.

The methodology used gives a forecast of three years likely admissions to Year R. This is at the core of the Brighton and Hove approach. In more recent forecasts this is taken a stage further to forecast the complete primary school population across all year groups from YR to Y6. The methodology used is very simple: each cohort is assumed to remain the same size throughout the primary years, so it has a survival ratio of 1 (or 100%). My analysis of the observed data suggests this is acceptable, as

the variation in survival rates from year to year do not form a clear or statistically significant trend.

GP registration data is supplied to the Council with postcode information. It is analysed to postcode sector level – i.e. the first part of the postcode plus the first digit of the second part of the postcode. This is aggregated to 10 planning areas, reflecting local judgements about natural community boundaries which would be recognised by residents. The postcode sectors themselves generally correspond to recognisable geographical communities (postcodes are built up from the “walks” of delivery staff, who tend to follow rational routes). Using this data and the observed ratio between GP registrations and school numbers, the likely level of future demand for given areas can be calculated, by multiplying the preschool age cohort numbers supplied from the GP register by the observed ratio.

A broadly similar approach has been used for secondary schools. Originally a ratio was calculated between observed numbers of 11 year olds on the GP register and observed numbers in Year 7. This was replaced by an improved system which compared the number of Year 6s recorded in the May school census analysed by catchment area of residence with the number of Year 7s recorded in the same area the following year. This was used to calculate a “drop-out rate” for the whole city, for two large areas (Hove and Portslade, and Brighton), and for six secondary catchment areas: (Portslade Aldridge Community Academy, Blatchington Mill and Hove Park, Dorothy Stringer and Varndean, Patcham, Brighton Aldridge Community Academy, and Longhill).

It should be stressed, however, that these calculations are *not* in relation to the number on roll at the named schools, but for the number of children living in those catchment areas who will require a place somewhere in Brighton and Hove. This could be at the local catchment school, or at a denominational school serving a wide community, or at a school in another part of the city as a result of parental preference. Throughout the city there is a loss of pupils between the primary and secondary phase and the calculation described above is designed to capture the effects of this. This loss could be as a result of parents securing places at maintained schools in neighbouring authorities, or at independent schools, or whole families migrating to other local authority areas. The precise explanation for this drop out is not important for forecasting purposes, providing there is a stable and predictable pattern from year to year.

In the more recent forecasts Cardinal Newman and King’s School are extracted and dealt with separately on the basis that they draw children from a wide area, whose parents are seeking the denominational education they provide – an estimated number of children is deducted from each planning area accordingly. On top of that a percentage figure is deducted to reflect the observed phenomenon of “drop out” between Years 6 and 7.

As previously observed, this results in forecasts for the number of children living in the listed catchment areas who are expected to require a school place, however the place they ultimately secure may not be their catchment school. It also treats children whose

parents seek a denominational secondary school place differently. These children are deducted from the forecast of aggregated local demand. In the case of Cardinal Newman it is assumed that the school will fill to capacity – thus there is an assumed forecast of future numbers for that school built into the system. The forecasting system is designed to predict how many children living in each of the six catchment areas will require a school place (other than those who will go to Cardinal Newman or King's). This means if there is a demographic bulge in a particular area, decision makers can consider how to accommodate it. A potential weakness of the system however is that parental preference means that parents may not want a place at their catchment school, and will prioritise schools in other areas, and it should be remembered that unless a school is over-subscribed its over-subscription criteria are irrelevant (including catchment area) – the place must be offered.

It is very unusual for a school forecasting system not to make forecasts for individual schools. I have not come across such a system in the five local authorities in which I have worked as a permanent member of staff or consultant. An internet search of nearby local authorities, both county and unitary councils (East Sussex, Hampshire, Kent, Portsmouth, Southampton and West Sussex) indicates that all build up their forecasts from school level forecasts. (Links to their respective websites can be found in the **References** section below.) These authorities focus on the number of children who are likely to seek and secure a place at each school, where Brighton and Hove focuses on the number of children living in defined areas who will require a place. This does not mean Brighton and Hove has to adopt a similar approach if it feels that the methodology used meets its needs.

The lack of school level forecasts makes the accuracy analysis of sub-city planning groups quite difficult. If school level forecasts exist it is relatively straightforward to compare the forecast numbers for each school with the observed numbers in the pupil level annual school census (PLASC) conducted each January. Without school level forecasts it would be necessary to analyse the number of children *living* in each planning area *attending any* maintained school or academy in the city. Whilst PLASC has the data to enable this to be done, it is a complex analysis.

Even if the forecasts produced were 100% accurate five years ahead, this approach tends to obscure important facts about the numbers in particular schools. For example the forecast might correctly predict that 800 pupils would be living in School A's catchment area – however in practice 450 might travel across the city to attend School B instead, leaving only 350 in their local catchment school. Brighton and Hove's system is designed only to predict the number of children expected to be living in defined areas who will give rise to demand for a school place somewhere, not necessarily in their local catchment school, as a starting point for decision making about where and how any new places required should be provided. Whilst I am sure that officers and those close to school organisation decision making understand this, it is easily capable of misunderstanding by those not so close to school place planning analysis and decision making.

The strength of Brighton and Hove's approach is that it focusses attention on *the areas of the city* where children live which may require a greater or lesser number of school

places. This may be helpful in deciding where to create additional capacity. However it does not take account of parental preference, which school level forecasting does. It has been suggested that school level forecasts are dependent on arbitrary judgements about the popularity of different schools. However there is ample evidence within the observed data on previous enrolment to make an objective and statistically valid projection of likely future enrolment. The Council may wish to consider developing a simple system to include school level forecasting, perhaps initially for the secondary phase. Apart from its value in relation to school place planning, this would provide useful information at school and local authority level for three year budget and curriculum planning.

Accuracy

In order to assess the accuracy of the forecasts I compared the numbers in the various published and working documents with PLASC figures. I did this for Year R, for Year R to Year 6 (the primary phase), Year 7, and Year 7 to Year 11 (the statutory secondary phase). I did not look at the accuracy of Y12 and Y13 (post 16) numbers. I calculated the numeric and percentage variation between the forecast and observed figures. This report highlights the percentage variation and gives includes a graphic representation of how the forecasts compare to the observed numbers in the PLASC.

It should be remembered that the forecasting methodology has been refined and improved over time, and that the earliest forecasts were much cruder than the more recent ones.

Citywide forecasts for Year R

Please see the following pages for numeric and graphic analysis of the Year R forecasts. The table showing the percentage difference between the forecast and observed number on roll is colour coded – the shading indicates the absolute percentage variation and the text colour indicates whether it is positive (light text) – an over-forecast – or negative (dark text) – an under-forecast. *It should be remembered that a difference of 1% on a cohort of 2500 represents 25 pupils.*

It can be seen that in general the forecasts for Year R numbers have been accurate for one year ahead and reasonably accurate subsequently. They do however show a consistent upward bias (indicated by white text). The two most recent forecasts for January 2015, made in 2012 and 2013 were reasonably close to the observed figure.

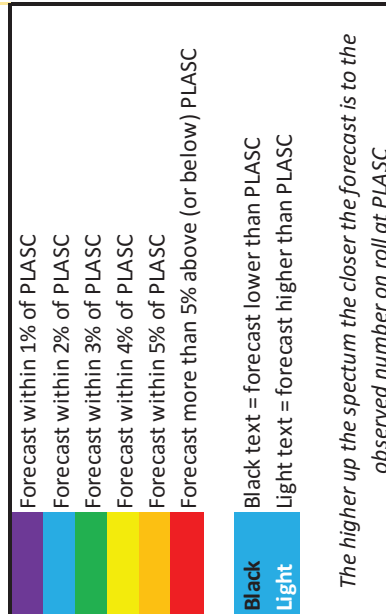
The graph shows that the forecasts generally predicted the observed trend well, including the slight dip in the 2013-14 cohort.

The red line shows the observed PLASC number on roll and the various dotted lines show the different forecasts made at previous times.

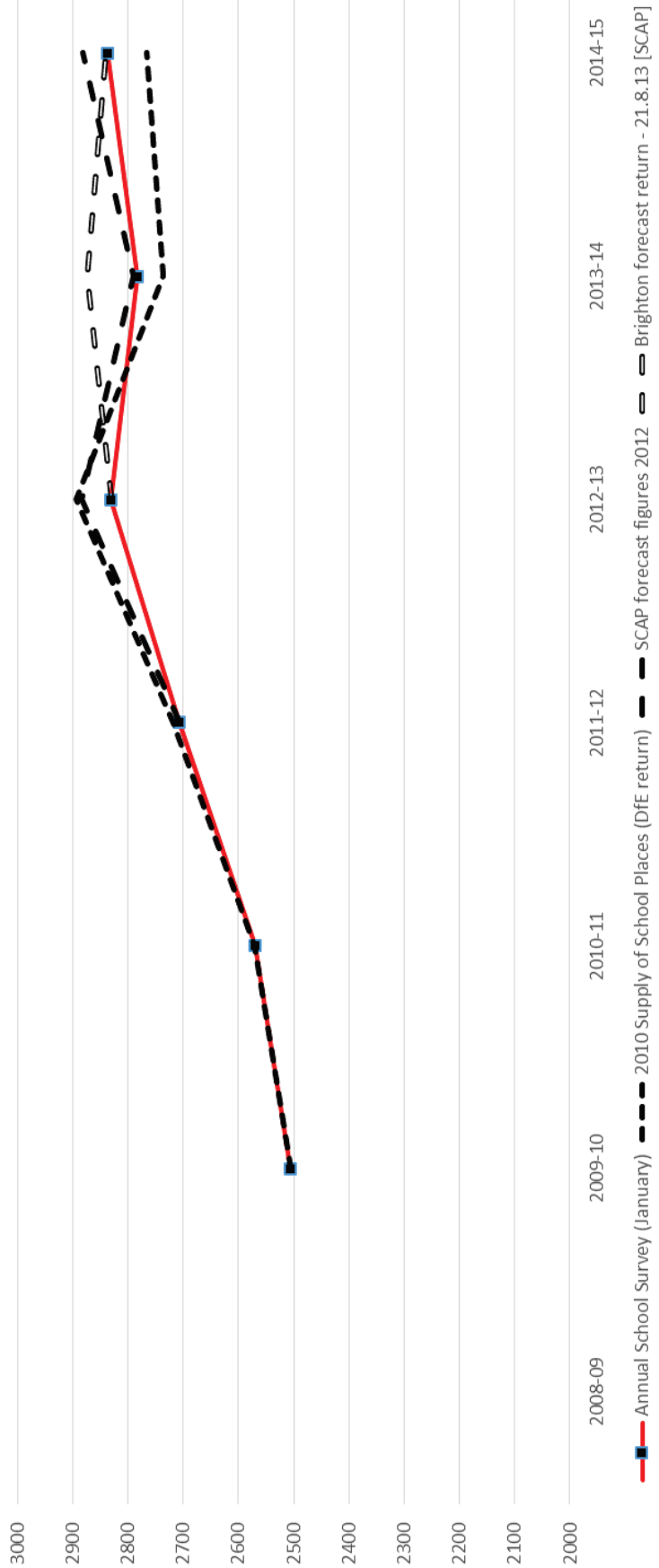
Citywide Year R

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Annual School Survey (January)		2506	2570	2707	2832	2784	2838				
2009 Supply of School Places (DfE return)	NA	NA	NA	NA	NA	NA	NA				
2010 Supply of School Places (DfE return)		2506	2571	2719	2894	2737	2767				
2010 10 October forecast workbook				2766	2916	2836	2669				
2011 10 October forecast workbook				2711	2883	2790	2881	2851	2850	2800	
2012 09 September forecast workbook						2787	2850	2861	2687		
2013 10 September forecast workbook						2801	2896	2893	2820	2732	
School Organisation Plan 2013-17							2897	2893	2821	2733	
2014 10 October forecast workbook								2819	2752	2690	2507
SCAP forecast figures 2012				2706	2883	2791	2881	2851	2925		
Brighton forecast return - 21.8.13 [SCAP]					2831	2874	2841	2861	2688	2730	

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Annual School Survey (January)		2506	2570	2707	2832	2784	2838
2009 Supply of School Places (DfE return)							
2010 Supply of School Places (DfE return)		0.00%	0.04%	0.44%	2.19%	-1.69%	-2.50%
2010 10 October forecast workbook				2.18%	2.96%	1.88%	-5.96%
2011 10 October forecast workbook				0.15%	1.80%	0.22%	1.52%
2012 09 September forecast workbook						0.12%	0.43%
2013 10 September forecast workbook							2.05%
School Organisation Plan 2013-17						0.61%	2.08%
SCAP forecast figures 2012				-0.04%	1.80%	0.25%	1.52%
Brighton forecast return - 21.8.13 [SCAP]					-0.04%	3.23%	0.11%



SCAP forecasts for YR pupils compared to PLASC observed numbers



Year R to Year 6

Please see the following pages for numeric and graphic analysis of the Year R to Y6 forecasts. The table showing the percentage difference between the forecast and observed number on roll is colour coded – the shading indicates the absolute percentage variation and the text colour indicates whether it is positive (light text) – an over-forecast – or negative (dark text) – an under-forecast. *It should be remembered that a difference of 1% on an aggregate cohort of 17,000 at the primary phase represents 170 pupils across all primary age groups.*

The forecasts for Year R to Year 6 show a greater degree of accuracy. This would be expected as Y1-Y6 are continuing pupils within the primary phase. Apart from 2009 all subsequent forecasts have been very accurate. The 2009 forecast may have been distorted by the nature of the SCAP return required by DfE in that year. Improvements in the DfE SCAP requirements and Brighton and Hove's methodology have resulted in more accurate forecasts in recent years. The 2010 SCAP return was particularly accurate, never varying more than 1% even five years ahead. It should be noted, however, that there is a consistent upward bias: all forecasts since 2010 have slightly overstated the future number of pupils.

