





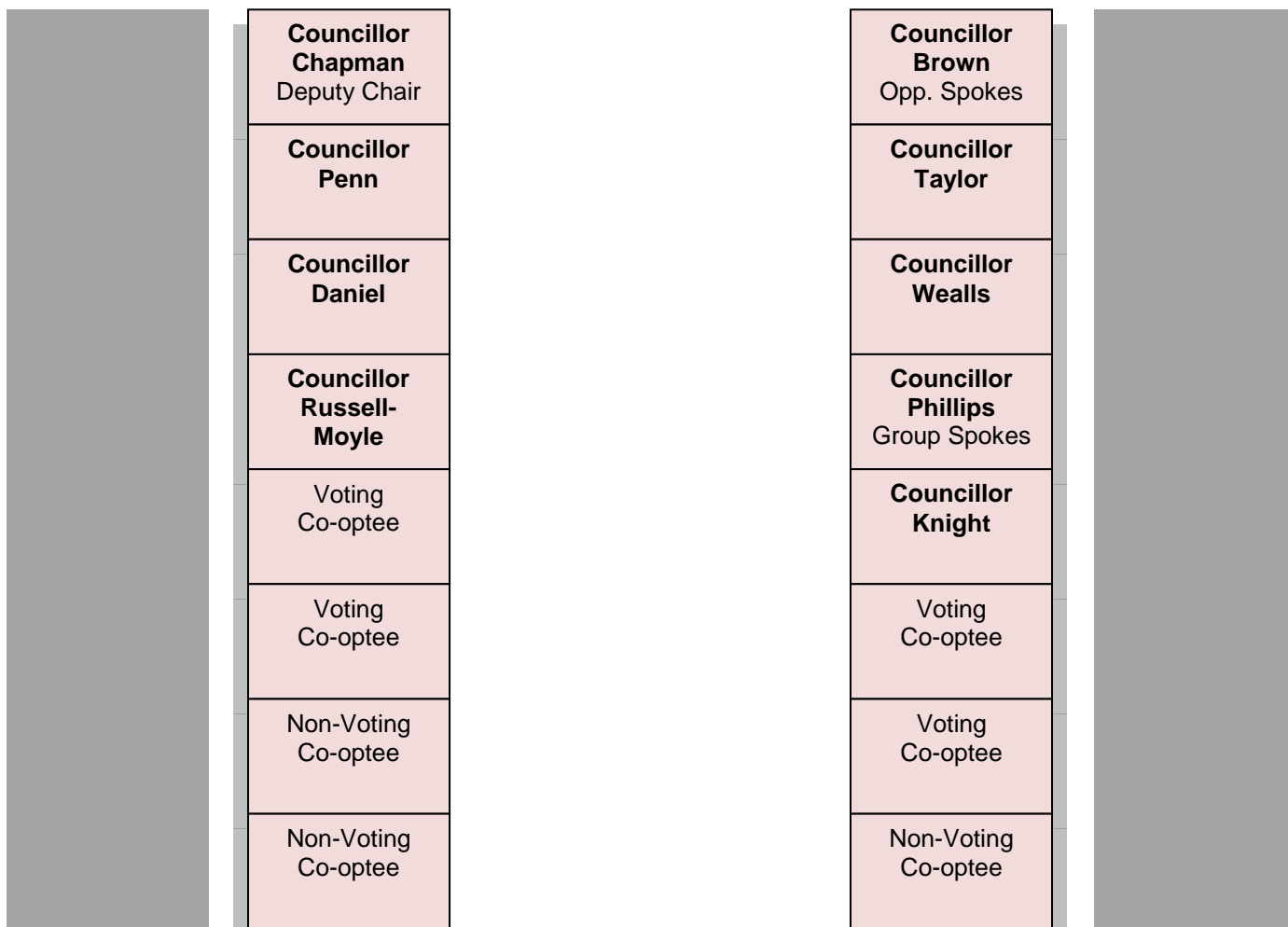
**Brighton & Hove
City Council**

Children, Young People & Skills Committee

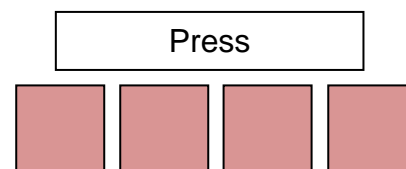
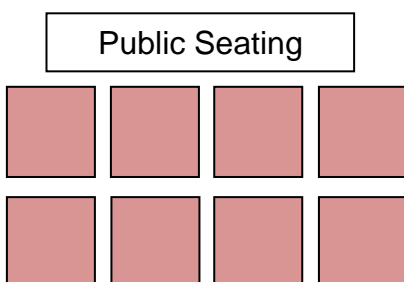
Title:	Children, Young People & Skills Committee
Date:	3 October 2016
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall, Norton Road, Hove, BN3 4AH
Members:	Councillors: Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Daniel, Knight, Taylor, Penn, Russell-Moyle and Wealls
	Voting Co-opted Members: Ann Holt, Martin Jones, Amanda Mortensen and Marie Ryan
	Non-Voting Co-opted Members: Ben Glazebrook and Youth Council Reps
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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Public Speaker/
Officer Speaking



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 - 16

To consider the minutes of the meeting held on 6 June 2016 (copy attached).

29 CALL OVER

(a) Items (32 – 40) will be read out at the meeting and Members invited to reserve the items for consideration.

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

30 PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 26 September 2016;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 26 September 2016.

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 OFSTED INSPECTION

Verbal update on any Ofsted Inspections held since the last meeting of the Committee

33 SEND REVIEW - PHASE 2

Report of the Executive Director, Families, Children & Learning (copy to follow)

*Contact Officer: Regan Delf
Ward(s) Affected: All Wards*

Tel: 01273 293504

34 YOUTH JUSTICE STRATEGY

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

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

Contact Officer: Anna Gianfrancesco
Ward(s) Affected: All Wards

Tel: 01273 296169

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

35 THE OUTCOME OF THE OFSTED/CARE QUALITY COMMISSION (CQC) INSPECTION IN MAY 2016 79 - 94

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

Contact Officer: Regan Delf
Ward Affected: All Wards

Tel: 01273 293504

STRATEGIC PRIORITY 3

Provide greater challenge and support to council maintained schools to close the disadvantage and educational attainment gaps, including a focus on STEM subjects (Science, Technology, Engineering and Mathematics)

36 PROMOTING ATTENDANCE AND REDUCING PERSISTENT ABSENCE IN BRIGHTON AND HOVE SCHOOLS 95 - 106

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

Contact Officer: Ellen Mulvihill
Ward(s) Affected: All Wards

Tel: 01273 294410

Contact Officer: Ellen Mulvihill
Ward Affected: All Wards

Tel: 01273 294410

37 EARLY HEADLINES: STANDARDS AND ACHIEVEMENT IN BRIGHTON & HOVE SCHOOLS AND COLLEGES, 2015-2016 107 - 116

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

Contact Officer: Hilary Ferries
Ward Affected: All Wards

Tel: 01273 293738

38 CITY EMPLOYMENT & SKILLS PLAN 2016 - 2020 117 - 164

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

Contact Officer: Elizabeth Cadman
Ward Affected: All Wards

Tel: 01273 291094

STRATEGIC PRIORITY 4

Eliminate long-term unemployment (18-24 years old) and boost apprenticeships in the city by 2019

39 YOUTH & EMPLOYABILITY TRUST PROPOSALS

Report of the Executive Director, Families, Children & Learning (copy to follow)

Contact Officer: Chris Parfitt

Tel: 01273 294252

Ward(s) Affected: All

Ward Affected: All Wards

40 THE REVIEW OF POST 16 (SCHOOL-BASED) PROVISION IN BRIGHTON &HOVE

165 - 218

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

Contact Officer: Rachel Carter

Tel: 01273 294921

Ward(s) Affected: All

41 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 20 October 2016 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.

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

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

If you have any queries regarding this, please contact the Head of Democratic Services or 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, 23 September 2016

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

4.00pm 6 JUNE 2016

FRIENDS MEETING HOUSE, SHIP STREET, BRIGHTON

MINUTES

Present: Councillor Bewick (Chair) Chapman (Deputy Chair), Brown (Opposition Spokesperson), Barradell, Daniel, Knight, Taylor, Penn, Mac Cafferty and Miller

Voting Co-Optees: M Jones, A Holt, A Mortensen and M Ryan

Non-Voting Co-optees: B Glazebrook and Youth Council

PART ONE

1 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

1.1 Councillor Mac Cafferty was present in substitution for Councillor Phillips.

1.2 Councillor Miller was present in substitution for Councillor Wealls.

(b) Declarations of Interest

1.3 Councillor Miller declared a non-pecuniary interest in Item 7 as a Governor at Longhill School.

1.4 Councillor Barradell declared a non-pecuniary interest as a Governor at Varndean High School.

(c) Exclusion of Press and Public

1.5 The Committee considered whether the press and public should be excluded from the meeting during the consideration of any of the items listed on the agenda.

1.6 **RESOLVED:** That the press and public be excluded from the meeting during consideration of the items contained in Part Two of the agenda.

2 MINUTES

2.1 **RESOLVED** – That the minutes of the meeting held on 7 March 2016 be agreed as a correct record.

3 CHAIR'S COMMUNICATIONS

3.1 The Chair gave the following communications:

“As a political administration we believe in the importance of setting clear priorities and being accountable for their delivery.

When we came to office last year, we inherited a legacy of political indecision and drift in how the council was seeking to improve the life-chances and educational performance of our city’s 50,000 children and young people.

While we must acknowledge the good work that people were doing to address these difficult challenges, the local authority’s Ofsted inspection report – completed just before the last election – made it clear that children’s services ‘required improvement’. In short, the city lacked ambition.

As the report from the Director of Children’s Services and his team shows, both the political leadership and council staff at every level have worked tirelessly these past months, to deliver some tangible results. A lot of progress has been made. There is still a lot more work to do.

I would like to draw out some of the challenges and highlights of what the administration has achieved since May 2015, as well as set out what we expect to achieve in the forthcoming municipal year.

Our priorities, and what we believe the electorate should hold us to account on, is to target increasingly stretched council budgets on the most vulnerable and disadvantaged in our communities. That means transforming and modernising how we deliver these vital public services.

Second, we must continue to take this authority on an improvement journey so that Ofsted grades our children’s and social services as at least ‘Good’ or ‘Outstanding’ by 2019.

Third, it is important that we continue to work collaboratively with our ‘family of schools’ – including the city’s small number of academies; to raise attainment standards; and close the disadvantage gap.

And finally, we want to end the scourge of long-term youth unemployment in our city by 2020, creating an additional one thousand apprenticeships over the next 3 years. It includes trebling the number of apprentices that the council currently employs.

This ambitious set of priorities is for the Committee to scrutinise and for the Administration to deliver on. They are only achievable of course within the context of central government cuts that has seen an unprecedented reduction of 40 per cent in local authority budgets.