The graph shows that all primary forecasts since 2010 have been close to the observed numbers.

Citywide Year R to Year 6

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2018-19
Annual School Survey (January)		16610	16919	17320	17663	18103	18496			
2009 Supply of School Places (DFE return)	16405	16500	16550	16650	16700	16720				
2010 Supply of School Places (DFE return)		16617	16824	17304	17839	18257	18637			
2011 10 October forecast workbook				17338	17871	18319	18783	19191	19552	19766
School Capacity (Forecast) XML Template				17402	17962	18462	18714	19034		
SCAP forecast figures 2012				17319	17807	18268	18741	19157	19604	
Brighton forecast return - 21.8.13 [SCAP]					17654	18230	18681	19113	19351	19521

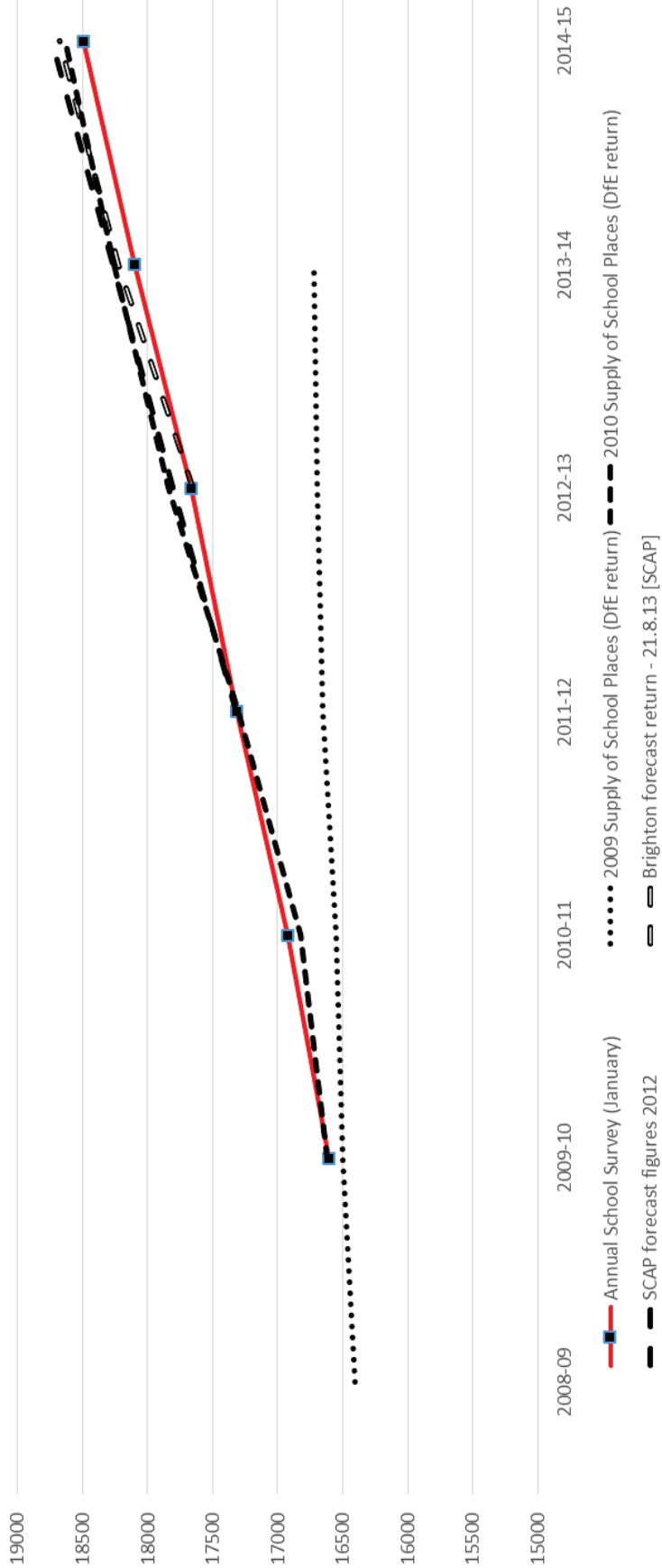
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Annual School Survey (January)		16610	16919	17320	17663	18103	18496
2009 Supply of School Places (DFE return)		-0.66%	-2.18%	-3.87%	-5.45%	-7.64%	
2010 Supply of School Places (DFE return)		0.04%	-0.56%	-0.09%	1.00%	0.85%	0.76%
2011 10 October forecast workbook				0.10%	1.18%	1.19%	1.55%
School Capacity (Forecast) XML Template				0.47%	1.69%	1.98%	1.18%
SCAP forecast figures 2012				-0.01%	0.82%	0.91%	1.32%
Brighton forecast return - 21.8.13 [SCAP]					-0.05%	0.70%	1.00%

Forecast within 1% of PLASC
Forecast within 2% of PLASC
Forecast within 3% of PLASC
Forecast within 4% of PLASC
Forecast within 5% of PLASC
Forecast more than 5% above (or below) PLASC

Black text = forecast lower than PLASC
Light text = forecast higher than PLASC

The higher up the spectrum the closer the forecast is to the observed number on roll at PLASC

SCAP forecasts for YR-Y6 pupils compared to PLASC observed numbers



Year 7

Please see the following pages for numeric and graphic analysis of the Year 7 forecasts. The table showing the percentage difference between the forecast and observed number on roll is colour coded – the shading indicates the absolute percentage variation and the text colour indicates whether it is positive (light text) – an over-forecast – or negative (dark text) – an under-forecast. *It should be remembered that a difference of 1% on a cohort of 2300 represents 23 pupils.*

Forecasts for Year 7 numbers have generally not been as accurate as for Year R but accuracy has improved since analysis of primary secondary transfer was introduced, rather than using the GP register to forecast the initial year of entry to secondary schools. The exception is the 2012 SCAP which shows a high level of accuracy for three years. 2013 however is not as accurate, so it is not possible to conclude that the methodology has improved to the extent that might be wished. There is a consistent bias towards overestimating secondary numbers. It is notable that most of the forecasts substantially over-estimated numbers in 2013-14 but forecasts for 2014-15 have been better.

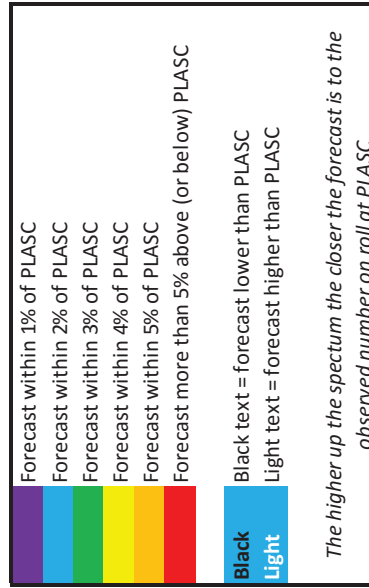
The graph shows that the earliest forecast (2010 SCAP) was substantially high, however it is interesting that it has the same general shape as the observed trend. This could indicate that there was a jump in the number of parents choosing schools outside the city (or the independent sector), thus shifting the primary-secondary survival ratio downwards. Alternatively it could reflect a higher number of GP registrations of children living in the city, but not attending maintained schools. However this is not of great importance as the methodology has changed.

The results improved as analysis of primary secondary transfer was introduced. Instead of using GP registration, recent forecasts have been based on the number of Year 6 children *living* in catchment areas as captured in the May Census, compared to the number of Year 7s living in the same areas the following school year. Future Year 7 cohorts are forecast using data about cohorts in the primary phase, and their rate of transfer to the secondary phase.

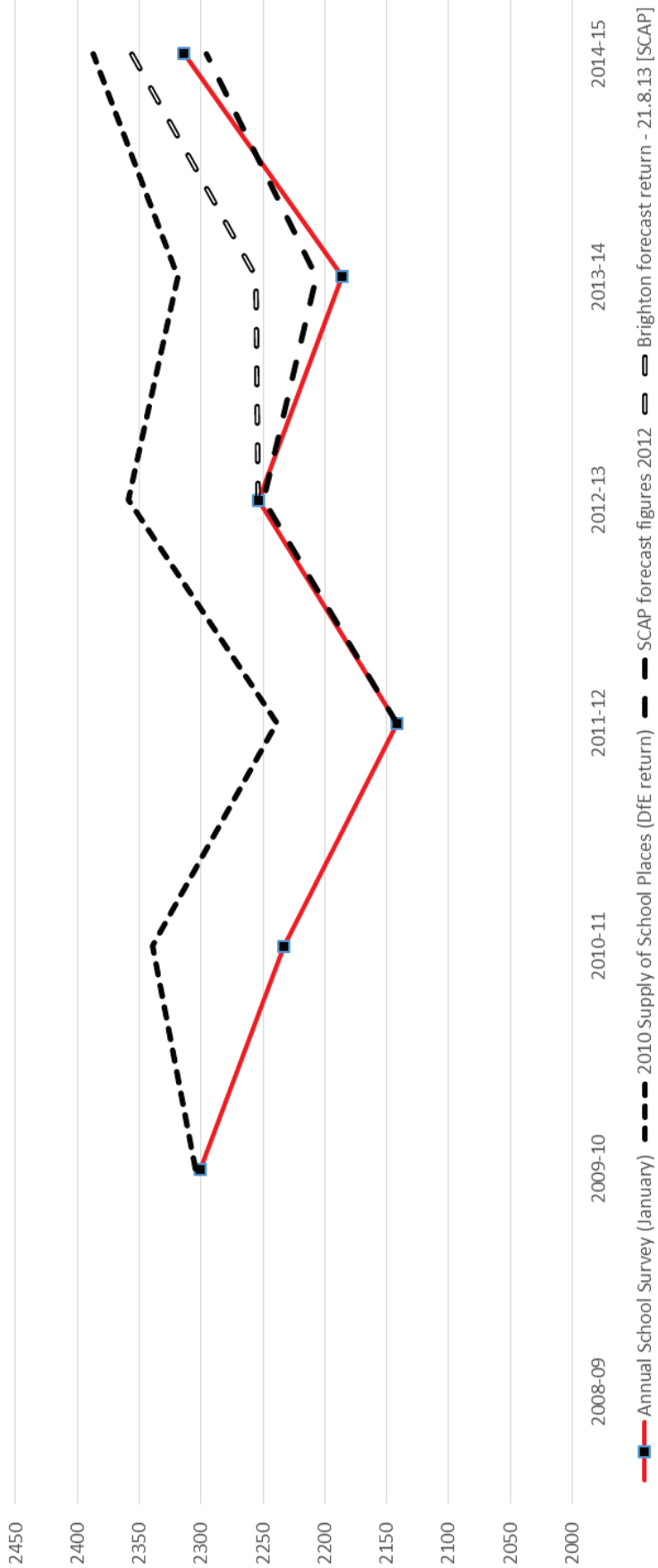
Citywide Year 7

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Annual School Survey (January)		2301	2233	2142	2254	2186	2314								
2009 Supply of School Places (DfE return)	NA	NA	NA	NA	NA	NA	NA								
2010 Supply of School Places (DfE return)		2305	2339	2239	2359	2319	2387	2471	2478	2586	2711	2883	2790		
2011 10 October forecast workbook				2145	2350	2342	2417	2443	2489	2486	2631	2750	2703	2764	2774
2012 09 September forecast workbook						2256	2356	2396	2429	2486	2660	2620	2680		
School Organisation Plan 2013-17 (low)					2250	2280	2320	2350	2410	2550	2660	2700	2760		
School Organisation Plan 2013-17 (high)					2250	2360	2400	2430	2490	2630	2750	2700	2760		
SCAP forecast figures 2012				2142	2250	2207	2296	2329	2362	2416	2570				
Brighton forecast return - 21.8.13 [SCAP]					2254	2256	2356	2396	2429	2486	2632	2751			

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Annual School Survey (January)		2301	2233	2142	2254	2186	2314
2010 Supply of School Places (DfE return)		0.17%	4.75%	4.55%	4.66%	6.08%	3.15%
2011 10 October forecast workbook				0.14%	4.15%	7.14%	4.45%
2012 09 September forecast workbook						3.10%	1.83%
School Organisation Plan 2013-17 (low)					-0.18%	4.35%	0.26%
School Organisation Plan 2013-17 (high)					-0.18%	7.96%	3.72%
SCAP forecast figures 2012				0.00%	-0.18%	0.96%	-0.78%
Brighton forecast return - 21.8.13 [SCAP]					0.00%	3.20%	1.82%



SCAP forecasts for Y7 pupils compared to PLASC observed numbers



Year 7 to Year 11

Please see the following pages for numeric and graphic analysis of the Year R to Y6 forecasts. The table showing the percentage difference between the forecast and observed number on roll is colour coded – the shading indicates the absolute percentage variation and the text colour indicates whether it is positive (light text) – an over-forecast – or negative (dark text) – an under-forecast. *It should be remembered that a difference of 1% on an aggregate cohort of 11,000 at the secondary phase represents 110 pupils.*

The Year 7 to 11 forecasts have improved, the two most recent having a good citywide level of accuracy. Earlier forecasts tended to go awry after a relatively short period. There has been a bias towards over forecasting. It may be that changes to the organisation of secondary education in the city, with the academisation of two schools and the creation of a free school as well as some major rebuilding has disrupted patterns of enrolment. If future forecasts are to be reliable then it is important that there is further work to strengthen the Y7 forecasts, as these will cascade through to future years.

The graph shows that the earlier forecasts were not accurate, substantially over forecasting future numbers. Recent forecasts using a more sophisticated methodology have been much better.

Whilst the tendency to over- forecast should be addressed, this should not detract from the known reality of the bulge in numbers progressing through the primary phase who will need secondary places over the next decade. There can be no doubt that planning how to meet the additional need is a major priority for the city.

Whilst demography will undoubtedly lead to rising secondary rolls, it is clearly important that parents not only have access to secondary school places, but that they express a positive preference for the schools available.

Year 7 to Year 11

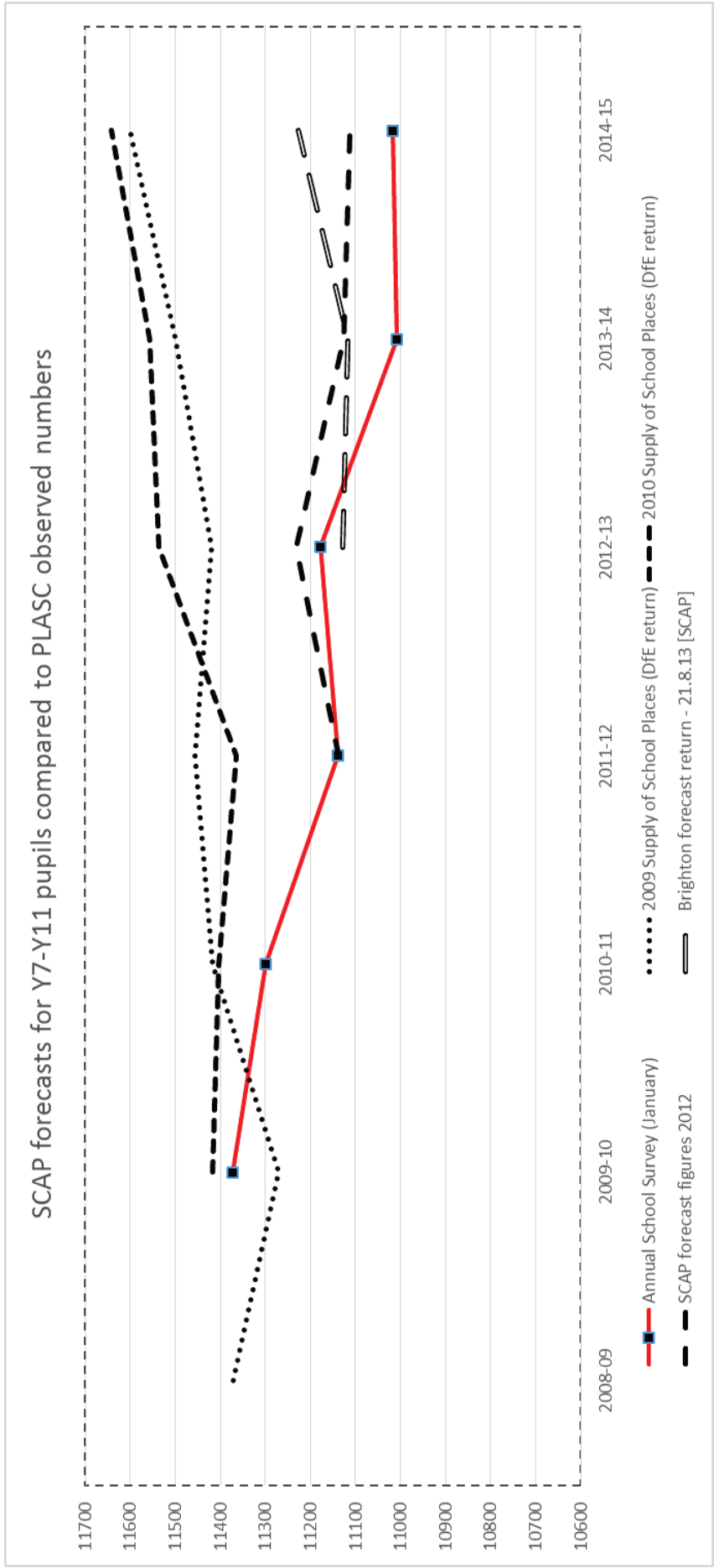
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Annual School Survey (January)		11373	11299	11138	11178	11009	11018						
2009 Supply of School Places (DfE return)	11371	11270	11417	11457	11420	11500	11600	11650					
2010 Supply of School Places (DfE return)		11417	11404	11364	11536	11557	11643	11775	12014				
2011.10 October forecast workbook				11189	11320	11480	11584	11697	12041	12277	12646	13112	13459
SCAP forecast figures 2012				11138	11231	11127	11113	11223	11444	11610	11973		
Brighton forecast return - 21.8.13 [SCAP]					11128	11117	11227	11336	11557	11923	12299	12694	

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Annual School Survey (January)		11373	11299	11138	11178	11009	11018
2009 Supply of School Places (DfE return)		-0.91%	1.04%	2.86%	2.16%	4.46%	5.28%
2010 Supply of School Places (DfE return)		0.39%	0.93%	2.03%	3.20%	4.93%	5.67%
2011.10 October forecast workbook				0.46%	1.27%	4.25%	5.14%
SCAP forecast figures 2012				0.00%	0.47%	1.07%	0.86%
Brighton forecast return - 21.8.13 [SCAP]					-0.45%	0.98%	1.90%

Forecast within 1% of PLASAC
Forecast within 2% of PLASAC
Forecast within 3% of PLASAC
Forecast within 4% of PLASAC
Forecast within 5% of PLASAC
Forecast more than 5% above (or below) PLASAC

Black text = forecast lower than PLASAC
Light text = forecast higher than PLASAC

The higher up the spectrum the closer the forecast is to the observed number on roll at PLASAC



Conclusion

The Brighton and Hove pupil forecasting system is remarkably simple requiring only GP Registration data supplied by postcode, and current numbers on roll for the primary phase, and the “drop-out” rate between Year 6 and Year 7 at the postcode sector level for the secondary phase.

There is an observed stable relationship between the number of children on the GP register and those who subsequently require a school place. This relationship is sufficiently stable to provide a reasonably accurate forecast. The ratio is adjusted from time to time to reflect any changes that might be observed. Most local authorities use a similar approach as a starting point for Year R forecasts. The “drop out” rate methodology is an improvement on the earlier system for forecasting Year 7 demand, although there is some instability, perhaps due to the changes in the organisation of secondary schools in the city in recent years.

Brighton and Hove then uses a 100% cohort survival rate to forecast older age groups. This too seems good enough to produce reasonably accurate forecasts at citywide level, although many authorities calculate survival ratios based on observed data – often using a three year rolling and weighted average. It may well be that Brighton and Hove’s approach is just as accurate, as there is much unexplained random variation in year to year cohort survival, particularly at school level.

What is unusual about Brighton and Hove’s forecasts is that they do not include school level forecasts. It could be argued that these are unnecessary. They are not currently required for SCAP returns, and neither are they generally published in School Organisation Plans (or similar documents) even by those authorities that produce school level forecasts for their own managerial purposes, and to support decision making in relation to specific school organisation or admissions challenges. Undoubtedly not making school level forecasts makes the whole system much simpler, and presumably saves considerable cost and officer time. However school level forecasts might be valuable for determining where and how additional places should be added in order to take into account parental preference as well as the geographical location of forecast population growth.

The DfE gives advice on the preparation of forecasts (Department for Education (June 2014), School Capacity (SCAP) Survey 2014: Guide to forecasting pupil numbers in school place planning, see **References**). Whilst this does not make explicit reference as to whether school level forecasts should be prepared, this can be inferred from many of its recommended approaches:

You also need historical data to determine past trends, for example, to measure the pattern of how the number of year 6 children historically relates to the number of year 7 children in the following year. **At school level** you could do this by looking at trends of pupil transfer from primary schools or pupils within geographic areas. (p 12 Section 3: Making Your Projections)

The role of school level forecasts is mentioned in the context of the local authority case studies appended to the guidance:

Cambridgeshire County Council

Schools are sent the forecasts for comment before the authority releases their final forecasts.

...

Individual primary school forecasts are adjusted for expected major changes in house building within the catchment area, where the development(s) have full planning permission. (pp 27-28 Cambridgeshire County Council case study)

Essex County Council

Tables reporting on accuracy of forecasts at local authority level and **at school level** summarised at local authority and district level are published each year in Commissioning School Places in Essex (a publication available on ECC's website). (p 29 in respect of a case study of Essex County Council's methodology).

Sheffield City Council

Step 1: change in number on role (NOR) – from each snapshot the NOR was **aggregated to school level** and broken down by national curriculum year group (NCY). The difference is then calculated to give the change in NOR by NCY **for each school**.

...

Step 3: aggregate pupil movement **to school level** – the final step works up the individual pupil in-year movements **to school level**. The procedure counts the number of starters and leavers **for each school**, distinguishing whether pupil is new to the maintained system, transferring internally, or leaving the maintained system.

Whilst there is a spread of in-year admissions across the city, there are clear pockets of high mobility. This is monitored at **individual school level** and updated very frequently. (p. 30-31 Sheffield City Council case study)

It is for Brighton and Hove City Council to decide whether it wants to include school level forecasts within its system, or whether it feels that its citywide and planning area forecasts of expected demand meet its requirements, and no further level of detail is called for.

Recommendations

1. Senior decision makers (officers and elected members) should agree a specification for the forecasts they require, taking into account the likely school organisation decisions that will need to be taken and the level of public scrutiny this might entail; the requirement to produce an annual school capacity return including forecasts for the Department for Education; continuing to produce a School Organisation Plan; the Council's own strategic decision making around investment in school buildings, agreeing admissions arrangements including permanent or temporary changes to published admission numbers; and planning budgets at school and LA level.
2. The specification should include:
 - a. The frequency of forecasts – I would recommend annual
 - b. The timing of forecasts – I would recommend somewhat in advance of the requirement to produce a school capacity return to the DfE.
 - c. The date to which the forecast refers – I would recommend mid-January to coincide with the PLASC, thereby allowing easy comparison between forecast and census numbers.
 - d. The data to be included – I would recommend as a minimum (as now):
 - i. citywide number expected in YR (for a minimum of three years ahead) and in Y6 (for a minimum of ten years ahead)
 - ii. citywide number on roll in each national curriculum year (same forecast horizons)
 - iii. citywide total number on roll in the primary (YR to Y6), statutory secondary (Y7 to Y11) and post 16 (Y12 and Y13+) phases
 - iv. citywide total number on roll post 16
 - v. demand for places in planning areas, particularly at YR and Y7 (i.e. as at present the number living in specified areas who are likely to require maintained school places)
 - e. I would recommend that the following accompany each set of forecasts:
 - i. a brief factual statement on the accuracy of previous forecasts in the light of observed data and comments on any significant variance
 - ii. A brief statement setting out the methodology used
 - f. In addition I would recommend:
 - i. An estimate of the likely number of future births using ONS population projections, or similar demographic projections, to extend primary forecasts beyond the three year horizon, suitably caveated.
 - ii. An estimate of the additional pupils that may move into the city as a result of housing development, using input from Planning colleagues on housing trajectories, and expressed as an additional number to the main forecast. If no such development is expected, or no additional pupils are likely to arise, then this should be explicitly stated.
 - g. Decision makers should consider whether school level forecasts should be produced at primary phase, secondary phase or for all schools. To do this would require significant additional work, a more sophisticated methodology, and thus additional cost (or the sacrifice of other managerial

activities). However, it would help to identify schools at risk of low numbers, surplus places and consequent unviability; or under pressure from growing populations, or very high levels of parental preference. It could help schools and the council plan budgets by giving them more advance warning of changes in numbers on roll. It would also enable the methodology and accuracy of the forecasts to be more rigorously monitored.