Our families and children are not immune from these government cuts. In Brighton and Hove some families have paid a heavy price for the ideology of austerity. It has meant

reducing the number of designated Sure Start Children's Centres – a landmark achievement of the last Labour Government – from 12 to 7.

The scaling back of youth services; cuts to further education colleges; and welfare cuts have taken millions of pounds out of the local economy. These heartless central government cuts are a major factor in the growing use of food banks by some families in the city. Of equal concern is the fact young people report increased mental health and emotional well-being difficulties in our schools.

This is all the consequence of a myopic government that is failing to invest adequately in the long-term future of our children and young families. It shows up in the fact that the city ranks 156 out of 324 local authorities in England in terms of the official definition of social mobility. The rhetoric of government ministers is of boosting life chances, but the evidence here on the ground tells a very different story.

Despite these national challenges, the Labour administration locally is firmly committed to ensuring that our values of fairness and social justice underscore every decision that we make.

It's why in the past year – despite cuts to other council service areas of over 30 per cent – we have protected children's services budgets by reducing them, on average, by 9 per cent. The youth service budget for the community and voluntary sector has been fully protected in cash terms. Indeed, we were able to achieve this by turning around a projected overspend in children's services spending of £3 million, inherited from the previous Green Party administration.

In addition, we have made significant efficiency savings by re-organising our social work teams better and reducing our reliance on expensive agency staff. This has resulted in fewer children on protection plans and a reduction in the number of children at risk coming into or staying for longer than is necessary, in care. We have achieved these results – not by lowering risk thresholds – but by intervening with families much earlier.

I'm extremely proud of the work of our 70 schools: head-teachers, governors, teachers and support staff. Currently, Ofsted rates 84% of our schools as 'Good' or 'Outstanding.'

We should celebrate the fact that our city has no schools judged to be inadequate by Ofsted; our attainment results were in the top quartile of national attainment levels last year; and our special educational needs provision is judged outstanding at Downs View and Hillside special schools, in both our specialist nurseries and in Tudor House Children's Home for children with disabilities.

Despite a challenging time with the SEND and learning support services reviews, changes made following the formal consultation demonstrated that we are an administration that is prepared to consult, listen and act on concerns.

But we must also be open and honest about the challenges. Not a single secondary school in the city is judged outstanding. The government's Social Mobility Commission ranks the city in the bottom 40 per cent of local authorities in England on schooling performance linked to social mobility. We are in the bottom 20% when linked to GCSE performance and free school meals pupils (FSM).

Last summer's results showed that the pupil premium and free-school meals gap in the city is widening. In short, our head teachers and the secondary schools they lead need to do much better. I'm asking Heads in particular to focus with renewed vigour on the progress of our disadvantaged students. The review of catchment areas and school admissions policies has a key part to play in ensuring fairness.

But if we continue to see the disadvantage gap widen, I personally will have no hesitation in summoning chairs of governors and head teachers to this Committee to explain in person why they continue to fail this important group of students.

Our efforts will be made more complicated of course by a Secretary of State for Education that appears hell bent on destroying parental involvement and local democratic accountability of schools in England.

As councillors across the country, including many Conservative local government leaders and MPs spoke out against the White Paper, it was a pity that the local Conservative group chose to stay largely silent on the matter.

Over the next year, a progressive Labour administration in the city will look to reinvent the role of the local authority in education. We are determined to future-proof our schools from the kind of outside interference that local parents have said they do not want.

Let me be clear about what is politically non-negotiable from the point of view of any new ways of working locally:

All council maintained schools should continue to be locally accountable to their elected representatives and parents. We will not agree to any new arrangements that simply force the conversion of our schools by the back door.

But equally, simply doing nothing is not a realistic option either. Council maintained schools already enjoy a significant amount of autonomy. I've always thought the idea of 'local authority control' of schools a bit of a misnomer in the twenty-first century. And frankly, we only deceive the electorate if we promise them council control of schools when in fact no such powers exist.

Locally of course we do and can influence schools, which is what we should continue to do. In the case of schools causing concern, we will use our powers to intervene.

Our schools should be properly enabled to collaborate with one another in a genuine race to the top, in order to improve educational outcomes for all. That will require some better ways of working, schools sharing resources and expertise in a more meaningful way – especially in the area of tackling the disadvantage gap. And our council maintained schools should work more closely with existing academies, in the interests of all children, not ideology.

So, via this Committee in the next year:

- We will continue to press ahead with social work reforms, including boosting the number of in-house foster parents.
- We will take the council's corporate parenting role to the next level by introducing a Care Leavers' Trust Fund.
- We will keep our excellent council run nurseries in public ownership, as well as reform the workforce to reduce the required levels of subsidy. Investing in the early years in disadvantaged parts of the city will be a major priority, including rolling out 30 hours of free childcare.
- We will establish a Youth and Employability Trust, re-focusing our youth offer around a more concerted skills and employability agenda.
- We will follow through on the recommendations of the Employer Skills Task Force ensuring business is put in the driving seat locally, particularly when it comes to economic regeneration and education.
- We will continue to push schools to hire more apprentices, which is essential if the council is to get back some of the Levy it will start paying over to government from next April.

All these things add up to one over-arching goal of this Administration:

To ensure Brighton and Hove becomes the best place in Britain to bring up a child, the best place if you find yourself in foster care.

A city where education and employment opportunities are made available to all regardless of the postcode in which people live. Ultimately, that is what improving life chances in our city should be all about."

4 CALL OVER

4.1 The following items were reserved for discussion:

Item 7	Ofsted Inspection
Item 8	The Alignment of Inset Days and the Pattern of School Holidays
Item 9	Establishing a Savings Fund for Careleavers
Item 10	Young Carers
Item 11	Children's Services Annual Report 2015/16
Item 12	Special Educational Needs and Disability Review
Item 13	The Recruitment of Teachers in the City and the Shortage of Maths Teachers in Secondary Schools
Item 14	Value Added Measures in Secondary School
Item 15	Education Partnerships in Brighton & Hove: A Response to the White Paper, 'Educational Excellence Everywhere'

4.2 The Democratic Services Officer confirmed that the items listed above had been reserved for discussion, and that the following reports of the agenda, with the recommendations therein, had been approved and adopted.

Item 16 Apprenticeships Developments Across Brighton and Hove

5 PUBLIC INVOLVEMENT

5.1 The Committee considered a petition signed by 177 people regarding the Friar Road Community. Mr B Varey presented the petition to the Committee and read out the following:

“The Friar community (Friar Crescent/Road/Close/Walk) cannot accept the three options on the changing secondary school catchment areas which the City council proposed.

The three options are not acceptable because –

- We feel that we have not been fairly represented in this process and that there is not a mutual concern for our children’s education and wellbeing.
- Our community is discriminated against in comparison with other communities in Hove and Brighton in spite of "extreme proximity" to our two local schools.
- The City council should fulfil the legal requirements to the local authorities. The current proposal cannot fulfil the requirement of fairness (School Admissions Code 14). It cannot fulfil the Equality Act 2010 which prohibits discrimination. Denial of our children’s access to our two local schools is unlawful. We do not allow any policies which infringe our (parents and their children) legal rights.

It is requested that –

- Given our extreme proximity, we request that the City Council prepare alternative options which legitimately allow access to both our local schools.”

5.2 The Chair thanked the petitioner and gave the following response:

“The engagement phase of the work around secondary school admission arrangements from 2018 has generated an excellent level of responses. These will help inform the development of the proposal that will go to formal consultation in the autumn. This phase lasted 7 week, involved 24 public meetings attended by nearly 820 people and 1644 responses were received to the engagement survey placed online.

I can assure you that the views of the Friar community have been heard throughout the engagement work not least through the petition you have brought to the committee today. I would like to thank you for your involvement and your efforts to ensure the voice of your community is heard during this phase of the work.

We must now give the working party time to consider the responses that have been received and discuss how they will inform the proposal that will come back to this committee on 19 September 2016.”

5.3 **RESOLVED** – That the Committee note the petition.

6 MEMBER INVOLVEMENT

6.1 There were no matters listed under Member Involvement.

7 OFSTED INSPECTION

7.1 The Head of Standards & Achievement Education & Inclusion introduced and noted that the Headteachers from Bevendean Primary School and Benfield Primary School had sent their apologies. It was explained that Benfield Primary School's Ofsted report had been rated 'good', an improvement from the previous Ofsted report that rated the school as 'requires improvement'. Bevendean Primary School had retained a 'very good' rating from Ofsted.

7.2 The Head of Standards & Achievement Education & Inclusion was joined by Kate Williams, Headteacher of Longhill High School, and Jo Cassidy, Deputy Headteacher of Longhill High School.

7.3 The Headteacher of Longhill High School explained to the Committee that the school still 'requires improvement'; however, the Ofsted report had been more positive and had recognised that a lot of good work had been completed in the previous year. The key areas of improvement were outlined: behaviour and disruption – intensive work had begun with staff and structures were being established; the recruitment of maths teachers – from September 2016, the maths department would be fully staffed and the new Headteacher of Longhill High School was the head of maths, and the support received by the middle leaders – community work was being organised to engage with the parents.

7.4 The Deputy Headteacher explained to the Committee that there was a negative perception of Longhill High School; however, Ofsted had recognised that there were strengths of the school. It was added that the school had formed partnerships with other schools in Brighton & Hove, and this had been very positive.

7.5 Councillor Miller thanked the Headteacher and the Deputy Headteacher for attending the Committee and noted that it was a positive report from Ofsted.

7.6 Councillor Daniel congratulated Longhill High School and noted that the Councillors and the media should help reduce the negative perception of the school.

7.7 Councillor Chapman thanked the school and agreed with Councillor Daniel and noted that he would be happy to work alongside the school to promote a positive image.

7.8 In response to Martin Jones, the Headteacher explained that there were a number of challenges in relation to the school; however, she highlighted her 20 years of experience as well as the high expectations she had for the school.

7.9 Councillor Barradell commended the staff of the school and thanked the Headteacher and Deputy Headteacher for speaking at the Committee.

7.10 **RESOLVED** – That the Committee agreed to note the update.

8 THE ALIGNMENT OF INSET DAYS AND THE PATTERN OF SCHOOL HOLIDAYS

- 8.1 Ellen Mulvihill, Head of Behaviour & Attendance, introduced the report and explained that Richard Barker, Head of School Organisation, had sent his apologies.
- 8.2 It was explained that a report was brought to the Children, Young People & Skills Committee in March outlining the proposals. The consultation period was then opened between 27 April and 20 May 2016 and this sought views on whether the Council should encourage schools to co-ordinate INSET days and how residents would prefer schools to take their allocation of INSET days and sought views on how residents felt about the current arrangement of school term dates and whether people felt they should be changed to create a week of holiday outside the normal pattern of school holidays. 1,506 responses to the consultation had been received.
- 8.3 The Head of Behaviour & Attendance explained to the Committee that a formal consultation would be undertaken with stakeholders from 7 June - 28 June and that it was anticipated that a decision would be made by the Executive Director by 4 July 2016.
- 8.4 Councillor Daniel noted that child poverty and the cost of living was increasing; therefore, this could help families. She added that she was supporting the proposals and would be agreeing the recommendations.
- 8.5 Councillor Brown stated that the additional week should be planned to coincide with the extended summer, as the Easter half term fluctuated every year. She added that if all authorities changed the patterns of school holidays, the prices for holidays would be increased.
- 8.6 Amanda Mortensen noted that removing a full week off of the summer holidays would be better for parents and carers, rather than taking a few days from each half term.
- 8.7 Martin Jones stated that it would benefit families who could afford to have holidays abroad and by extending the autumn half term, this could result in children having an additional week off school when the weather was not as good. The Officer clarified that it would not be viable to rearrange the holidays to extend the Easter break.
- 8.8 Councillor Taylor noted that he would be agreeing with the recommendations and that he supported the report because children were often at a disadvantage having a long summer break. He added that the autumn term was often the longest term, which could be hard for younger children starting back at school after the summer break. The Chair agreed with Councillor Taylor.
- 8.9 In response to the Youth Council representative, the Head of Behaviour & Attendance agreed to clarify if young people had been consulted and would feed this back to the Youth Council.
- 8.10 In response to Councillor Mac Cafferty, the Executive Director of Children's Services explained that higher holiday prices over the school holidays was an international issue and Brighton & Hove would not have the ability to change this for the week created in the autumn term. The Chair added that it would be an opportunity for cheaper holidays and could prevent parents from taking children out of term time for holidays.
- 8.11 **RESOLVED –**

- 1) That the Committee consider the responses to the public consultation on proposals for the alignment of INSET days and the pattern of school holidays.
- 2) That the Committee notes the comments expressed by school leadership in relation to the alignment of INSET days, and recommended to the Executive Director that in formulating the pattern of school holidays the likely approach of governing bodies to INSET days should be taken into account.
- 3) That the Committee notes that the decision as to the pattern of school holidays is delegated to the Executive Director Families, Children and Learning.
- 4) That the Committee notes the recent engagement exercise, and that there would be a further consultation in relation to any specific proposals as to school holidays in the academic year 2017/18.
- 5) That the Committee recommends to the Executive Director that further consultation as to the pattern of school holidays should include a specific proposal which provides for a stand-alone week which would fall outside of the existing pattern of school holidays, so as to provide more flexibility for parents throughout the year and lower-income families in particular the chance to take holidays that would otherwise be unaffordable.

9 ESTABLISHING A SAVINGS FUND FOR CARELEAVERS

- 9.1 Helen Gulvin, Assistant Director of Children's Safeguarding & Care, introduced the report and explained that Councillor Bewick had asked Officers to look at establishing a savings arrangement for individual young people whereby funding would be available for young people when they become Care Leavers to enable them to choose how to spend their money.
- 9.2 It was explained that a report had initially been presented to the Corporate Parenting Board. The Board had agreed to set up a trust fund and establish trustees and have fund raising events. It was explained that the Board had also discussed encouraging Councillors, council workers and local businesses to donate into the fund.
- 9.3 The Chair added that it was important to set money aside for children for when they were older. Establishing a savings fund for careleavers and donating to it would be taking the corporate parenting role to the next level.
- 9.4 In response to Councillor Mac Cafferty, the Assistant Director of Children's Safeguarding & Care explained that it would be an opportunity to support more young people between 21-25 years old.
- 9.5 In response to Councillor Brown, it was clarified that to the aim was to launch the trust in October 2016; however, the finance would not be in place by this date.
- 9.6 The Chair clarified in response to Councillor Miller that the trust was being made a separate charity because the money would not be coming from tax payers. The Assistant Director of Children's Safeguarding & Care explained that a strict guidance

would be in place and there would be training for young people regarding spending money to protect vulnerable children.

- 9.7 It was explained to Martin Jones that the decision in relation to the dispersal of the trust fund to ensure it was being spent correctly was yet to be made.
- 9.8 Councillor Penn noted that it would be beneficial to give financial advice and training to looked after children with mental health issues, particularly advising what support services are available and training on how to look after finances.
- 9.9 **RESOLVED** – That the Committee agreed to note the report and decisions of the Corporate Parenting Board.

10 YOUNG CARERS

- 10.1 Elizabeth Freeman, Young Carers Project; Gemma Scambler, Adult Social Care Commissioning and Partnerships Team; and Mat Thomas, Early Help Hub Coordinator introduced and stated that it was the second presentation to come to Children, Young People & Skills Committee in the past municipal year (2015-16) regarding young carers.
- 10.2 The Committee received a presentation. It was highlighted that a young carers strategy group had been established and had been working on three main areas: getting a picture of the scale of young caring in the city; having clearer areas of responsibility within strategy and delivery; and the development of a consolidated Pathway for Young Carers.
- 10.3 Elizabeth Freeman outlined a case study to the Committee that highlighted the challenging issues young carers faced and the importance of supporting the young person. The Executive Director of Children's Services added that the Early Help Hub engaged with the whole family of a young carer and the schools to ensure the individual is fully supported.
- 10.4 In response to Councillor Penn it was confirmed that mental health professionals had been invited to be a part of the strategy group. It was added that they were trialling a mental health professionals in schools around Brighton & Hove.
- 10.5 In response to Councillor Barradell it was explained that the strategy group were looking at the language and labelling around young carers and exploring alternatives to ensure all young carers are identified and receiving help.
- 10.6 **RESOLVED** – That the Committee agreed to note the update.

11 CHILDREN'S SERVICES ANNUAL REPORT 2015/16

- 11.1 The Executive Director for Children's Services introduced the report and explained that it detailed the work of the Children's Services directorate that had been completed in 2015-16 and it demonstrated the process made towards the four strategic priorities that were set by Committee in July 2015.

- 11.2 The key challenges and priorities for Children's Services were outlined to the Committee: the most vulnerable children were not achieving as they should; not fully representative of groups with protected equality characteristics; the number of children subject to child protection plans and the number of children who were in care was high; large increase in demand for mental health services across the city which resulted in causing pressure and increased waiting lists for children, young people and their parents; and the number of young people who are reoffending was too high.
- 11.3 The Executive Director for Children's Services explained that the service had received a positive Ofsted report in May 2016 that would be published by the end of June 2016. The service had also received positive feedback from other outside agencies and from children and young people in the city.
- 11.4 In response to Councillor Brown it was confirmed that the CAMHSs pilot would be extended and evaluated in the next month. The feedback had been very positive and it was hoped that this would be extended to more schools in the city.
- 11.5 It was explained that the youth review had been completed and a Youth & Employability Trust was to be developed. This was being worked on and legal advice had been sought. It was confirmed that they would have a firm proposal in Autumn 2016 and, it was hoped the trust would be launched in April 2017.
- 11.6 In response to the Councillors, it was explained that there was a significant gap between underachieving vulnerable children compared to the improvements being made in schools. This problem was to be improved by addressing the difficult circumstances for the child at an early stage to ensure the individual was ready to learn when reaching school age.
- 11.7 In response to Councillor Taylor it was confirmed that Ethnic Minority Achievement Service (EMAS) was being encouraged in schools to ensure all children were reading by 7 years old.
- 11.8 Councillor Barradell stated to the Committee that a foster carer had recently had her first annual review and she had previously fostered through an agency. The feedback the Council that had been received was very positive and she was actively encouraging other foster carers to foster through the council rather than an agency.
- 11.9 Councillor Daniel noted that she would like to see more information regarding the voluntary and community sector working with Children's Services.
- 11.10 **RESOLVED** – That the Committee noted the report.

12 SPECIAL EDUCATIONAL NEEDS AND DISABILITY REVIEW

- 12.1 The Assistant Director of Health & Disability Services and the Programme Manager introduced the report and stated the report was the outcome of the consultation phase. It was explained to the Committee that in order to achieve a more efficient and financially viable pattern of provision, the team were exploring the possibility of restructuring the six special schools and two Pupil Referral Units (PRUs) to form three integrated special provisions across the city and develop more inclusive nursery provision in the early years.
- 12.2 It was explained to the Committee that it was the intention to bring forward a report with firm proposals to a future meeting; however, it was currently too early in the engagement and consultation period.
- 12.3 The Assistant Director of Health & Disability Services explained that the feedback from the consultation was set out in Part Two of the agenda. It was added that she did not feel it was necessary to move into a Part Two hearing but felt it was important to provide the Committee with the information.
- 12.4 Councillor Barradell noted that it would be beneficial for the Councillors to visit the special schools before the next report is presented at Committee.
- 12.5 Councillor Brown thanked all the Officers that had been involved in the consultation period and writing the report. She stated that the consultation outcome was very positive.
- 12.6 The Programme Manager stated that the parents from the pupil referral units had been contacted directly as part of the consultation and the majority had agreed to be consulted on more open questions.
- 12.7 In response to Councillor Mac Cafferty's question about sensory support services it was explained that the team was under pressure and the recruitment for posts was difficult as a specialised qualification was required. Councillor Mac Cafferty noted that he was pleased with the work that had been done and would be agreeing the recommendations.
- 12.8 In response to Martin Jones the Assistant Director of Health & Disability Services explained that people are worried that the schools would be too large; however, they would not have the same capacity as the average secondary school in the city. It was added that the bigger special schools are often more popular.
- 12.9 **RESOLVED –**
- 1) That the Committee endorsed the changes to the engagement timeline as set out in appendix 3.
 - 2) That the Committee agreed to a further report being presented on 3.10.16 with recommendations relating to the reorganisation of provision that require further consultation.
 - 3) That the Committee noted the following appendices;
 - 2.3.1 Outcome of this first stage of the informal engagement process as set out in Appendix 1
 - 2.3.2 Governance arrangements set out in Appendix 2

13 THE RECRUITMENT OF TEACHERS IN CITY AND THE SHORTAGE OF MATHS TEACHERS IN SECONDARY SCHOOLS

- 13.1 The Head of Standards & Achievement Education & Inclusion introduced the report. It was explained to the Committee that regular high quality teaching was the key to good pupil progress and in order for achievement to continue to rise and to enable all children to attend a school that was judged to be good or outstanding, it was needed to attract and retain the best teachers. The report explained the recruitment of teachers in Brighton & Hove, and made particular reference to the recruitment and retention of maths teachers.
- 13.2 In response to Councillor Miller it was clarified that Brighton University maths teaching courses were full; however, the problem was with retaining qualified maths teachers in the city. Councillor Miller suggested that if a specialised maths sixth form college was developed in Brighton & Hove, this could contribute in retaining maths teachers.
- 13.3 The Chair explained to Councillor Mac Cafferty that there could be an option to introduce partnerships between the schools to share maths teachers. It was added that one of the biggest challenges faced for retaining maths teachers in the city was the high priced accommodation.
- 13.4 In response to Councillor Taylor, it was explained that money was given by the Government to develop maths hubs and the closest one to Brighton & Hove was situated in Burgess Hill.
- 13.5 The Head of Standards & Achievement Education & Inclusion explained to Councillor Penn that the schools have exit interviews for teachers leaving and notes from these could be requested and feedback at a future Committee.
- 13.6 **RESOLVED** – The Committee noted the report and supported the development of further programmes for the recruitment and retention of teachers in the city.