3. The Council should decide if it wishes to produce a School Organisation Plan (or equivalent), and if so its frequency. I would recommend that it does so either every two or three years, with a brief update including revised forecasts in the intermediate years. All these should be put in the public domain and shared (proactively) with schools. The previous Brighton and Hove School Organisation Plans seem entirely appropriate in terms of format and level of detail, but it may be helpful to look at the equivalent documents from other authorities for ideas about how it might be developed. For example, some SOPs attempt to look further ahead. See Appendix B for extracts from the relevant documents. Links are provided in the **References** section.
4. When making or commenting on school organisation proposals the Council should, so far as possible, rely on the annually produced forecast to justify its position. One good robust forecast per school year should be adequate for all school organisation decision making.
5. Further improvement to the secondary school forecasting methodology is recommended to improve the medium and long term level of accuracy. There is a strong case for making secondary forecasts at school level – even if primary forecasts are at city and planning group area only. To some extent this is recognised already in the special treatment given to the denominational schools, where a planning area/catchment area approach does not work well. With some significant changes to school organisation in recent years including the establishment of two academies and a free school, and the disruption associated with some major school building projects, it is not surprising that secondary forecasting has been difficult. However the underlying demography of Brighton and Hove (as well as nationally) clearly indicates that the population bulge currently in the primary phase will move through to the secondary phase over the next ten years. This will inevitably require new school capacity to be commissioned, and thus the need for robust forecasts which are likely to be subject to close scrutiny.
6. A more sophisticated forecasting system would entail additional costs. Options could include developing a new in-house approach based on the methods set out the DfE guidance, (this would depend on there being data and/or ICT staff with the skills to undertake this work); commissioning a bespoke system for Brighton and Hove, which would then be maintained in-house by being populated with the necessary data each year; asking a neighbouring authority to undertake forecasting using its existing staff and systems; or purchasing a commercially available forecasting service. It should be recognised that local authorities with more sophisticated systems generally have one or more dedicated staff assigned to the task. The most elaborate systems, such as that of the Greater London Authority or Essex County Council have a team of staff and use a very broad range of input data, which is time consuming to collect and analyse.

References

Department for Education (June 2014), School Capacity (SCAP) Survey 2014: Guide to forecasting pupil numbers in school place planning

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/321711/SCAP_guide_to_forecasting.pdf

East Sussex Education Commissioning Plan 2015

<https://new.eastsussex.gov.uk/educationandlearning/management/download/>

Hampshire School Place Planning Framework 2013-2018

<http://www3.hants.gov.uk/education/schools/school-places.htm>

Kent County Council - Commissioning Plan for Education Provision in Kent 2015-2019

http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf

Portsmouth City Council School Organisation Plan 2013

<https://www.portsmouth.gov.uk/ext/documents-external/cou-policies-school-organisation-plan.pdf>

Southampton City Council School Organisation Plan 2014

<https://www.southampton.gov.uk/policies/School-Organisation-Plan-2014-2024.pdf>

West Sussex Planning School Places 2015

https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/school_organisation_and/planning_school_places_2015.aspx

Appendix A

A description of the forecasts supplied by Brighton and Hove City Council

This appendix describes the forecasts supplied by Brighton and Hove City Council, explaining the methodology used and outputs produced. They are presented in chronological order, and show how the model has been adapted and improved over six years. A total of 13 forecasts have been provided of which four are SCAP returns to the DfE [two not yet included in this appendix]; two are School Organisation Plans, and the remainder “forecast workbooks” – internal working documents.

1. 2009 Supply of School Places (DfE return)

Date: 27 July 2009

General description: a PDF of the annual return on “The Supply of School Places” to DfE.

Detail: A list of all schools with number on roll and net capacity for all schools in 2009 and 2008, and a forecast of total number on roll for: a) Reception to Year 6; b) Years 7 – 11; c) Years 12 and 13; and d) Total secondary. There was the option of giving “LA District” forecasts – not relevant to Brighton and Hove as a unitary authority.

There is also a brief description of the methodology used (live births, GP registration, PLASC, emphasising that it is not based on estimates provided by schools. Primary numbers adjusted downwards to take account of net emigration through the age range. A weighted average for primary secondary transfer plus net emigration. No changes in boundaries or age of transfer anticipated. Housing developments “are taken into account as the department is notified of them.” 4 or 5 large scale housing developments planned – but not taken into account until more definite.

Observation: this only provides citywide forecasts at the level of total YR to 6 (primary), total Y7 to Y11 (statutory secondary), and total Y12 and 13 (sixth form).

2. Summary of School Data (DfE return)

Date: 2010

General description: an Excel spreadsheet of the annual return on “The Supply of School Places” to DfE.

Detail: A list of all schools with number on roll and net capacity for all schools in January and May 2010 on roll for each national curriculum year group. A forecast for expected numbers in each national curriculum year group is provided to 2014/15 for YR to Y6, and to 2016/17 for Y7 to Y13.

There is also a similar brief description of the methodology used. Interestingly the forecast cohort survival rate is generally shown to be 100% - including primary to secondary transfer.

3. 2010 10 October forecast workbook (Excel spreadsheet)

Date: October 2010

General description: an officer working spreadsheet not intended for publication, including citywide data comparing GP registration data with number on roll, and workings relating to two sub-city areas, and three year forecasts for YR only

Sheet 1: "summary"

Number of children on GP register as of 2010 with dates of birth falling into given school year ranges from 1 September 1999 to 31 August 2000, to 1 September 2009 to 31 August 2010, compared with total (citywide) numbers of children on roll in September 2011.

A percentage is calculated, **where %age children looking for a school place = YR/GP Reg * 100** for age groups born to 1 September 2006 to 31 August 2007. These percentages range between a low of 88.09% (born 03 to 04) and a high of 90.04% (born 06 to 07)

Future numbers for age groups born thereafter assume 89.5% of GP registered children will be looking for a school place, i.e. to Year R admissions in September 2014. This figure seems to be based on judgement rather than calculation, reflecting the average take up and the most recent slightly higher figure. Forecasts for three years ahead are provided.

Sheet 2: "Hove"

This sheet copies all the information for the previous sheet plus an analysis of children living in postcode sectors BN3 1 to BN3 8. There is no evident forecast within it (although many columns are untitled).

Sheet 3: "Westdene"

This sheet copies all the information for the previous sheet plus an analysis of children living in postcode sector BN1 5. This sheet includes a three year forecast for the BN1 5 postcode sector. It uses the same percentage of GP registration data (89.5%) as the citywide analysis.

Sheet 4: "school year by postal sector"

This sheet comprises an analysis of GP registration data as of 2010 by school year group and all postcode sectors in Brighton and Hove, and a comparison with 2009 data.

Observation:

This working spreadsheet is clearly intended for internal use only. It provides a three year forecast of the likely number of YRs for the city as a whole, and for one postcode sector. Its method is to compare the number of children on the GP register with the number on school rolls, and assume that a similar proportion of future cohorts will require a school place. It does not forecast

the effect of YR admissions on the total size of the primary school population (YR-Y6), not does it forecast Y7 admissions.

4. 2011 10 October forecast workbook (Excel spreadsheet)

Date: October 2011

General Description: An analysis of GP register by postcode sector, compared with pupils on roll, sub-district analysis and forecast for primary and secondary numbers

Sheet 1: “postal sectors”

An analysis of the GP registrations as of 18th October 2011, for school year groups from 1992/93 to 2010/11 by all postcode sectors in Brighton and Hove

Sheet 2: “overall comparison”

An analysis of the same data, but with Y12 and above excluded and calculation of the relative size of younger cohorts in each postcode sector.

Sheet 3: “% pupil places”

Number of children on GP register as of 2011 with dates of birth falling into given school year ranges from 1 September 1996 to 31 August 1997, to 1 September 2010 to 31 August 2011, compared with total (citywide) numbers of children on roll in September 2012.

A percentage is calculated, **where %age children looking for a school place = YR/GP Reg * 100** for age groups born to 1 September 2006 to 31 August 2007. These percentages range between a low of 87.98% (born 00 to 01) and a high of 90.42% (born 06 to 07)

Future numbers for age groups born thereafter assume 89.5% of GP registered children will be looking for a school place, i.e. to Year R admissions in September 2014. This figure seems to be based on judgement rather than calculation, reflecting the average take up and the most recent slightly higher figure. Forecasts for three years ahead are provided.

Sheets 4 to 6: “hove”, “westdene” and “portslade”

These sheets contain sub-district analysis including forecasts of expected resident YRs, and a list of the primary schools in the sub-district with the number of forms of entry.

Sheet 7: “forecasts”

This is the principal output worksheet. It contains actual numbers (including YR offers) for the current year (2011/12) and primary forecasts up to school year 2017/18 for all year groups from YR to Y6. To school year 2015/16 Year R forecasts are based on 89.5% of the GP registration data (although not identical with the figures on Sheet 2). An estimate of future YRs (as yet unborn) appears to assume similar numbers to the latest available year.

Subsequent age groups are assumed to have a 100% survival rate for the remainder of their time in the primary phase.

A forecast is also provided for secondary numbers including BACA and PACA to 2021/22. Y7 numbers assume a 100% survival rate from the previous year's Y6. Similar survival rates are assumed through to Y11.

5. 2012 09 September forecast workbook (Excel spreadsheet)

Date: September 2012

General Description: An analysis of GP register by postcode sector, compared with pupils on roll, sub-district analysis and forecast for primary and secondary numbers

Sheet 1: "By Postal sector"

A similar postcode sector analysis to previous sheets, based on GP registration data from 25th September 2012

Sheet 2: "By Ward"

An analysis of the same data, except by ward rather than postcode sector.

Sheet 3: "Primary planning areas"

An analysis of GP registered and pupil on roll data and a citywide three year forecast assuming on this occasion 90% of GP registered pupils requiring a school place. [Brighton and Hove officers observed: We had noticed an increase in the percentage of pupils on GP registers looking for a school place and therefore increased this percentage accordingly.]

There is then a primary planning area forecast for the 10 primary planning areas: Portslade, South Central Hove, Hangleton and Hove Park, West Blatchington and North Hangleton, Westdene to Seafront, Hollinbury and Preston Park to Seafront, Moulscomb and Coldean, Patcham, Queens Park and Whitehawk, and The "Deans".

Each planning area comprises one or more postcode sectors. The primary schools within the relevant sectors are listed at the head of the column, below which follow the GP registrations by school year of birth for that sector, and a forecast of future need based on 90% of the GP registered number. Further columns give the number of places available at the listed schools and a calculated shortfall or surplus. ***It should be stressed that these forecasts simply relate to the number of children living in specified primary planning areas: it is not necessarily the case that their parents will seek a place in that area (although many will): postcode sectors are invisible on the ground and parents are likely to seek places at schools which best meet their needs and preferences. Indeed there are some postcode sectors where there are no schools, and others where there are several. [Brighton and Hove colleagues observe: The planning areas were chosen because the postcode boundaries tend to be barriers that parents will not cross in terms of expressing a school preference such as a railway line or a particular road etc.]***

Sheet 4: “secondary workings”

The first part of the worksheet lists all secondary schools in the City with details of number on roll based on the May 2013 census. Some planning areas comprise one school, others up to three as shown below:

Planning Area	Schools
Portslade	Portslade Aldridge Community Academy
Hove	Hove Park Blatchington Mill Cardinal Newman
Brighton	Dorothy Stringer Varndean
Patcham	Patcham High
The Deans	Longhill High
Moulsecoomb and Coldean	Brighton Aldridge Community Academy

The percentage share of pupils at schools in each planning area in each year group is calculated.

There is then an analysis of offers of places for 2013.

Sheet 5: “Secondary planning areas”

These comprise analysis of the number of GP registered children/young people in each planning area (Brighton ACA, Blatchington and Hove Park, Longhill, Portslade ACA, Patcham, and Stringer and Varndean), compared with the total number on roll in the May census. A percentage of GP registered young people at secondary schools in Brighton and Hove is calculated. The percentages calculated range from 82.3% (Y11 in September 2012) to a high of 84.6% (Y10 in September 2012). Forecasts of future Y7 intakes is based on 87.27%, although the reason for choosing this figure is not given. This gives forecasts forward to September 2022.

The first area to be forecast is for the area of Portslade (comprising PACA and Kings School) which is forecast to have 4.43% of those requiring a school place, then for Hove (comprising Blatchington Mill, Hove Park and Cardinal Newman) which is expected to have 43.62% of those seeking a place; Brighton (Dorothy Stringer and Varndean) – 27.75%; Patcham (Patcham High) – 9.44%; The Deans (Longhill) 10.22%; and Moulsecoomb (BACA) – 4.74%. These are then totalled to provide a citywide forecast for the total secondary demand to 2020.

Observation:

The forecast relies on there being a stable percentage of GP registered children and young people who require a school place. It does not assume any net migration which might change the size of cohorts before they reach admission age.

6. Brighton and Hove School Organisation Plan 2012 to 2016

Date: unknown

Description: a School Organisation Plan setting out future need for school places. It contains primary forecasts for Year R to Y6 and secondary forecasts for Y7 to Y11. There is no detailed description of the methodology used. Beyond the use of GP registration data. All subsequent year groups after YR assume a 100% survival rate, including transfer from primary to secondary phase.