14 VALUE ADDED MEASURES IN SECONDARY SCHOOLS

- 14.1 The Head of Standards & Achievement Education & Inclusion introduced and stated that the report explained value added scores, showed the current value added scores for secondary schools for 2014 – 2015 and outlined the new progress 8 measures that would come into effect from summer 2016.
- 14.2 Martin Jones noted that there was a significant difference with the performance of vulnerable children, including those who were entitled to free school meals and stated that improvement of these results should be prioritised. The Officer confirmed that this would be the main priority.
- 14.3 Councillor Brown explained that she believed schools working together would help improve results.
- 14.4 The Chair expressed that he hoped that forming partnerships with the schools would ensure more head teachers would come to future Children, Young People & Skills Committees and be accountable for results and Ofsted inspections. He noted that the

Democratic Services Officer should keep a record when head teachers send their apologies.

- 14.5 Councillor Taylor requested a report come to a future Children Young People & Skills Committee regarding value added measure in primary schools. The Executive Director of Children's Service stated that a report could come to a future Committee in Autumn 2016.
- 14.6 Councillor Miller noted that he hoped higher achieving children were not being disadvantaged when trying to reduce the achieving gap for vulnerable children. The Officer confirmed that they were not.
- 14.7 **RESOLVED** – That the Committee agreed to note the report.

15 EDUCATION PARTNERSHIPS IN BRIGHTON & HOVE: A RESPONSE TO THE WHITE PAPER, 'EDUCATIONAL EXCELLENCE EVERYWHERE'

- 15.1 The Head of Standards & Achievement Education & Inclusion introduced and explained that the report outlined the strong partnership working that existed in the city schools, referred to some of the government's recent proposals for education and the implications for schools and requested authority to commence engagement with interested stakeholders to develop a partnership model that would secure the best opportunities for the education of children and young people in the city.
- 15.2 Councillor Brown noted that Brighton & Hove were fortunate that the academies in the city were involved with the maintained schools and the local authority and she added that support would be needed from the academies and from all the relevant parties.
- 15.3 Councillor Mac Cafferty noted that parents and staff had not been fully consulted and he expressed concern for the possible implications of formalising the partnerships between schools.
- 15.4 Councillor Chapman noted the importance of discussing with schools and stakeholders about the proposal and explained that this could protect the schools. He added that the formal partnership between schools could be a support network when schools had Ofsted inspections.
- 15.5 Martin Jones explained to the Committee that the schools located in Portslade had created an informal partnership and had been working together to make improvements. It was added that this had proved to be very useful.
- 15.6 The Chair noted that the public consultation around education partnerships was important and that the partnerships that were formed should regularly report to the Children, Young People & Skills Committee.
- 15.7 **RESOLVED** – That the Committee authorised the Executive Director Families, Children and Learning to commence engagement with stakeholders in Brighton & Hove regarding the proposal to establish a more formal partnership between schools and the Local Authority.

16 APPRENTICESHIP DEVELOPMENTS ACROSS BRIGHTON AND HOVE

RESOLVED –

- 1) That the Committee noted the Employer Pledge and its recommendations.
- 2) That the Committee noted the progress that had been made, in establishing an inhouse apprenticeship team to support the Employer Pledge.
- 3) That the Committee noted the implications of the apprenticeship reforms and the Apprenticeship Levy.

17 ITEMS REFERRED FOR COUNCIL

- 17.1 **RESOLVED** – That the Committee agreed to refer Item 11 - Children’s Services Annual Report 2015-16 – to the Council meeting on 21 July 2016.

18 SPECIAL EDUCATIONAL NEEDS AND DISABILITY REVIEW

- 18.1 **RESOLVED** – That the Committee note the information contained in the Part Two appendix.

The meeting concluded at 7.45pm

Signed

Chair

Dated this

day of

Subject: Brighton and Hove Youth Justice Strategy 2016/19

Date of Meeting: 3rd October 2016

Report of: Executive Director of Children's Services

Contact Officer: Name: Anna Gianfrancesco Tel: 29-6169
Email: Anna.Gianfrancesco@brighton-hove.gcsx.gov.uk

Ward(s) affected: All

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The Committee is asked to approve the Youth Justice Strategy for Brighton and Hove 2016-2017
- 1.2 Under the Crime and Disorder Act 1998 there is a requirement for the multiagency Youth Offending Management Group to produce a local Youth Justice Strategy setting out how Youth Offending Services (YOS) will be resourced and provided.

2. RECOMMENDATIONS:

- 2.1 That the Committee approves the Youth Justice Strategy for Brighton & Hove 2016-17

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Crime and Disorder Act 1998 places a statutory responsibility on local authorities acting with statutory partner agencies to establish a Youth Offending Service (YOS). The statutory function of the YOS is to co-ordinate the provision of youth justice services. The Act also sets out responsibilities in relation to the production of a Youth Justice Strategy setting out how youth justice services are to be provided, how the YOS will operate and which functions it will carry out.
- 3.2 The proposed Youth Justice Strategy is compliant with guidance issued by the national Youth Justice Board and includes:

- Purpose, priorities and values
- Structure and Governance of the Youth Offending Service
- Resourcing and Value for Money
- Partnership arrangements
- Risks to future delivery
- Key priorities

3.3 The key priorities developed and agreed by the YOS Management Group are:

- Preventing youth crime and reducing offending
- Reducing reoffending
- Keeping the number of children and young people in custody to a minimum
- To ensure the victims are at the heart of the work with young offenders and the voice of victims is heard
- To reduce the number of vulnerable young people in the criminal justice system, with a focus on looked after children and those at risk of exploitation.

3.4 The Strategy will also be taken to the city's Safe in the City Partnership Board for discussion and agreement and will be submitted to the Youth Justice Board.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 Publication of the strategy is a statutory requirement.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 Direct community engagement and consultation has not been a part of the development of this strategy. However the operational Business Plans which underpin the strategy do ensure the involvement and participation of young people in the design and delivery of services and include specific community orientated initiatives such as Restorative Justice.

5.2 The strategy has been discussed and consulted upon at the Youth Offending Strategic Management Board which is made up of partner agencies and the CVS.

6. CONCLUSION

6.1 The Committee is asked to approve the strategy as part of discharging the council's statutory responsibilities.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The financial information detailed within Section 4 of the body of the attached supplementary report accurately reflects the current budgetary position of the YOS. The risk attached to any reduction in anticipated funding from the PCC and the Probation service would need to be managed, with Finance support, within the service with economies made and service delivery assessed/re-designed accordingly

Finance Officer Consulted: David Ellis

Date: 23/06/16

Legal Implications:

- 7.2 The Crime and Disorder Act 1998 places a statutory responsibility on local authorities acting with statutory partner agencies to establish a Youth Offending Service. The strategy meets the requirements under the Crime and Disorder Act 1998 to produce a local Youth Justice Strategy setting out how Youth Offending Services will be resourced and provided. The strategy must be published, and refer to the key requirements referred to in the body of the report.

Lawyer Consulted: Natasha Watson

Date: 24/06/16

Equalities Implications:

- 7.3 The strategy explicitly addresses equalities implications under Purpose, Priorities and Values (page 9) and as one of the cross-cutting themes identified (page 35) which will be monitored by the Management Board.

Sustainability Implications:

- 7.4 There are no sustainability implications.

Crime & Disorder Implications:

- 7.5 The Youth Justice Strategy is one of the key multi-agency strategies addressing crime and disorder in the city.

Risk and Opportunity Management Implications:

- 7.6 Section 6 of the Strategy addresses risk to future delivery and Section 7 sets out the priorities, and opportunities the service will address.

Public Health Implications:

- 7.7 Public Health are members of the Youth Offending Service Management group and have been fully involved in producing the strategy.

Corporate / Citywide Implications:

- 7.8 The strategy will also be taken to the Safe in the City Partnership Board as part of ensuring a consistent corporate and city wide approach.

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton and Hove Youth Justice strategy 2015/16

Documents in Members' Room

Background Documents

**Brighton & Hove Youth Justice Strategy
2016/2019**

1. INTRODUCTION

Introduction

The Crime and Disorder Act 1998 places a statutory responsibility on local authorities acting with statutory partner agencies to establish a Youth Offending Team (YOT). The statutory function of the YOT is to co-ordinate the provision of youth justice services. The Act also sets out responsibilities in relation to the production of a Youth Justice Plan setting out how youth justice services are to be provided, how the YOT will operate and which functions it will carry out.

The Brighton & Hove Youth Justice Strategy covers a three year period from 2016/17 to 2018/19. While this strategy lays out the three year plan there will then be a yearly refresh to reflect any changes to the national and local youth justice landscape. Dependent on the outcome of the Youth Justice Review, due for publishing in spring/summer 2016, the refresh in 17/18 may have significant changes,. However it is envisaged that broader strategic aims will remain.

The work of the YOS in Brighton & Hove is governed by the Brighton & Hove Youth Justice Strategic Management Board which is comprised of statutory partners: Sussex Police, Probation, Families, Children and Learning and the Courts as well as representation from the Voluntary Sector. Brighton & Hove YOS sits within Children's Services in Brighton & Hove City Council.

Brighton & Hove YOS works with pan-Sussex YOS providers to ensure that we provide a joined up service across Sussex as young people move across geographic boundaries. This enables effective joint working with pan-Sussex partners. This approach has enabled the implementation of, for example, a Functional Family Therapy Team and the YMCA Reaching Your Potential projects across the whole area. The three Sussex YOS' also work together with the Police and Crime Commissioner to address issues that affect young people and youth offending, and are joint partners on the Sussex Criminal Justice Board, currently represented by East Sussex YOS. During 16-17 the Reaching your Potential project will end and this work will be absorbed into the YOS, the continued additional support will be given to young people coming out of custody through the development of care plans that link into services delivered by the community and voluntary sector in Brighton and Hove.

2. PURPOSE, PRIORITIES & VALUES

Purpose, Priorities and Values

The Youth Justice Plan overseen by the Brighton & Hove YOS Strategic Management Board will focus on three primary aims: to prevent and reduce offending; reduce the use of custody; and improve the outcomes for young people by working proactively with them and their families and carers.

Local Strategic Plans

The strategic plans which most closely relate to the strategic priorities of the YOS are the Corporate Plan, the Safe in the City Strategy and the Substance Misuse Strategy.

The role of the YOS partnership is to ensure that local partnerships and strategies give sufficient priority to the needs of children and young people at all stages of their involvement, (or potential for involvement) in the youth justice system.

We will build on our partnership working in collaboration with the Safe in the City Partnership Board to ensure that the Youth Justice Plan feeds into, works alongside and incorporates the wider strategic plans for the city, including the Council's Strategic Plan, Safe in The City Strategy, Children's Strategy and the Public Health Business Plan.

The Youth Justice Strategy incorporates the purposes and ambitions of the City Council's Corporate Plan, based on the importance of the relationship between the council and the communities it serves, aiming to deliver:

A good life

Ensuring a city for all ages, inclusive of everyone and protecting the most vulnerable

A well run city

Keeping the city safe, clean, moving and connected.

A vibrant economy

Promoting a world class economy with a local workforce to match

A modern council

Providing open civic leadership and effective public services.

The service will ensure it works to the council principles of:

- **Public accountability**
- **Citizen focused**
- **Increasing equality**
- **Active citizenship**

With support from all partner agencies, YOS staff are expected to enable good outcomes for our young people, families, communities and victims of crime. To achieve these outcomes the YOS Partnership will ensure staff have the knowledge and skills to adhere to the council's six values:

- **Respect**
- **Collaboration**
- **Efficiency**

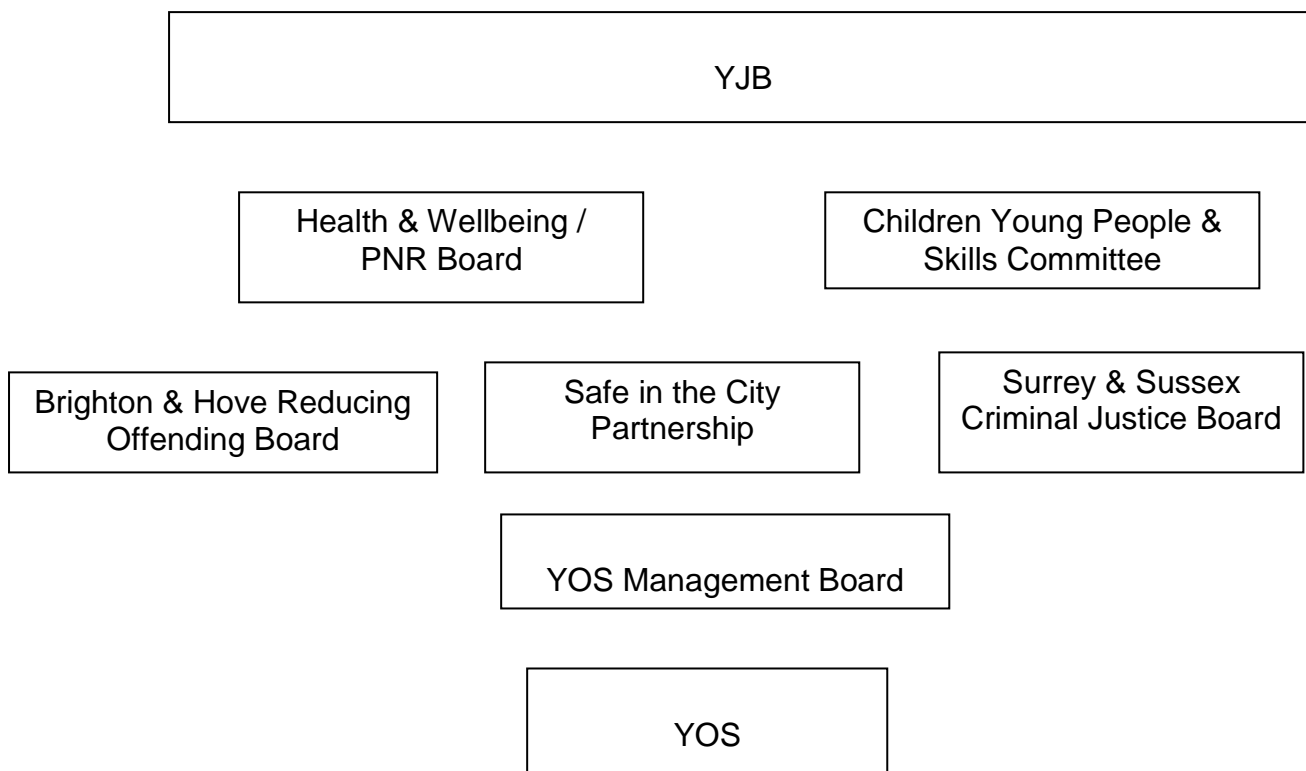
- **Openness**
- **Creativity**
- **Customer Focus**

Therefore, Brighton & Hove YOS seeks to:

1. Create a reflective and efficient culture that continuously improves, responds to lessons learned, and that reviews and consistently achieves good outcomes.
2. To manage risk and safeguard all vulnerable young people in the youth justice system and discourage those at risk of entering the system, ensuring there are no barriers to accessing services because of characteristics such as gender, sexuality, ethnicity, religion and/or disability.
3. To work collaboratively and creatively with young people and their families and carers to stop, or prevent, the young person's offending and support them to access services to enable them to realise their full potential.
4. We will support victims of youth offending, ensuring that restorative interventions are available to all victims and young people open to our service.

3. STRUCTURES & GOVERNANCE

Structures and Governance



The YOS sits with the Social Work and YOS branch in the Families, Children and Learning Directorate within the city council. The YOS Service Manager is accountable to the Director of Families, Children and Learning through the Assistant Director of SW and YOS who monitors the YOS operationally through regular supervision. The YOS Management Board reports into the Safe in the City Partnership, chaired by the Chief Executive of Brighton & Hove City Council.

YOS Management Board

Governance of the YOS is provided by the YOS Strategic Management Board. It oversees the local delivery of responsibilities under the Crime and Disorder Act 1998 for the Youth Offending Service. Chaired by the Director of Families, Children and Learning, the Board is responsible for the governance of the Service and monitors and challenges the functions and performance of the YOS and the wider partnership. The Board reports to the City Council's Children and Young People's committee/Health and Well Being Board annually on the strategic plan and quarterly to the Safe in the City Partnership, the Reducing Reoffending Board and the Youth Justice Board. The YOS is represented at strategic level on the Brighton & Hove Safe in the City Partnership and LSCB. The YOS Board will also report to and seek governance from the Sussex Criminal Justice Board as appropriate.

The YOS Strategic Management Board meets quarterly and is made up of the members of the Community Safety Partnership who have statutory responsibility for YOS funding and other agencies, such as Courts and voluntary sector. The board is made up of members who are senior representatives of their organisations and are able to make a significant contribution to the prevention and reduction of youth crime, with enough seniority and authority to be able to commit resources to the YOS and wider youth crime agenda.

The YOS Strategic Management Board scrutinises YOS performance and develops actions for improvement where necessary. Its purpose is also to provide clarity for partners about the scope of their role in governing the YOS and to maintain a good understanding of the range and quality of youth justice services delivered in Brighton & Hove. Staffing and resource issues are reviewed and the Board assists in setting the strategic direction of the YOS.

The YOS Management Board takes an active role in ensuring that young people who come into the youth justice system and those on the periphery, have access to universal and specialist services within Brighton & Hove and that partner agencies recognise and maintain responsibility for contributing to the reduction of offending by children and young people.

What the Board does to ensure effective governance

- Supports the YOS in achieving its principal aims of reducing the number of first time entrants, reducing reoffending and reducing the use of custody.
- Ensures the effective delivery of youth justice services via monitoring of the implementation of the annual youth justice strategic plan.
- Monitors YOS performance against the National Indicators by scrutinising comprehensive quarterly performance reports and monitoring the progress of the actions for improvement where needed.
- Scrutinises the YOS annual spending to ensure that all core YOS services are delivered within the allocated budget.
- Ensures that the YOS is fully integrated into and able to influence strategic developments with which the partners are engaged.
- Reviews YOS delivery through case studies and thematic reviews.
- Ensures timely submission of data, oversees compliance with secure estate placement information, completion of national standards audit and procedures for reviewing community safety and public protection incidents.
- Works to overcome barriers to delivery and holds partners to account, ensuring all make an effective contribution to delivering against key performance indicators.

All key partners are represented on the Management Board and where appropriate the Board will extend its membership to other partners to ensure the progression of a specific development issue.

Membership

Name	Role and Agency
Pinaki Ghoshal	Director of Families, Children and Learning, BHCC
Helen Gulvin	Assistant Director of Families, Children and Learning, BHCC
Andrea Saunders	Head of Sussex Probation Service
Naomi Hawes	Justice Clerk, Surrey and Sussex HMCTS
Ellen Mulvihill	Behaviour and Inclusion manager, BHCC
James Collis	Chief Inspector, Sussex Police
John Willet	Strategic Restorative Justice Manager, Office of PCC
Debbie Piggott	Director, CRC
Sylvia Peckham	Head of Temporary Accommodation and *, BHCC
Peter Castleton	Community Safety Manager, BHCC
Kerry Clarke	Strategic Commissioner , Public Health, BHCC
To be identified	(voluntary sector representative)
Anne Foster	Head of Commissioning, CCG

Inspections- responses

During 2015/16 Brighton & Hove Management Board reviewed the HMIP Thematic Inspection on Community Safeguarding and Public Protection Incidents procedure (CSPPI) to ensure YOS is compliant in reporting and managing serious incidents. It was recognised that we needed to ensure a link between the board, reporting of CSPPI's and the LSCB monitoring of serious incidents. The YOS now report to the LSCB SCR sub group, where a decision will be made with regards any possible multi agency response following a review.

The Thematic Inspection on Resettlement of Children by Youth Offending Teams and Partner Services was also reviewed by the management board, following an internal and South East Thames audit. The board was satisfied that the action plan for improvement across the south of Thames YOS', was sufficient to ensure improvement for Brighton and Hove.

4. RESOURCING & VALUE FOR MONEY

Resourcing and Value for Money

Budgets

The YOS is funded through contributions from the statutory partner agencies in accordance with the Crime and Disorder Act 1998. These are the Local Authority (including Education), the Probation Service, the National Health Service and the Police Service. The table below shows the amount of funding from each of the partner agencies for the year 2015/16. The YOS also receives a Youth Justice Effective Practice Grant from the Ministry of Justice and a grant from the Police and Crime Commissioner which has incorporated the monies previously received in the YOS via the Home Office Grant and Positive Futures Grant.

Below is the 2016/17 budget

Contributing organisation (2015/16)	Amount (£)	In Kind
BHCC	£1,073,761	
YJB	257,333	Nil
PCC includes positive future money	90,829	Nil
Police	17,449	1 IOM officer linked to the team 1 PC seconded to the team
Probation	2.5	0.5 probation officer
BHCC including DSG funding	Nil	0.1 Ed Psych
Health (SLA with SPFT, commissioned as part of CAMHS commissioning)	Nil	1 CAMHS nurse 0.1 term time psychiatrist 0.1 SALT 0.2 Police Liaison and diversion nurse
Other		
Total	1,351,043	

During 15/16 the YOS received in year budget reductions from the YJB, this was absorbed by deleting vacant posts. In April 2016, the YJB confirmed a further 12% cut to the YJB grant for 2016/17 (2% more than anticipated). The local authority has reduced funding by £50,000 for 2016/17. Following a review of National Probation Service the money from NPS has been reduced to £2,500.