7. 2013 10 September forecast workbook (Excel spreadsheet)

Date: September 2013 [?]

General Description: An analysis of GP register as of 14th November 2013 by postcode sector, compared with pupils on roll, sub-district analysis and forecast for primary and secondary numbers

Sheet 1: "By Postal Sector"

As in earlier forecast workbooks.

Sheet 2: "The Deans"

A three year forecast for YR admissions for the specified area using the methodology previously described, and applying a 90% ratio between GP registration and school enrolments

Sheet 3: "By Ward"

Analysis of GP reg data by ward.

Sheet 4: "By Catchment"

An analysis of the GP reg data by catchment. As Cardinal Newman and Kings School do not have catchments, they are not mentioned, however the Brighton and Hove resident children would be somewhere within the city's GP reg data.

Sheet 5: "Original planning areas"

An analysis of GP reg and forecast of YR numbers based on 90%. Same areas as used in Sheet 3 of 2012 09 September forecast workbook.

Sheet 6: "BN1 to BN4"

A three year forecast for YR admissions for the specified area using the methodology previously described, and applying a 90% ratio between GP registration and school enrolments

Observation: no secondary forecast included

8. Brighton and Hove School Organisation Plan 2013 to 2017

Date: 27th March 2014 (approved by Council)

Description: a School Organisation Plan setting out future need for school places. It contains primary forecasts for Year R and secondary forecasts for Y7. It describes the methodology used, explaining the use of GP registration data, analysed by postcodes, and historic trends of enrolment in the state maintained sector. It explains that planning areas are not catchment areas and that there is no expectation that children living in the planning area will necessarily attend a school in that area, it does nevertheless show the surplus or shortfall of places for each area.

It explains the secondary forecast methodology, again using GP registration data by catchment area, and the way in which Cardinal Newman and Kings School are treated, drawing pupils from across the city. Two forecasts are offered: a low forecast based on 84.5% of GP registered children requiring a Y7 place, and a high forecast assuming 87.5%. It is stated that “in recent years [the transfer rate] has been 84.5%. The forecast is presented simply as the total citywide demand for Y7 places.

9. 2014 10 October forecast workbook (Excel spreadsheet)

Date: September 2014

General Description: An analysis of GP register as of 14th October 2014 by postcode sector, compared with pupils on roll, sub-district analysis and forecast for primary and secondary numbers

Sheet 1: “By Postal Sector”

As in earlier forecast workbooks.

Sheet 2: “By Catchment”

Forecast for expected Y7 numbers to 2025 by catchment area and for Cardinal Newman and Kings School combined. The forecast assumes a given percentage of GP registered pupils will require a school place in each of the catchment areas and deducts a number from each catchment expected to go to the two denominational schools,.

Sheet 3: “Planning areas”

Forecast for expected number of YRs to 2018 based on 90% of GP registered children requiring a place. An analysis and three year forecast to 2018 follows for each of the planning areas.

10.2014 12 December forecast workbook (Excel spreadsheet)

Date: December 2014

General Description:

This is a reworking of the previous spreadsheet to model various scenarios. It models scenarios based on PACA with a PAN of 240 and with a PAN at 180. It calculates surplus and shortfalls assuming in three scenarios: a) that all places at Cardinal Newman and Kings Schools were offered to Brighton and Hove pupils, b) that a proportion are offered to non-Brighton and Hove pupils; and c) assuming a city wide surplus of 150 is desirable to enable the exercise of parental preference.

11.2015 05 May forecast workbook (Excel spreadsheet)

Date: May 2015

General description:

This is a reworking using updated GP registration data, and modelling the same scenarios as previously.

Appendix B: Extracts from other local authority documents describing their forecasting systems

[My highlights in italics]

East Sussex Education Commissioning Plan 2015

4.2 Schools Forecasting

4.2.1 School place planning predictions in this document are derived mainly from the Council's pupil forecasting model. The version of the forecasts used to inform this plan is the January 2014 Pupil Census Based Projections as updated on 1 July 2014.

4.2.2 The model produces forecasts of the number of children and young people in state funded primary and secondary schools in East Sussex (including voluntary aided schools, free schools and academies).

4.2.3 The model forecasts pupil numbers:

- Countywide
- For each district and borough
- For each primary and secondary school place planning area (based largely on admissions areas)
- *For each individual primary (including infant and junior) and secondary school*

4.2.4 The forecasts are used for a number of purposes. These include:

- Pupil place planning, including inputs to the Education Commissioning Plan
- To prepare the annual School Capacity Return to central government
- To inform S106 development contributions assessments
- To help the Council respond to strategic planning and Community Infrastructure Levy (CIL) consultations on future infrastructure needs
- To inform decisions on future Published Admission Numbers (PANs) and input to statutory consultations

4.2.5 In producing pupil forecasts a number of key factors are taken into account. These include

- Existing and planned capacities of school places as well as published intake numbers
- Existing numbers of pupils in schools (from pupil census data)
- Future births and resulting primary Reception year numbers

- Parental preference for all-through primary and infant Reception year, junior Year 3 and secondary Year 7 places as expressed through the school admissions system
- Transfer (cohort survival) rates between school year groups
- Transfers and transfer rates between infant and junior and primary and secondary schools
- Staying-on rates into school sixth forms
- Additional pupils arising from new housing development in each area

4.2.6 For academic year 2014/15, Reception year predictions in this plan are based mainly on Admissions Allocations. For 2015/16 and 2016/17 account is taken of both GP registration and live birth data. The 2017/18 Reception year forecasts are based mainly on GP registration data. In the absence of hard data on children already born, reception year predictions for years 2018/19 and beyond are based on ESCC's Policy Based Population Projections of future births.

4.2.7 ESCC regularly reviews and refines its forecasting methodology to ensure that its pupil forecasts are as accurate as possible. The countywide three year forward forecast made in 2011 for Academic Year 2013/14 achieved the following levels of accuracy:

- Primary reception year: (- 0.4%)
- Primary total number on roll :(+0.8%)
- Secondary Year 7: (+1.7%)
- Secondary total number on roll: (+1.2%)

Hampshire School Place Planning Framework 2013 – 2018

Forecast:

The reception year intake is estimated using Small Area Population Forecasts (SAPF) of 4-year-olds produced by HCC Research & Intelligence Group. Other year groups are based on the number of pupils on roll from the January School Census. The expected pupil yield from new housing is also produced by HCC Research & Intelligence Group.

Our forecasting model works out a participation rate for each primary/infant school, which is the number of Year R pupils as a percentage of the estimated number of 4-year-olds in the catchment area. A weighted average for the past three years is calculated and projected forward to forecast the next 5 years. A similar process is used for junior/secondary schools using the number of Year 3/7 pupils as a percentage of the Year 2/6 pupils in their feeder school(s) respectively. The remaining year groups are rolled forward with an adjustment for historic year-on-year changes and for additional pupils due to any housing developments within the

school's catchment area during this period. The number of pupils in school sixth forms is assumed to be constant over the next 7 years.

In rural areas, schools' SAPF numbers are relatively small which often results in out catchment children attending these schools. This impacts on the participation rate which, due to the nature of the forecasting model, continues to add these children proportionally when the SAPF rises, thereby inflating numbers beyond reality. Such areas are detailed in the planning area information below.

Commissioning Plan for Education Provision in Kent 2015 – 2019

8. Forecasting Methodology

8.1 To inform the process of forecasting Primary school pupil numbers, KCC receives information from the Kent Primary Care Agency to track the number of births and location of pre-school age children. The pre-school age population is forecast into Primary school rolls according to trend-based intake patterns by ward area. Secondary school forecasts are calculated by projecting forward the Year 6 cohort, also according to trend-based intake patterns. If the size of the Year 6 cohort is forecast to rise, the projected Year 7 cohort size at Secondary schools will also be forecast to rise.

8.2 It is recognised that past trends are not always an indication of the future. However, for the Secondary phase, travel to school patterns are firmly established, parental preference is arguably more constant than in the Primary phase and large numbers of pupils are drawn from a wide area. Consequently, forecasts have been found to be accurate.

8.3 *Pupil forecasts are compared with school capacities* to give the projected surplus or deficit of places in each area. It is important to note that where a deficit is identified within the next few years work will already be underway to address the situation.

8.4 The forecasting process is trend-based, which means that relative popularity, intake patterns, and inward migration factors from the previous five years are assumed to continue throughout the forecasting period. Migration factors will reflect the trend-based level of house-building in an area over the previous five years, but also the general level of in and out migration, including movements into and out of existing housing. An area that has a large positive migration factor may be due to recent large-scale housebuilding, and an area with a large negative migration factor may reflect a net outmigration of families. These migration factors are calculated at pre-school level by ward area and also at school level for transition between year groups, as the forecasts are progressed.

8.5 Information about expected levels of new housing, through the yearly Housing Information Audits (HIA) and Local Development Framework (LDF) Core Strategies is the most accurate reflection of short, medium and long term building projects at the local level. Where a large development is expected, compared with little or no

previous housing-building in the area, a manual adjustment to the forecasts may be required to reflect the likely growth in pupil numbers more accurately.

8.5 Pupil product rates (the expected number of pupils from new house-building) are informed by the MORI New Build Survey 2005. KCC has developed a system that combines these new-build pupil product rates (PPRs) with the stock housing PPR of the local area to model the impact of new housing developments together with changing local demographics over time. This information is shared with District authorities to inform longer term requirements for education infrastructure and the Community Infrastructure Levy (CIL) discussions at an early stage.

8.6 Forecasting future demand for school places can never be completely precise given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual developments, patterns of occupation and not least the parental preference for places at individual schools. This will be a function of geography, school reputation, past and present achievement levels and the availability of alternative provision.

...

8.8 Over the last five years the forecasts for the Primary school roll in Kent have been accurate to within one percent on 19 of these 25 points of comparison

...

8.10 The Secondary forecasts have been accurate to within 1% on 16 of the 20 points of comparison, with three points of the 2010-based outputs being over forecast

Portsmouth

5. Current pupil place forecasting methodology

5.1 Sources of data

Actual numbers for pupil data are derived from the School Census. The schools produce this information from their Management Information Systems, using guidance provided by the Department for Education with support from the Local Authority.

Pupil forecasts are based upon Small Area Population Forecasts (SAPF) provided by Hampshire County Council Research and Intelligence group in the early spring of each year to determine the population of 4 year old children. These are modified within Portsmouth City Council Geographical Information System (GIS) to reflect primary school catchment areas. Information on new/demolished buildings is obtained from the City Planning Department when forecasting numbers for individual primary school catchments.

Actual and forecast numbers of pupils from the primary forecasts are fed into the secondary forecasts.

In the past the SAPF forecasting model has been highly accurate, at a time when there has been significant surplus capacity within the system to meet the level of demand. Since 2010 this has not been the case due to the impact of increased birth rates both nationally and locally and a number of other economic and social factors that the current forecasting model has not been able to predict.

It is therefore recommended that a 'Social / Economic allowance factor' be built into future forecasting methods to make an allowance for the increased demand against forecast that has been seen in both 2011 and 2012 pupil numbers. This should be continuously reviewed to ensure future pupil numbers are adequately planned for.

The factor applied is based upon a 3 year weighted average of the difference between original forecasts and Actual Year R pupil numbers.

Discussions are continuing with neighbouring authorities and the forecasting methodology will continue to be reviewed to ensure that any predicted change in pupil numbers is captured early to allow for adequate planning of school places

5.2 How the raw data is processed to arrive at final figures

Forecasting at the primary and secondary aggregate level, as given here, is based on the cohort survival method that assumes pupil numbers will roll forward from one year group to the next at the end of each academic year. Year on year changes, which may be influenced by such factors as migration, turbulence, demographic and building changes, are projected forward by using a 5-year weighted average.

The general SAPF model produces forecasts of the usually resident population by age and sex in each Census Output Area (OA) in the City and is based on: census; birth and child health data; and dwelling supply information.

5.3 Primary forecasts

At the individual school level, the primary forecasting system collects the number of 4-year olds within the boundaries of each school's catchment for forecasting. Using data from the historical school censuses, the participation rate (PR) is worked out for each year. The level of participation (as a percentage) is then used to project forward using a 5 year weighted average, adjusted for residuals, to give the expected number of 4-year olds on roll in future years.

The expected numbers of 7 year olds transferring into Junior schools are calculated similarly, using the number of Year 6 pupils in the feeder schools and applying an adjusted 5 year weighted average participation rate.

For other year groups, the adjusted 5 year weighted average year-on-year change is applied to each cohort as it is rolled forward and modified to take account of past and expected changes to dwelling stock in the catchment.

5.4 Secondary forecasts

At the aggregate level, as with the primary sector, secondary pupil forecasts are based on 5 year weighted average participation rates based on actual (School Census) and forecast numbers from the primary sector.

With the advent of catchment areas within the Local Authority for the first time in 1999, *individual school forecasts* are now also derived from Geographical Information Systems (GIS) analysis of primary aged pupils living within each school's catchment. This data is adjusted for pupil inputs (e.g. from neighbouring Local Authorities) and outputs (e.g. to other Local Authorities and losses to the independent sector). The values of these various inputs and outputs are derived from analysis of the Secondary Transfer Database which contains details of pupils applying to LA and other secondary schools.