Following the formation of Community Rehabilitation Companies (CRC) and the National Probation Service (NPS), the National Offender Management Service (NOMS) and the YJB have undertaken a review of the partnership between YOTs and NPS, developing a national formula with regards NPS staff into local YOS. As a result, Probation staffing within Brighton and Hove YOS will be reduced during 2016-17 from a full time post to 0.5 post.

Funding from the PCC is to be being maintained at last year's level and the seconded Police Officer post has been formalised within the structure of the team. Funding contributions from the NHS through staff in kind has been maintained.

Below is the projected budget expenditure

Staff	£1,014, 832 (includes DSG funded)
Premises	£1,460
Travel	£18,100
Supplies & Services	£105,790
Central Support Services	£184,100
<u>Total budgeted spend</u>	<u>£1,351,043</u>

During the period covered by this Youth Justice Plan, it is likely that all agencies will be looking for opportunities to make further savings due to the scale of the financial challenges ahead.

Staffing

In accordance with the requirements of the Crime and Disorder Act 1998 the YOS has a workforce which is made up of professionals from a variety of agencies whose skills and experience complement the needs of our services users.

Staff are recruited into all the posts based upon their experience and expertise and their skills are developed through supervision, appraisal and training.

Regular analysis of need and review of service provision have underpinned staff training and development to ensure that partnership resources are used effectively. This will continue to be a priority and a workforce development plan will be put in place in order to ensure that staff have clear direction and are enabled to further develop the skills required to respond to new youth justice legislation and the changing landscape in regard to regulation and inspection.

To ensure the quality of practice by the workforce, and as part of the workforce development plan, all staff will be supervised in line with Families, Children and Learning social work supervision policy and Professional Development Plans will be undertaken on a yearly basis with a 6 month review cycle. There is also a robust quality assurance framework in place to ensure staff are working in an effective evidence based way.

In recognising most young people now entering the youth justice system are complex, with high levels of presenting need and risk youth, we are now recruiting only qualified staff for case work positions.

The newly implemented practice group (pod) structure within the service will allow for greater support and mentoring from managers, senior workers and other qualified staff to unqualified practitioners who undertake case management.

The YOS has a good range of specialist skills in the team. Specialist services located within or attached to the YOS team include:

Children and Adolescent Mental Health Services (CAMHS) specialist nurse; CAMHS consultant; substance misuse worker, educational psychologist; education workers a speech and language therapist, functional family therapy worker; a restorative justice coordinator; restorative justice support workers and a victim support worker.

The substance misuse worker while employed by the YOS is linked to ru-ok, the young person's specialist substance misuse service.

CAMHS provide the full time equivalent of a mental health nurse into the service and a consultant for 1 session (4 hours) per week during term time.

Through the provision of the two education workers, the YOS is able to support young people into education, employment and training (ETE) as well as deliver restorative interventions in school. The workers also work with the behaviour and attendance team to address the educational needs of young people on the periphery of offending, alongside those who are working with the YOS.

In order to achieve the reductions in funding, vacant posts have been deleted. However, the service is constantly reviewing the skill mix in order to ensure that it has in place sufficiently skilled workers to maintain an effective service. During 2016-17 the YOS converted a post to a Function Family Therapy Worker, this has enabled the YOS to provide FFT to a broader range of young people and not just those at risk of a custodial sentence.

During 2015/16 through the restructure of social work teams, an adolescent social work team was developed. This team is co-located with the YOS and is enabling the YOS and social work services to develop and deliver intensive joint work to the complex, vulnerable, high risk adolescents that span both services. This has also enabled the YOS to work in a more robust joined up way with social work teams, on a range of issues, particularly when working with those young people at risk of child sexual exploitation and radicalisation.

Staffing by gender and ethnicity

There are 41 staff in total in the YOS, of which 36 are White British and 5 are Other White, with 9 male staff and 32 female.

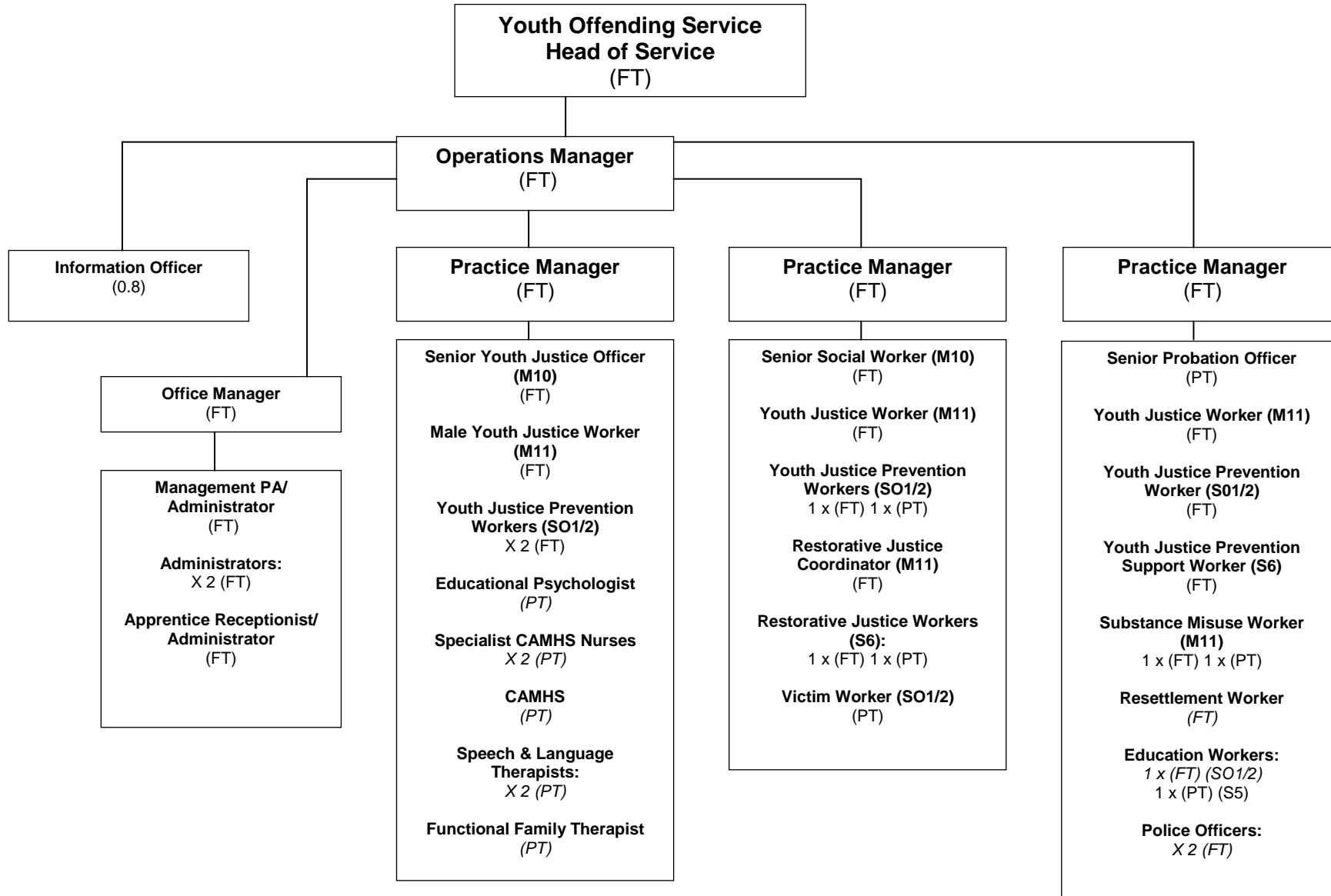
Volunteers

There are 17 volunteers currently in the YOS, of which 15 are females and 2 male all are white British.

Restorative Justice Training:

In total 5 volunteers are trained as restorative conferences facilitators and 11 members of staff are Restorative Justice trained (including 9 Restorative Justice Facilitators, 6 Restorative Justice approaches, 8 in Writing Wrongs intervention).

Youth Offending Service Staff Structure Chart April 2016



5. PARTNERSHIP ARRANGEMENTS

Partnership arrangements

Brighton & Hove YOS is a partner on the Surrey & Sussex Criminal Justice Board (SSCJB) and it is through this Board that the pan-Sussex work is monitored and the YOS is represented on the Board and all of the sub groups. The 3 Sussex YOS managers represent each other at all the pan-Sussex meetings, with East Sussex currently the YOS representative on the Surrey & Sussex Justice Board and Brighton & Hove and West Sussex on the subgroups. During 2015/16, through the SSCJB, the pan-Sussex and SE7 protocols to reduce offending and reoffending of Looked after Children were reviewed and relaunched across all partner agencies.

The YOS is a partnership which includes, but also extends beyond, the direct delivery of youth justice services. In order to deliver youth justice outcomes, the YOS must be able to function effectively in both of the two key sectors within which it operates:

- criminal justice services
- services for children and young people

The YOS partnership must ensure a strong strategic fit with both the Families, Children and Learning Directorate and the Safe in the City Partnership, and through these into the wider local strategic partnerships and strategies.

In order to do this the YOS contributes to a number of the working groups which have been set up to develop and deliver appropriate plans and services to support the priorities for Brighton & Hove Children and Young People.

The YOS is represented by a number of multi-agency meetings including:

- Child and Adolescent Mental Health Services (CAMHS) Partnership
- LSCB
- Safe in the City Partnership
- Pan Sussex Police Crime Liaison Diversion Steering Group

During 2014/15 the YOS developed and rolled out protocols with Children's Social Care, to reduce the offending of children known, to them and to define roles and responsibilities in regard to the management of cases where both services are involved with the young person / family. During 2015/16 the YOS has worked with social work teams to embed the joint protocol. As a result, there has been an increase in joint working between the two services. We undertook a joint audit of looked after young people and the learning was shared between the YOS and social work. In developing closer joint working, YOS managers are integrated into reflective supervision with social work managers.

The YOS continues to work closely with the Troubled Family Team (Integrated Team for Families) in Brighton & Hove. The YOS works with the ITF team to identify those young people and families known to the YOS who meet the Troubled Families criteria and works with them to ensure that any additional support needs are addressed.

The YOS is embedded in the Prevent partnership in Brighton and Hove and is a standing member of the Chanel Panel.

Wider partnership agreements

The YOS has developed a number of wider partnership arrangements with the community and voluntary sector and across the statutory sector not just in Brighton & Hove but with East and West Sussex.

In conjunction with East and West Sussex YOS, Brighton & Hove have joined together with the YMCA to develop a resettlement project, Reaching Your Potential (RYP), supporting young people in custody upon their return to the community. This project is funded by the Big Lottery. It recognises that young people who receive custodial sentences are more likely to be at risk of reoffending upon their release into the community. The aim of the project is to not just support their rehabilitation back into the community during the period of their licence, but to offer ongoing longer term support.

Brighton & Hove, along with East and West Sussex, have also worked in collaboration with the Functional Family Therapy team (FFT) to provide FFT to those at risk of receiving custodial sentences or entering care as a result of their offending.

With the court provision significantly reducing across Sussex and the roll out of one Saturday court for the whole of Sussex, again along with East and West Sussex YOS', Brighton & Hove have collaborated to pool resources and share the management and staffing for the Saturday court between the 3 services. This has reduced the number of staff required from each area needed to work on Saturdays.

Brighton & Hove YOS with Audio Active have received funding for a Youth Music mentoring project. In 16/17 Brighton & Hove YOS will move into the final year of funding for this project and are working with Audio Active on how to ensure the service continues. Over the last year, 20 young people have participated in the music project and a further 10 have undertaken music leadership training.

Surrey & Sussex Justice Board

Brighton & Hove YOS is a member of the Sussex (and Surrey) Criminal Justice Board (SSCJB), with East and West Sussex YOS'

Local Criminal Justice Boards (LCJBs) are an important element of the Criminal Justice System (CJS). The aim is to join up local criminal justice agencies across an area, and create a system where they work together to achieve common aims and objectives. The Surrey & Sussex Justice Board are working together to link up across the wider area and making significant progress in achieving both nationally and locally set targets. The aim is to deliver a more effective, transparent and responsive Criminal Justice System for victims and the public.

The Surrey & Sussex Criminal Justice Board is committed to delivering improvements for victims and witnesses, suspects and offenders, and the general public of Surrey & Sussex through investments in modern technology and better ways of working.

Representation on the SSCJB for YOS is undertaken currently by the Heads of Service for the three Sussex Youth Offending Service's on a rotational basis, East Sussex currently represents the 3 authorities. There are a number of working groups set up to develop and deliver the SCJ Board's priorities. These consist of representatives of the Criminal Justice Agencies within Sussex. YOS representation on these working groups is shared amongst the Sussex YOS Managers. Currently Brighton & Hove is a member of the Efficiency Board, and the Sussex Restorative Justice Partnership. The role of the efficiency board group is to oversee the roll out of Transforming Summary Justice, review IT systems across the criminal justice system and identify where efficiencies can be made, for example through the linking up of IT systems and the use of video conferencing.

Brighton and Hove YOS is fully involved with SSCJB in contributing to the vision and strategy for 16/17.

6. RISK TO FUTURE DELIVERY

Risk and Development in Future Delivery

Financial

The greatest risk to future delivery is the financial uncertainty faced within the public sector and within the criminal justice system. The YOS effective practice grant, which makes up about 30% of the YOS overall budget, has again been reduced this year by 12%, following in year cuts last year. The statutory members of the YOS partnership, including the Local Authority, are all experiencing pressures within their own agencies and this will inevitably affect the degree to which they are able to contribute financially and 'in kind' to the YOS.

The YOS structure has enabled the YOS to use staff resources creatively, by mixing roles and responsibilities of statutory, preventative and part time staff in order to meet the needs of the client group and service priorities. While the YOS Partnership has ensured that flexibility and a range of skills are contained within the workforce, over the last 3 years there has been a gradual reduction of staff and posts. In the future as resources become more constrained, the YOS partnership will have to review what it delivers.

As a result of the Legal Aid Sentencing and Punishment of Offenders Act (LASPO), from 2013/14, remand budgets previously funded from central government became the responsibility of Local Authorities. While some funding is provided by the Youth Justice Board there have been cuts to this budget and it is not yet known if there will be any further reductions next year. This had an impact on the Out of Area LAC budget. During 15-16, we have had an increase in the number of young people remanded and an increase in those remanded for a long period of time due to the seriousness of their offending and Crown Court remittals. It is essential that the YOS continues to work closely with social work teams and other partners to provide robust packages that divert young people both away from custody and remand.

Structural Changes

In addition to the financial risk, there have been significant changes within the Criminal Justice arena through 'Transforming Rehabilitation' and the changes to the delivery of probation services. Consequently, work has been undertaken during 2015/16 to review the National Probation Service contribution to youth offending and a national agreement. The YOS in 2016/17 will see both a reduction in staffing levels from probation and a reduction in ongoing funding.

The YOS Partnership will need to ensure during 2016/17 that as the National Probation Service and Community Rehabilitation Companies continue to develop this, that the joint work with the YOS board is maintained and built upon by these two organisations, to manage the transitions of young people into adult services, ensuring they receive a safe and appropriate service which addresses their needs as offenders but also as young adults.

Challenges

Brighton & Hove YOS continues to have difficulties addressing the reoffending rates of Brighton & Hove young people. While the numbers are reducing, the overall percentage of those in the cohort who re-offend, continued to rise, while there are early signs that the upward trend is now being reversed further work is needed. Brighton & Hove is committed to addressing reoffending and in 2015/16, we re-ran the reoffending toolkit with the YJB. We plan to do so again in 2016. This, and other measures are assisting managers and the

service overall, to better understand the characteristics and patterns of this group, to improve and target resources effectively.

During 2016/17, Brighton and Hove YOS will move to AssetPlus, the new assessment and planning framework developed by the Youth Justice Board (YJB) to replace Asset and its associated tools. It incorporates both the lessons learned from Asset and reflects updated research and academic theory. The tool is designed to reflect the changing context for practice in which there is greater emphasis being placed on flexibility and the importance of professional discretion and judgement, and marks a significant change to youth justice practice.

Alongside the training aspect of AssetPlus, there are implications for our working practices including our quality assurance processes, IT systems, our interface with our partner agencies including the Courts and our transfers from YOS to YOS and YOS to adult services.

During 2014/15 an audit of partnership work with young people at risk of CSE was undertaken. As a result, the YOS has worked to improve its engagement with young women and girls, resulting in a significant reduction in the number of young women in the youth justice system locally, from 26% to 14%. We need to ensure that we maintain this impetus. In addition, the YOS needs to develop work with young men who are at risk of CSE with intervention addressing issues around masculinity and identity. The YOS will continue to work with the LSCB undertaking multi agency thematic audits as well as quarterly thematic audits, agreed with the YOS board.

Joint work with young women and young men at serious risk of harm and criminal activity is developing within Families, Children and Learning, Adolescent Provision. This service enables YOS and Children's social work staff to collaborate closely and make good use of resources and skills.

With the increase in the number of young people at risk of radicalisation over the last year, the YOS has worked closely with the Police, Prevent Team and wider Families, Children and Learning to address the issues facing young people in Brighton & Hove.

7. KEY PRIORITIES

Key Priorities

Throughout all of the priorities there will be some cross cutting themes that the management board will monitor. These will be:

- Quality of practice monitored through the workforce development plan
- Service user perspective and participation, monitored through service user feedback and the development of a service user forum, in line with the wider Families, Children and Learning Participation Strategy which is being developed
- Equality and Diversity through the Equality Impact Assessment on the Strategic plan
- Pan-Sussex work through the Sussex Criminal Justice Board.

In order to ensure that the priorities are being met across all agencies there will be annual analytical review of the causes and patterns of crime and disorder in the city. Key findings from the analysis will inform both the YOS strategic review and plan but also partners' business plans. It will include a review of offence types and characteristics of offenders.

The key priorities for 2016/17 are:

1. Preventing youth crime and reducing offending
2. Reducing reoffending
3. Keeping the number of children and young people in custody to a minimum
4. To ensure that victims are at the heart of the work with young people in our service, and the voice of victims is heard
5. To reduce the number of vulnerable young people in the youth justice system, with a focus on looked after children and those at risk of exploitation.

Priority 1: **Preventing Youth Crime and Reducing Offending**

Why is this a priority?

Intervening early to address risk factors, challenge anti-social behaviour and improve parenting, prevents children, young people and their families from becoming socially excluded and therefore less likely to offend or reoffend in the future.

What is our aim?

Building on the success in the reduction of the number of First Time Entrants (FTEs) into the youth justice system and recognising that the numbers have now stabilised.

Prevent those receiving early out of court disposals from progressing further into the youth justice system.

Increase the number of appropriate and timely referrals into the YOS diversion route by Police Neighbourhood Teams, the Schools Police Officers and Children's Social Care Teams.

Continue to ensure the YOS is linked into the Early Help Hub and MASH (Multi Agency Safeguarding Hub) to contribute to early intervention and diversion.

What our Target number is.

Our target is to reduce the number of FTEs below 50.

How will we measure success?

Referral rates into prevention services (Early Help Services) alongside the number of FTEs will be monitored on a quarterly basis by the YOS Performance Management Board.

The YOS will also report to the management board:

- The number of FTE's
- Number of young people completing a prevention intervention programme
- Number of young people whose risk of reoffending has been reduced after completing an intervention programme
- Number of young people completing a prevention programme who have not been charged within 6 months of completion

What we will achieve

- Maintain a low level of FTE whilst ensuring that those who do not respond to prevention programmes are escalated appropriately.
- Continued close working between and including ITF (Integrated Team for Families), PCST (Partnership Community Safety team), Social Care and the police, to achieve a reduction in crime and anti-social behaviour with the children and young people from families who meet the ITF criteria.
- Continued work with the Youth Early Help hub.
- Embedding restorative interventions in prevention and diversion work.

How will we do this?

- Continued partnership working with Youth, ru-ok?, YES (Youth Employability Service), ITF , Social Work services and deliver early help interventions
- Continue to increase referrals from the Prevention Service, including Police Neighbourhood Teams, the Schools Police Officer and Children's Social Care Teams.
- All parents/carers whose children are referred into the YOS Prevention Service will be offered an individual or group parenting intervention.
- Regular Meetings will take place between partners and the YOS to discuss current cases/vulnerable young people, children in care and identify those at risk of offending to offer early interventions and diversion away from the criminal justice system.
- Work in partnership with Sussex Police in relation to joint decision making for FTE's.

2015/16 position

During 2015/16 we achieved

- A only a marginal increase in FTE from 49 in 2014/15 to 51 in 2015/16
- Maintained considerably lower FTE rate, 260 per 1000 population, than the South East average of 312 per 1000 population and the national average of 369.

Priority 2: Reducing Reoffending

Why is this a priority?

Reducing reoffending by children and young people can significantly improve their life chances as well as having a wider impact on local communities. Breaking the cycle of reoffending leads to safer communities and fewer victims of crime.

Reducing reoffending by Children in Care (CIC) is particularly important as this group of children and young people are already disadvantaged by their earlier life experiences and their offending can be the result of poor coping skills, rather than criminal intent. Nationally, CIC and care leavers are over represented in the youth justice system, so all agencies must work together to ensure that this over representation is not reflected locally.