Appendix C: The Consultant

Andrew Hind was a senior officer reporting directly to the Chief Education Officer/Director of Children's Services in two unitary authorities (Reading and Southampton). He has undertaken extended consultancy assignments in relation to school organisation, including validating school forecasting systems, in several authorities including Essex County Council (10 months) and Kent County Council (15 months).

He was awarded an MSc in Demography with Distinction in 2014 by the University of Southampton, and is now a PhD candidate at the same university, researching the impact of education on internal migration in the UK. He is an Associate Member of the Association of Directors of Children's Services, and a Fellow of the Royal Statistical Society.

Subject:	Promoting Emotional and Mental Health in Schools – A New Approach		
Date of Meeting:	12 October 2015		
Report of:	Pinaki Goshal, Executive Director, Children’s Services		
Contact Officer:	Name:	Regan Delf Kerry Clarke	Tel: 29-3504 29-5491
	Email:	Regan.delf@brighton-hove.gov.uk Kerry.clarke@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 This report informs the committee about the national and local context for developments in the area of emotional and mental health support to children, young people and their families
- 1.2 The report also provides information about the launch of a school-based Emotional and Mental Health Project in three city secondary schools
- 1.3 The Emotional and Mental Health Project is being led by a partnership between Public Health, Children’s Services and the Clinical Commissioning Group (CCG) in response to the escalating concerns of primary and secondary schools and of families about the emotional and mental health of children and young people
- 1.4 Following a recently successful bid by the CCG and Public Health on behalf of all partners for matched funding from the NHS England and the Department for Education national Link Pilot, we will be able to extend our city project to include a further seven primary schools this academic year.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the report and approves the direction of travel of the Emotional and Mental Health Project.

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

“There is now a welcome recognition of the need to make dramatic improvements in mental health services. Nowhere is that more necessary than in support for children, young people and their families.”

'Future in Mind' - March 2015

- 3.1. Nationally and locally, concerns about the emotional and mental health of young people have been increasing and there is a widely held view that the pressures of the modern age are placing additional stress on young people which is impacting on their wellbeing.
- 3.2. Advances in social media and internet usage appear to be at least in part responsible for an escalation of emotional health problems associated with cyber-bullying, poor self-image and negative ways to respond to stress and anxiety
- 3.3. In response to national concerns, the government set up a Taskforce in September 2014 which produced the report 'Future in Mind' in March 2015.
- 3.4. A key finding in 'Future in Mind' was that the current system has unintentionally created barriers between services which result in some children falling through gaps and experiencing poor transition between services.
- 3.5. The report advocated a number of actions including:
 - 3.5.1. greater focus on preventative community based approach;
 - 3.5.2. improved signposting for parents/carers and young people to available information, advice and guidance;
 - 3.5.3. a requirement for CCGs working with Local Authority partners to produce a 'Transformation Plan' to show how emotional and mental health services will be improved;
 - 3.5.4. for each school, the establishment of a named point of contact in the Child and Adolescent Mental Health Service (CAMHS) and a named lead for mental health in the school.
- 3.6. Brighton and Hove CCG bid successfully to take part in the national 'CAMHS and Schools Link Pilot Scheme' this summer, making Brighton and Hove one of 15 successful pilot Local Authorities
- 3.7. This successful bid has resulted in matched funding for the LA which will enable the inclusion of a further seven primary schools in the city emotional and mental health project joining the three secondary schools where work has already begun.

Local Context

- 3.8. In consultation with schools, Headteachers and pastoral staff report that the emotional and mental health of pupils is a priority and increasing concern.
- 3.9. In the annual Safe and Well at School Survey 2014, 56% of young people reported that they are anxious often or sometimes, a 6% increase from 2103.
- 3.10. Brighton and Hove has seen an increase in incidents of self-harm of 40% from 2010 until 2013, with increased levels of risk and severity in presentation. There

are significantly higher rates of hospital admissions for self-harm for young people in Brighton & Hove. In 2012/13 there were 281, 0-24 year olds admitted to hospital for self-harm.

- 3.11. In March 2014, the Public Health Schools Programme was launched and all secondary heads identified emotional health and wellbeing as their top priority. During 2014/15, secondary schools report an increase in incidents of self-harm, in some cases reporting several incidents a day and were seeing more cases in years 7 and 8 than in previous years.
- 3.12. In response, the CCG and the council identified a need for a review and redesign of mental health and wellbeing services as a key strategic priority for 2015/16. This review is nearing completion with the CCG as the lead agency for this.
- 3.13. The CCG and Public Health as part of the review is carrying out a Joint Strategic Needs Assessment of children and young people's mental health and wellbeing (0-25 years), and developing the local Transformation Plan for Children and Young People's Mental Health and Wellbeing services as required by central government.
- 3.14. In drafting the Transformation Plan, the CCG is working with a range of partners (Health and Wellbeing Board, partners from across the NHS, Public Health, Local Authority, Youth Justice and schools/colleges). The Brighton and Hove Local Transformation Plan has been drafted with children, young people, parents/carers as well as providers of the services.
- 3.15. The government has announced additional funding for CCGs over the next five years to 2020 to implement the plan which will be shared across agencies and used to develop new services as required.
- 3.16. Under the Public Health Schools programme, partners in Children's Services, the CCG and Public Health have already joined together to launch a major initiative to develop a whole school approach to self-harm which has included a training programme and a range of materials offering information, advice and support for staff, parents and young people.
- 3.17. In June 2015, the Public Health Schools programme completed a think tank event focusing on the 'impact of social media on young people' which was informed by focus groups and online surveys. The impact of social media on a young person's Emotional health and wellbeing was identified as one of the top priorities (see supporting documents).

Emotional and Mental Health Project in Three Secondary Schools

- 3.18. In the summer term 2015, secondary schools were invited to bid to take part in an emotional and mental health project aimed at tackling problems at an early stage and preventing an escalation to tier 3 mental health services, which have been struggling to cope with the demand.
- 3.19. Schools had to set out in their bids how they would implement a whole school approach with the support of a primary mental health worker from the Community CAMHS team based at the school.

- 3.20. Three schools were successful in their bids notably:
- Cardinal Newman Catholic School
 - Dorothy Stringer School
 - Patcham High School
- 3.21. The project launched at the beginning of September in all three schools with a primary mental health worker (PMHW) based half time at Dorothy Stringer and Patcham High Schools.
- 3.22. Cardinal Newman Catholic School has been able to match fund with the Local Authority and thus to have the equivalent of a full time PMHW based at the school.
- 3.23. In designing the project, the team was informed by online consultations and focus groups with young people and parents / carers about the kind of support they want from emotional and mental health services, notably support to:
- 3.23.1. help them grow up to be confident and resilient, supported to fulfil their goals and ambitions;
 - 3.23.2. know where to find help easily if they need it and when they do to be able to trust it;
 - 3.23.3. be able to get advice and support from a welcoming place;
 - 3.23.4. only tell their story once rather than have to repeat it to lots of different people;
 - 3.23.5. not to have to wait until they are really unwell to get help.
- 3.24. **The Aims of the Project** are to improve the emotional wellbeing and mental health of children, young people and their families by enabling them to:
- 3.24.1. adopt and maintain behaviours that promote wellbeing and good mental health;
 - 3.24.2. build resilience and strategies for self-help and support;
 - 3.24.3. follow accurate and accessible signposting to relevant advice, support and guidance;
 - 3.24.4. access evidence-based interventions, including group work to prevent problems escalating;
 - 3.24.5. have their needs identified early with specific attention paid to groups that can be subject to greater stress and pressures (e.g. Children in Care, Black & Minority Ethnic (BME), Lesbian, Gay, Bisexual and Transgender (LGBT), children with special educational needs and disabilities (SEND));
 - 3.24.6. improve attendance, behaviour and attainment.
- 3.25. **Expected Outcomes from the Project** are that:
- 3.25.1. young people will report improved wellbeing, the use of effective strategies to build resilience and cope with stress and the reduction of stigma associated with mental health problems;
 - 3.25.2. young people from groups subject to particular stress and pressures (eg Children in Care, BME, LGBT, SEND) specifically will report similar improvements as in 3.25.1 above;

- 3.25.3. there will be an improvement in the attendance, positive behaviours and achievement of young people receiving support from the Project, including those from vulnerable groups;
- 3.25.4. parents and young people will report positively on improved information, advice, guidance and support via a clear pathway to advice and services;
- 3.25.5. school staff will report increased skills and confidence in working effectively to support pupils' emotional health and well-being;
- 3.25.6. referrals to tier 3 CAMHS services will have reduced on account of effective early interventions.

3.26. The pilot project offers the following support to schools:

- 3.26.1. a Primary Mental Health Worker based on site for half the week to provide support for meeting the emotional and mental health needs of pupils and to act as a contact between schools and CAMHS;
- 3.26.2. book-in appointments for young people, staff and parents/carers to provide support of mental health issues within the school - through pre-booked appointments offering consultation, early and preventative interventions and advice in a confidential space;
- 3.26.3. workshops and small groups to address specific emotional health issues for young people such as anxiety, depression, bullying, self-esteem, loss and bereavement;
- 3.26.4. bespoke training/workshops for staff and parents where information and knowledge can be shared supportively on a variety of subjects and issues pertaining to students improving their emotional and mental health;
- 3.26.5. school staff guidance and consultation/reflective practice sessions where the PMHW can provide practical skills-based suggestions in support of working with students presenting with emotional and psychological issues;
- 3.26.6. support to the school in their referral processes into Tier 2 and Tier 3 specialist community CAMHS where required;
- 3.26.7. a systemic review of their whole school approach support which looks at the following areas:
 - the emotional health and wellbeing focus of the PSHE Education curriculum;
 - the support for targeted / vulnerable pupils;
 - the uptake of commissioned groupwork programmes, eg Right Here peer-led workshops;
 - the support to available to parents/carers;
 - the voice of young people in developing health promotion messaging.

3.27. In return each school is required to:

- 3.27.1. identify a school lead for mental health who will coordinate the school team and who will be the key point of contact for the Primary Mental Health worker and other health and wellbeing teams working within and beyond the school, including those working on the Personal, Social, Health Education (PSHE) curriculum;
- 3.27.2. map the school offer and ensure young people and families are aware of this;

- 3.27.3. ensure staff are available for training and meetings/ workshops as appropriate;
- 3.27.4. ensure the voice of young people is part of all developments and reviews.
- 3.28. Each school's lead for mental health will make links with the Primary Mental Health Worker, champion the change, coordinate and influence and ensure the right professionals are involved with this virtual team around the child.
- 3.29. The project will be subject to rigorous monitoring and evaluation. A formal evaluation is planned in consultation with the University of Brighton and involving the Educational Psychology Service. The intention is for an evaluation report in the summer of 2016.
- 3.30. A steering group comprising of all stakeholders, including parents and young people will meet regularly to steer the project

CAMHS and Schools Link Pilot Scheme

- 3.31. The extension of the Project with national funding into primary schools has been agreed and the process of selecting schools is taking place.
- 3.32. To date the following primary schools have been selected to take part by their primary cluster group of schools:
- Carlton Hill Primary School
 - Woodingdean Primary School
 - St Mary Magdalene RC Primary school
 - Bevendean Primary School
 - Cottesmore St Mary's RC Primary School

A further two schools are to be selected from their respective primary cluster groups.

- 3.33. The national training programme that is part of the pilot will be delivered and implemented through a joint arrangement with Community CAMHS and CAMHS Tier 3
- 3.34. Each school will receive £3,500 to participate and release staff.
- 3.35. The aims of the national pilot are similar to those of the City Emotional and Mental Health Project in secondary schools, notably to improve links between schools and CAMHS, to establish leads in schools for mental health and a lead link in CAMHS, to improve joint working and improve wellbeing, attendance, behaviour and attainment as a consequence.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 Widespread community engagement has taken place in relation to the systems review of child and adolescent mental health services being carried out by the CCG and the construction of the local Transformation Plan

- 4.2 Engagement events have been held involving young people, parents/ carers, schools, health services, council services and the community and voluntary sector

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 There are no direct financial implications for the council as a result of the recommendations of this report. However, it should be noted that there are a number of service reviews and new initiatives that have either just started or are imminent, that may have an impact on council funding in the future.

Finance Officer Consulted: David Ellis Date: 22/09/15

Legal Implications:

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

Lawyer Consulted: Andrew Pack Date: 25/09/15

Equalities Implications:

- 5.3 The project will support the work of the council and the CCG to tackle inequalities in health outcomes associated with mental and emotional health. The CCG will also be completing an Equalities Impact Assessment in relation to all new developments associated with the Transformation Plan.

Sustainability Implications:

- 5.4 Aspects of the pilot, notably the extension to the primary phase, are dependent on government grant funding for the national Link Pilot and alternative means of funding would need to be found once this pilot concludes
- 5.5 Additionally further rollout of the project to all schools would require a re-direction of current funds that support emotional and mental health plus additional government funding for the City's Transformation Plan to the new approach.
- 5.6 Schools may also commit funding to resource an extension of primary mental health worker support in their schools.

Crime & Disorder Implications:

- 5.7 There are no specific crime and disorder implications

Public Health Implications:

- 5.8 All work outlined in this report is being led by or carried out in partnership with Public Health and has a core aim of improving the health and wellbeing of children and young people.

Corporate / Citywide Implications:

- 5.9 Tackling emotional and mental health issues supports the work of the Health and Wellbeing Board and the Fairness Commission in tackling inequality and improving life chance and outcomes for all.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The alternative to the work outlined in this report would be to leave services unchanged but given the level of concern in the system currently, that would not be a safe or constructive option.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 The report has been written to inform the Committee in an area of widespread concern.

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

None

Background Documents

1. 'Future in Mind' – Children's Mental Health



Future in Mind -
Childrens_Mental_He:

2. Impact of social media on young people



social media final
report v4 for CYPS Cc

Subject:	How are we doing? Standards and Achievement in Brighton & Hove Schools and Colleges, 2014 - 2015		
Date of Meeting:	Children and Young People's Committee 12 October 2015		
Report of:	Executive Director Children's Services		
Contact Officer:	Hilary Ferries		
	Name:	(Head of Standards and Achievement)	Tel: 293738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

This report is an analysis of standards and achievement in the city, based on the provisional 2014/ 2015 results at the end of each Key Stage. We do not have all the results as yet and the ones we have are provisional at this stage. There will be a more detailed report produced later in the academic year when the Key Stage 4 and Key Stage 5 data will still be unvalidated, but more details will be available.

This is the final year that the tests will be taken in their current form. In 2016 there will be no levels in Key Stages One and Two and in Key Stage Four the Department for Education (DfE) will report on 'attainment 8' and 'progress 8'.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the early Standards Report for the academic year 2014 – 2015.

3. CONTEXT/ BACKGROUND INFORMATION**Overall Summary****1. School Effectiveness – snapshot July 2015**

The percentage of schools judged to be good or outstanding in the city has risen from 77.8% in summer 2014 to 84% in summer 2015. The percentage of pupils attending a school judged to be good or outstanding at the end of the summer term was 85%. There are 12 schools in the city that are judged to require improvement. There are no schools judged to be inadequate. This is higher than the most recently published national percentage of 82% of schools and is the highest percentage of schools to have been judged good or outstanding in the city.

2. Early Years and Foundation Stage (age 5)

The Brighton & Hove 2015 'good level of development' (GLD) is 65% compared to the current National Proxy of 66%. This is an increase of 5 percentage points (ppt) from last year, when it was 60% and an upward trend for the three years this method of assessment has been in place.

3. The phonics screening check in Year One (age 6)

There has been an improvement of six ppt in the Year 1 phonics results in the city (75.2% of pupils achieved the expected standard compared to 69% in 2014). This indicates an upward trend over time. However, results are lower than the current National proxy in Nexus, of 76.9%, which indicates that we are likely to be below national.

4. Key Stage One Assessments (tests at age 7)

This is a positive picture as results have risen over time in an upward trajectory and high standards have been maintained. Outcomes have risen in reading, writing and maths this year and all subjects are above the indicative national figures.

- 91.1% achieved level 2 in reading, 0.5% higher than the national percentage
- 88.5% achieved level 2 in writing, 0.9% higher than the national
- 94.4 % achieved a level 2 in maths, 1.3% higher than national

KS1 Reading Level 2+	2008	2009	2010	2011	2012	2013	2014	2015
B&H All	84.0%	84.0%	83.0%	84.6%	86.3%	90.1%	91.0%	91.1%
Stat neighbours	82.2%	83.7%	84.0%	85.4%	86.9%	88.4%	90.0%	
England*	83.8%	84.4%	84.7%	85%	87.0%	89.0%	90.0%	90.6%

KS1 Writing Level 2+	2008	2009	2010	2011	2012	2013	2014	2015
B&H All	81.0%	81.0%	80.0%	80.8%	81.4%	85.8%	87.0%	88.5%
Stat neighbours	78.0%	79.7%	79.9%	81.2%	82.5%	84.2%	85.0%	
England*	79.9%	80.8%	80.9%	81.0%	83.0%	85.0%	86.0%	87.6%

KS1 Maths Level 2+	2008	2009	2010	2011	2012	2013	2014	2015
B&H All	91.0%	91.0%	90.0%	91.2%	91.8%	93.2%	93.8%	94.4%
Stat neighbours	89.3%	89.1%	89.0%	90.2%	90.4%	91.4%	92.0%	
England*	89.5%	89.5%	89.2%	90.0%	91.0%	91.0%	92.0%	92.9%

5. Key Stage 2 (tests at age 11)

Nationally, results for the Key Stage 2 national tests taken at the end of year 6 rose 2ppt from last year to 80%. The figure for Brighton & Hove was 82%, so we remain above the national average for reading, writing and maths combined. This is also 3 points above the statistical neighbour average, above our geographical neighbours and all of our statistical neighbours, except Bromley (85%) and Bath and NE Somerset (who also averaged 82%). This puts us in the top quartile nationally.

Nationally, the percentage of pupils making expected progress in writing increased by 1ppt to 94%. There was no change in the figures for reading (91%) and mathematics (90%).

The city's "expected progress" of two levels in reading was 90%; 1ppt below the national average, for writing was 95%, 1ppt above the national average and in maths, 88%, which is in line with our statistical neighbours, 2ppt below the national average and a 2ppt drop from 2014.

6. Key Stage 4 (GCSE at age 16)

6.1 National Context – the impact of the changes in 2014

GCSE results are broadly more stable than in 2014 where there were considerable changes to the system. These exam reforms, such as the decision that only a candidate's first attempt at a qualification will count in school league tables, will also continue to play a part in this year's outcomes, as it has led to fewer pupils being entered for exams before the end of Year 11, when students usually sit their GCSEs.

Last year also saw the return to linear GCSE exams, with all pupils sitting their tests in the summer at the end of the two-year course, rather than taking exams on the various parts of the qualification at several points during their courses.

At the same time, a policy of requiring pupils to re-sit Maths and English, if they failed to get at least a C grade, means more 17-year-olds are taking the exams.

Nationally many schools have entered young people for IGCSEs because they feel they are more appropriate qualifications for those students. IGCSE English still assesses speaking and listening, which was taken out of GCSE last year.

In 2010 a significant number of schools boycotted the end of Key Stage 2 tests. This means that for the majority of pupils, teacher assessment has been used as the outcome for KS2.

6.2 National Picture

Nationally, across all subjects, the proportion of exam entries graded between an A* and a C is 69%, a rise of 0.2% (ppt) from 68.8% in the 2014 year (68.1% in 2013). There is currently no published national figure for the proportion of students achieving 5+ A* - C including English and Maths for 2015.

The English and Maths results both show improvement overall. In English, A* to C grades increased 3.7ppt to 65.4% and for maths increased from 62.4% to 63.3%.

6.3 Brighton & Hove Attainment

Provisional results for 2015 suggest a significant increase of 6ppt to 60% in 5 GCSE, A* - C with English and Maths (5ACEM) compared to the LA and national result in the previous year (53.6% LA and 56.6% state funded national results for 2014).

The DfE floor standard is 40% for 5A*-C including English and Maths. Every school has exceeded this benchmark, except BACA, where the results were 30%.

All schools have improved their performance on 5ACEM with the exception of Longhill High School, which dropped by 2ppt to 48%.

Patcham High School has seen the largest increase of 12ppt (5ACEM) on the previous year to 59%. Blatchington Mill is up 10ppt and Varndean School and PACA results have improved by 9ppt from 2014.

Over the past two years as a local authority we have been focusing on Maths. This has included lesson study projects, network meetings and 'maths meets', as well as increased partnership working and sharing of best practice. We are delighted with some outstanding results in the percentage of pupils achieving levels A*- C, at Dorothy Stringer (82%), Cardinal Newman 79.5% and Blatchington Mill (76.7%).

6.4 Progress

In terms of progress (3+ levels) in English, our local authority average exceeds the England state funded average of 2014 (72%) by 3ppt this year. Longhill and Varndean showed the greatest gains in this area, both schools improving over 10ppt from last year.

In Maths the percentage of pupils who made expected progress is 66%, which is an improvement of 4ppt from last year and matches last years' state funded national average. BACA and Patcham saw strong rises in this area.

7. Key Stage Five – (A level results at age 18)

7.1 The National Picture

Nationally, the A-level passes (A*-E) have remained stable rising only by 0.1%. The proportion of top grades has dropped slightly with A* and A grades awarded to 25.9% of entries, down from 26% last year. "The over-riding message from this year's figures is one of stability. There have been no significant changes to the system," said Michael Turner, director of the Joint Council for Qualifications. The overall pass rate has risen marginally to 98.1% and the proportion getting the very top A* grade remained the same at 8.2%, with A grades down by 0.1%.

7.2 Brighton & Hove

The rate of A-level students passing with good grades in Brighton & Hove has increased for the fourth year running, with a number of schools and colleges delivering their best ever results. Provisional results from seven centres show, that overall students achieved approx. national average in pass rates of 98.1% but top grades of A*B grades or equivalents were 5.6ppt higher than national figures for A-levels.

A-level results

It should be noted that results for non A level KS5 assessments are not yet available. Around 80% of A-level students in the city study at the two sixth form colleges, around 50% at BHASVIC and around 30% at Varndean College. A further 20% of A-level students study in the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with around half of these attending Cardinal Newman.

For 2015, of the seven schools and colleges offering A-levels and equivalents there is an improving trend across the city and five of seven centres matched or exceeded the national figure.

Over 90% of students study at BHASVIC, Varndean College and Cardinal Newman. These three centres show an overall pass rate in A-levels at 98.0% broadly in line with the national figure.

Top grades A*- B at A-level or equivalent exceeded 2014 figures in six of the centres. The greatest improvements were at Blatchington Mill (7.0%) and BHASVC (6.1%).

BHASVIC's high performance contributes significantly to the city figures. Without their results the A-Level (and equivalents) at A* to B falls to 48.5% (from 58.4%).

AS-Levels results: pass rates are slightly below national levels at 89.1% but A*-B levels are up across the board. Pass rates are broadly in line with last year, but have fallen at Hove Park and BACA. A*-B rates are 2.8% above national figures.

7.3 Early data does not provide data on entry and it is not yet possible to calculate value added scores.

8. Closing the Gap for pupils with FSM and those entitled to the Pupil Premium

A more detailed analysis on different vulnerable groups will follow as data becomes available later this year. This early report looks at those who are entitled to pupil premium or Free School Meals and their peers (which includes children in care).

8.1 EYFS

The gap at EYFS between those pupils with FSM and their peers has closed by 8ppt since 2013. This year there has been a narrowing of 6ppt.

Year	EYFSP Cohort	All % GLD	FSM Pupils	FSM % GLD	Not FSM Pupils	Not FSM % GLD	EYFSP FSM Gap
2015	2938	64.7	442	51.6	2496	67.1	15.5
2014	2801	60.1	466	41.8	2329	63.5	21.7
2013	2831	44.3	495	26.1	2416	49.8	23.7

8.2 Key Stage One

In Key Stage One gaps have closed slightly in writing and maths, but widened by 1ppt in reading.

KS1 Reading	2008	2009	2010	2011	2012	2013	2014	2015
B&H FSM	68.0%	67.0%	66.0%	68.4%	69.5%	80.0%	79.9%	79.4%
B&H Non FSM	87.0%	88.0%	87.0%	88.3%	90.0%	92.0%	92.9%	93.2%
B&H FSM Gap	19.0%	21.0%	21.0%	19.9%	20.5%	12.0%	13.0%	13.8%

KS1 Writing	2008	2009	2010	2011	2012	2013	2014	2015
B&H FSM	62.0%	61.0%	62.0%	64.3%	59.9%	73.0%	72.1%	74.5%
B&H Non FSM	85.0%	85.0%	84.0%	84.6%	86.2%	88.5%	89.6%	91.0%
B&H Gap	23.0%	24.0%	22.0%	20.3%	26.3%	15.5%	17.5%	16.5%

KS1 Maths	2008	2009	2010	2011	2012	2013	2014	2015
B&H FSM	81.0%	80.0%	81.0%	82.4%	79.6%	85.0%	86.7%	87.6%
B&H Non FSM	93.0%	93.0%	92.0%	93.2%	94.5%	95.0%	95.1%	95.6%
B&H FSM Gap	12.0%	13.0%	11.0%	10.8%	14.9%	10.0%	8.4%	8.0%

8.3 Every Child a Reader (ECaR) 2010 – 15

As part of the Closing the Gap Strategy, Brighton & Hove has continued to invest in and promote ECaR. The tables below show the impact on improved percentage of pupils maintaining gains of early intervention and attaining at age related expectations (ARE) and above in statutory assessments. They show the positive impact of ECaR.

Schools/Year	Total Schools using ECaR	Reading % below ARE KS1	ARE Gap between ECaR/ non ECaR schools	Reduction in pupils below ARE 2010-15	% at ARE and above
ECaR Schools 2010	15	32%	21%		68%
Other schools 2010	31	11%			89%
ECaR Schools 2015	25	10%	2%	22%	90%
Other schools 2015	20	8%		3%	92%

Schools/Year	Total Schools using ECaR	Writing % below ARE KS1	Gap between ECaR/ non ECaR schools	Reduction in pupils below ARE 2010-15	% at ARE and above
ECaR Schools 2010	15	35%	21%		65%
Other schools 2010	31	14%			86%
ECaR Schools 2015	25	14%	3%	21%	86%
Other schools 2015	20	11%		3%	89%

Using Reading Recovery early reading and writing intervention and associated QFT and intervention training Every Child a Reader service has improved local KS1 outcomes closing the gap in attainment for pupils vulnerable to low progress in literacy learning. Since 2010 KS1 Reading gap has closed by 22% in ECaR schools. KS1 Writing gap has closed 21%. ECaR schools serve pupils across Brighton and Hove with 47% pupils living in disadvantage. ECaR schools and families will continue to work to the goal of most pupils working at age related expectations in Reading and Writing early in their education so they can continue to access learning with success and enjoyment.

8.4 Key Stage Two

This gap has been calculated using the pupils entitled to pupil premium. It shows a 4ppt improvement from 2014 in the percentage of pupils who achieved Level 4+ in reading, writing and maths. The data also shows an increase in the achievement of pupils in disadvantage over time.

KS2 RWML4+	2012	2013	2014	2015
B&H Disadvantaged	59%	62%	64%	68%
B&H peers	81%	85%	88%	88%
B&H Gap	22%	23%	24%	20%

8.5 Key Stage Four

The provisional data suggests that the gap between those pupils who are entitled to pupil premium and their peers has narrowed in some areas in some schools and widened in others, but the 2015 data has not yet been released. The table below compares the gaps between the outcomes for pupils with pupil premium with the 2014 national figures for those who do not receive pupil premium.

Pupil Premium Gap - from the National 2014 outcome for Not Pupil Premium group (national 2015 data has not been released by the DfE)

School	2014 % 5ACEM	2015 % 5ACEM	2015 % A*-C English	2014 % English Expected Progress (3+ levels of progress)	2015 % English Expected Progress (3+ levels of progress)	2015 % A*-C Maths	2014 % Maths Expected Progress (3+ levels of progress)	2015 % Maths Expected Progress (3+ levels of progress)
Blatchington Mill	-26	-13	-12	-20	-6	-18	-18	-10
BACA	-42	-39	0	16	10	-34	-53	-23
Cardinal Newman	-21	-29	-27	-21	-22	-22	-15	-16
Dorothy Stringer	-23	-19	-12	-9	-13	-16	-15	-20
Hove Park	-17	-26	-21	-5	-14	-21	-19	-12
Longhill	-39	-41	-22	-33	-17	-45	-45	-49
PACA	-35	-19	-3	0	-1	-23	-27	-11
Patcham	-31	-24	-13	-9	-18	-24	-39	-24
Varndean	-38	-33	-17	-38	-19	-28	-36	-34
Local Authority	-33	-31	-20	-19	-18	-30	-33	-28
England (state funded only) 2014	-27	-27	-22	-17	-17	-25	-23	-23

9. Closing the Gap for pupils with Special Education Needs (SEN)

9.1 EYFSP

Year	EYFSP Cohort	All % GLD	SEN Pupils	SEN % GLD	Not SEN Pupils	Not SEN % GLD	EYFSP SEN Gap
2015	2938	64.7	294	20.7	2644	69.6	48.9
2014	2801	60.1	374	21.9	2421	65.8	43.8
2013	2801	44.3	415	12.3	2416	49.8	37.5

***GLD - a good level of development (expected or exceeded (2+) in all the Prime Learning Goals plus expected or exceeded 2+ in all elements of Literacy and Maths)**

This data show that the gap has widened over time. We will be looking at school level data for outcomes of pupils with SEN.

9.2 Key Stage One

The number of pupils defined as having SEN has been falling each year.

Year	2011	2012	2013	2014	2015
Number in SEND cohort	707	699	666,	, 631	537

KS1 Reading	2011	2012	2013	2014	2015
B&H SEN	55.7%	60.9%	67.0%	68.9%	66.1%
B&H Non SEN	96.3%	96.4%	97.8%	97.5%	97.1%
B&H SEN Gap	40.6%	35.5%	30.8%	28.6%	31.0%
KS1 Writing	2011	2012	2013	2014	2015
B&H SEN	49.1%	48.8%	57.0%	56.7%	57.2%
B&H Non SEN	93.8%	94.3%	95.5%	96.1%	96.0%
B&H SEN Gap	44.7%	45.5%	38.5%	39.4%	38.8%
KS1 Maths	2011	2012	2013	2014	2015
B&H SEN	73.7%	75.0%	76.0%	78.3%	75.0%
B&H Non SEN	98.4%	98.4%	98.8%	98.6%	99.1%
B&H SEN Gap	24.7%	23.4%	22.8%	20.3%	24.1%

The gap has widened in 2015 following a consistent trend of the gap narrowing, We will be looking at individual school data and including this in the conversation with headteachers.

9.3 Key Stage Two (Provisional results)

The number of pupils defined as having SEN has been falling each year.

Year	2011	2012	2013	2014	2015
Number in SEN cohort	649	633	629	627	550

KS2 RWML4+	2011	2012	2013	2014	2015
B&H SEN	25%	33%	40%	42%	44%
B&H Non SEN	80%	90%	93%	94%	93%
B&H SEN Gap	54%	57%	53%	52%	50%
KS2 Reading L4+	2011	2012	2013	2014	2015
B&H SEN	52%	67%	66%	72%	69%
B&H Non SEN	95%	97%	97%	98%	98%
B&H Gap	43%	30%	31%	27%	29%
KS2 Writing L4+	2011	2012	2013	2014	2015
B&H SEN	35%	45%	52%	55%	60%
B&H Non SEN	87%	95%	97%	97%	98%
B&H Gap	52%	50%	45%	42%	38%
KS2 Maths L4+	2011	2012	2013	2014	2015

B&H SEN	52%	57%	63%	63%	61%
B&H Non SEN	90%	94%	96%	97%	96%
B&H Gap	39%	37%	33%	34%	35%

The target is the statistical neighbour average of 37%, although the statistical neighbours changed in October 2014 with Bromley and Leeds added and Plymouth and Southampton removed.

In 2014 the level 4+ SEN pupil performance increased by 2 percentage points to 42%. The non-SEN pupil performance increased by 2 percentage points to 94%. The gap has narrowed to 52% which is higher than the National gap of 51% and lower than the statistical neighbour gap of 53%.

SEN pupil performance in individual subjects improved in Reading (by 6 percentage points to 72%) in writing (by 3 percentage points to 55%) and in maths was maintained at 63%.

While the gap remains too wide, it is narrowing and the LA has evidence of the effectiveness of interventions such as improved more forensic 'gap' data for schools and a focus on early intervention which has led to the rise.

9.4 There is no data available as yet for KS4 or KS5. This will be included in the later, full report.

10. Children in Care

It should be noted that the numbers in each cohort are small: for example in KS2 there were eight children. This means that each child's results equate to more than 10ppt.

10.1 Key Stage One

There has been a significant increase in Reading, Writing and Maths compared to 2014 which has narrowed the gap between Children in Care and all children.

Results for KS1 in Reading (78% L2+) and Writing (78% L2+) are above those for Children in Care nationally (2014: 71% and 61%) and below those of all children locally and nationally. The result for Maths (67% L2+) is slightly below the national average for Children in Care (2014:72%). There were 9 pupils in the cohort.

10.2 Key Stage Two

The 2015 result for Reading, Writing and Maths Level 4+ is 44% (8 pupils), last year's result was 54%, and last year's national average for children in care was 48%.

2015 results in all subjects in 2014/15 are below 2013/14. This brings results broadly into line with results achieved in 2012/13.

Six of the 18 pupils had statements of special educational need or education, health and care plans. This is a significant increase from last year (15 to 33%)

10.3 Key Stage Four

In 2014/15 21.4% (9) of Brighton & Hove Children in Care (age 16 and looked after continuously for 12 months from 1 April 2014) achieved 5 A*- C including English Language and Maths. The percentage is broadly in line to 2013/14 (24.3%). The figure this year is above national attainment for Children in Care (12.0% in 2013/14). The gap between Children in Care and all Children remains significant. There were 42 in the cohort.

16 young people achieved a grade C or above in English Language and 13 a grade C or above in Maths. 11 achieved both English and Maths grade C or above.

10.4 Key Stage Five

The KS5 cohort for the academic year 2014/15 was 40 children. 14% had achieved 5 A*-C including English and Maths at GCSE (far below the average for their peers), and three had moderate to severe learning difficulties.

Results for 2015 were as follows:

- 9 young people achieved level 3 qualifications (2 at A level and 7 at AS level).
- 12 young people achieved a level 2 qualification.
- 5 young people achieved a level 1 qualification.
- 3 continued in specialist provision.
- 4 young people have been in part time/ full time employment.
- 5 young people remained, or had been in and out of, NEET and not made any significant progress in their education or training. Out of the 5, 3 have significant barriers including being a parent or being in custody.

Outcomes for the cohort are also monitored. These include:

- Out of the 40 young people 35 have progressed to higher level programmes or into employment. All young people who achieved at Level 3 are continuing in education, training or employment.
- 2 young people who achieved good grades at A Level and have been offered places at Sussex and Westminster University.
- 1 young person is on a Level 2 Traineeship and she is making good progress towards an apprenticeship.
- 2 teenage mums are re-engaging with education and are returning to college.
- 4 young people have acquired various types of work mainly part time positions to help them in their future careers. One young person for example has acquired a customer service position which will help her in her application to join the Police.
- The 5 young people who are Not in Education, Employment or Training (NEET) have completed courses, training, work placements and employability skills to help them to move into positive destinations.
- Two young people have had offers to study at University this year who are 18 and in this cohort. However there are another 10 Brighton and Hove Care Leavers who will be starting at University this year who are between the ages of 19 and 23.

11. Attendance and Persistent Absence:

The absence levels for the primary sector are slightly above the national average but in line with the figures in 13/14. For persistent absence at Primary level in Brighton &

Hove current figures show that we are below the national average and we continue to improve year on year from 2.5% in 12/13 to 2% in 14/15. At secondary level there are higher levels of absence for overall absence compared to the national average. However, overall persistent absence rates have reduced over the three years from 8.5% in 12/13 to 5.67% in 14/15 in secondary schools.

Provisional data for the academic year 2014/15 shows overall absence in primary school at 4% and secondary at 5.67%. PA data for primary shows 2% with secondary at 5.67%

This data will be confirmed and published by the DfE in March 2015 when a comparison with national and south east will be available.

12. Working together: Partnerships

Our approach to school improvement has a strong emphasis on partnership working with and between schools, paired with robust data analysis and challenge. This is outlined in the School Improvement Strategy. The work of the Secondary Schools Partnership (SSP) encourages school to school support to share best practice and enable improvement. Schools have worked as a partnership this year, with staff at all levels working together across the city to challenge each other and to share best practice. This has clearly already had a positive impact on results and we look forward to continuing to work together to improve outcomes for the children in our city.

This partnership working is also a feature of the Council's relationship with Primary schools, where results rose again this year and will be the approach moving forward with post 16 provision. The rise in GCSE results means that there have been improvements in all phases of education in the city in 2014 / 2015.

13. Looking ahead – priorities

To deliver on our priorities we will be:

- Completing the categorisation / prioritisation process for every school
- Meeting regularly with the headteachers and Chairs of Governors of schools that are in the 'high' and 'intensive' categories to monitor progress
- Providing data packs and a data challenge visit to discuss outcomes and progress of each year group in primary schools
- Meeting with secondary school and special school headteachers to monitor the progress of all year groups
- Exploring the difference between the secondary forecasts and actual outcomes (when they are known)
- Providing governor training and support to develop further the role of governors in school improvement
- Facilitating the further development of school improvement partnerships and the citywide partnership / 'family of schools'
- Brokering and facilitating the development of excellence across all phases
- Introducing support and challenge for post 16
- Commissioning SEN Closing the Gap work with secondary and primary schools
- Reviewing the Closing the Gap Strategy

As the data is released we will be analysing the 2015 results in detail to look at the performance of vulnerable groups. This will include the performance of Brighton and Hove Children in Care (children looked after continuously for 12 months from 1 April 2014), pupils with free school meals and those pupils with Special Educational Needs.

11 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

11.4 In addition to this report there will be further reports as data is released. They will enable a full consideration of options going forward.

12 COMMUNITY ENGAGEMENT & CONSULTATION

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

6. CONCLUSION

6.1 It is pleasing to see the increase in the outcomes for young people in the city, but schools remain committed to improving further

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1** The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets.
- 6** There are no financial implications for the LA as a result of the recommendations in this report.

Finance Officer Consulted: Andy Moore

Date: 23/09/15

Legal Implications:

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

Lawyer Consulted:

Serena Kynaston Date: 28/09/2015