It is recognised that within Brighton & Hove over the last few years while the cohort of young people offending has reduced, from 350 in 2010-11 to 179 in 2013-14, and the number of offences committed has reduced, from 549 in 2010-11 to 376 in 2013-14, the reduction has not been at the rate of the national average. Brighton & Hove remains above the national average for the frequency rate of reoffending.

The most recently published PNC re-offending data is for a cohort of young people between April 2013 and March 2014. The data shows that in Brighton & Hove there were 179 young people in the cohort and of those 86 re-offended within the following 12 month period.

During this period, 48% of the Brighton & Hove cohort re-offended, which compares to a national figure of 37.9%. This is an increase on the previous April-March cohort, up from 42.9%. While this is still relatively high as a percentage, we have seen the numbers of young people re-offending remaining static, in the actual numbers moving from 85 to 86. However the number of re-offences per reoffender in the Brighton & Hove cohort is still high compared to the national figure, at 4.37 compared to 3.13 nationally.

What is our aim?

A proportion of young people reoffend. 86 in 2013-14 compared to 85 in 2012-13 and 91 in 2011-12. Within this number it is a small cohort who commit a significant number of re-offences. We aim to address reoffending with our partner agencies, targeting those high risk young people and ensure there are robust joined up plans in place, which will lead to a reduction in offending behaviour and enhance public protection.

We aim to continue to reduce the number of young people who reoffend.

What our Target number is.

Reduce the number of young people reoffending by 5%. If this has been achieved over 14-15 and 15-16 we should reduce the numbers to 72.

How will we measure success?

Data will be provided quarterly to the YOS Performance Management Board on the reoffending rate.

The YOS will also provide:

- Proportion of statutory interventions completed successfully (without reoffending or breach)
- Proportion of young people whose risk of reoffending has reduced on completion of a YOS intervention

What will we aim to achieve this coming year

- Prevent those receiving early out of court disposals or conditional discharge from reoffending and progressing through the youth justice system
- Reduce the rate of reoffending locally and ensure that Brighton & Hove performance compares favourably with the overall performance of the South East region
- Reduce the reoffending rate amongst Brighton & Hove Children in Care
- Increase the use of restorative justice amongst partner agencies and placement providers working with Children in Care to enable alternatives to prosecution to be considered
- Ensure continuation of support from partner agencies following completion of Court Ordered interventions by YOS so that the risk of reoffending is reduced
- Effectively implement AssetPlus (the new national assessment and planning framework) across the service.

How will we do this?

- We will continue to offer voluntary intervention to young people and families when a child or young person has received an Out of Court Disposal or Conditional Discharge
- Through YOS Quality Assurance processes, implementation of our new assessment and planning framework, AssetPlus, and partnership working, we will ensure that intervention plans to prevent reoffending are robust, sequenced and

targeted at the risk factors closely linked to the likelihood of reoffending and risk of harm to others

- Ensure that on case closure, the exit strategy provides appropriate support from partner agencies, including education, for the child or young person and their family to prevent reoffending
- Monitor and review intervention plans for Children in Care who offend with social care teams and education services
- Continue to ensure joint working with Social Care and education services to deliver robust joined up work at both a prevention level and for those within the youth justice system
- Ensure that robust risk management and compliance policies and protocol are adhered to, including cases transferred in from other areas
- We will monitor all those who are high risk and subject to MAPPA / Prevent
- We will continue to understand trends in reoffending, enabling us to amend plans as required.

2015/16 Position

- All young people who receive a conditional discharge are now offered a voluntary intervention.
- All young people who fail to comply with statutory requirements are given warnings in line with national standards. Additionally young people are offered a compliance panel to re-engage them. Those who continue to disengage are returned to court for breach of their order.
- Considerable work has been undertaken analysing our reoffending cohort, to understand better the trends and patterns of this group. The YOS followed up and re-ran a reoffending data tool and continues to monitor this group on a monthly basis.
- Rolled out joint post with education to work with the most complex young people and deliver Rapid English, an evidence based communication skills programme.
- Implemented robust quality assurance processes.
- Monitoring and reviewing plans of high risk young people with multi agency partners, including Independent Reviewing Officers.
- Development of joint work with the Adolescent Social Work team.

- Development and delivery of gender specific programmes, individual and group work, to meet the needs of vulnerable high risk young women and men and the recruitment of a male worker to address and work with issues around masculinity and offending.

Priority 3:

Keeping the number of children and young people in custody to a minimum

Why is this a priority?

We know that custody has a detrimental impact on the lives of children and young people and their families and that their resettlement in the community is difficult.

Reoffending statistics show that short custodial sentences, in particular, are not effective in reducing further offending on release. Conversely, evidence demonstrates youth incarceration can increase reoffending. It is a priority for the YOS and partners to encourage courts to use community sentences in place of custody for all but the most serious cases.

What is our aim?

Ensure that only those who commit the most serious offences or present a risk to the local community are remanded to Youth Detention Accommodation (YDA) or receive a custodial sentence.

Maintain the confidence of partner agencies and the general public by providing robust interventions in the community as an alternative to custody.

Ensure that children and young people leaving custody receive effective support and supervision as they transfer from the secure estate and resettle into the community, to prevent them returning to custody for failure to comply with licence conditions.

What our Target number is.

We aim to reduce the number in custody to 8.

How will we measure success?

Data will be supplied to the YOS Performance Management Board on the numbers of young people remanded to youth detention accommodation or sentenced to custody on a quarterly basis.

What will we aim to achieve this coming year

- Ensure that only those young people who have committed the most serious offences or are a present risk to the public receive a custodial sentence or are remanded to YDA.
- Provide robust alternatives to custody, Utilising partner agency resources.

How will we do this?

- Provide the Courts with robust bail support packages, which include support from partner agencies where appropriate, to reduce the risk of remand to Local Authority Accommodation or remand to Youth Detention Accommodation.
- YOS Service Manager will continue to work with the Her Majesties Court Services to improve the throughput for youth cases going through the courts, in order to avoid long periods of remand.
- YOS, social care and education will develop robust joint working processes to identify at an earlier point, those who may be at risk of remand, to ensure support packages are in place, particularly around education and accommodation issues.
- For those young people who are in custody, YOS will begin planning for a young person's release from custody (remand or sentence) at the earliest opportunity.
- Develop custody panels that review all custody cases and lessons learnt taken forward. The panels will also review custody plans and notice of supervision, and ensure ROTL (Release on Temporary Licence) are considered for all young people.

2015/16 Position

- There has been an increase of 1 sentenced custody numbers during 2015/16 from 2014/15, from 8 young people to 9.
- The YOS has written 36 all options Pre-Sentence Reports informing courts, where young people are eligible and the court is considering custody. Of these, 27 were sentenced to a community alternative.
- The YOS arranged regular Pan Sussex operational meetings at Cookham Wood YOI to consider all young people placed in the establishment and any broader needs, this is in addition to the individual placement meetings that take place at a practice level.

- All plans for young people due for release from custody are now agreed at the multi-agency risk management panel and planning commences at the start of the custodial period, ensuring notice of supervision (custody licences) address the needs of the young person, and are in collaboration with partner agencies.
- All young people who receive a custodial sentence were offered support from the YMCA resettlement worker.

Priority 4:

To ensure that victims are at the heart of the work with young people and victims voices are heard

Why is this a priority?

Restorative interventions provide victims of crime and young people, the opportunity to explore the impact of harm, identify means to restore the harm, and through this, move on from the offence. Restorative justice tends to result in high levels of victim and young person satisfaction and can contribute to a young person's desistance from offending. By extension, restorative interventions, such as indirect community reparation, assists in repairing the harm caused to the wider community by youth crime locally.

What is our aim?

Our aim is ensure that every victim is offered a restorative intervention, all court reports include the voice of the victim and all young people's plans take account of victim needs and wishes when addressing offending and its impact.

Our child focused responsibilities need to coexist with our obligations to victims of crime. The YOS partnership wants to ensure that victims are treated with care and compassion, with their needs placed at the heart of the response from police, YOS and partners,

How will we measure success?

- The YOS partnership will closely monitor levels of restorative interventions offered and taken up on statutory, prevention and where appropriate diversions cases.
- The YOs will seek feedback from victims and young offenders with their satisfaction regarding restorative interventions.
- Monitor the number of restorative justice processes (direct/indirect) completed in the quarter.
- Monitor interventions offered in schools by the YOS schools restorative justice worker.

What will we aim to achieve this coming year

- We will continue to ensure compliance with the Victim's Charter.

- We will work with the wider partnership towards developing Brighton as a restorative city.
- We will create a restorative intervention post to work across all schools in Brighton and Hove.
- Develop a robust reparation programme that increases community involvement and use of volunteers.

How will we do this?

- Cases will be quality assured by managers and discussed in reflective supervision.
- The new Restorative Justice Coordinator will develop links with community groups to:
 - ◆ increase community involvement,
 - ◆ develop restorative interventions within the local communities
 - ◆ increase volunteers from local communities who wish to deliver RJ, and be part of the referral order panels.
- Ensure pathways are in place with the police, to enable the YOS to contact victims at the earliest opportunity.
- To work with the Brighton Restorative Justice Hub and Sussex Restorative Justice Partnership to develop a restorative city and ensure learnings from across the area and nationally are taken forward and developed.
- Development of restorative practices within schools.
- Embed restorative approaches across the service delivery model and work with partners on the development of a restorative city.
-

2015/16 Position

- We have recruited to the restorative justice coordinator post.
- Agreed a data set pan Sussex with regard to restorative justice in order to measure and monitor interventions.
- We have begun working with partners on developing Brighton & Hove into a Restorative City.

Priority 5:

To reduce the number of vulnerable young people in the youth justice system, with a focus on children in care and those at risk of exploitation.

Why is this a priority?

Working Together to Safeguard Children 2015 and the Children's Act 2004 place specific responsibility on agencies, including the Local Authority and the police, to safeguard and promote the welfare of all children. As a result, the safety and well being of young people referred to the YOS is paramount. By virtue of their involvement in offending, our young people should be seen as in need of care and protection. Equally, there are a number of other circumstances that make young people particularly vulnerable, particularly through exploitation, whether it be sexual risk, radicalisation or crime and their actions are most appropriately seen through a safeguarding lens rather than a criminal one.

Children in Care continue to be significantly over represented in the youth justice system relative to their non-looked after peers who are 2 to 3 times less likely to offend. Furthermore, unacceptably high numbers of CIC are in the prison system. A survey (**Prisoners' childhood and family backgrounds**, Ministry of Justice) published in March 2012 looking at the past and present family circumstances of 1,435 newly sentenced (2005 and 2006) prisoners reported that 24% stated that they had been in care at some point during their childhood. Those who had been in care were younger when they were first arrested, and were more likely to be re-convicted in the year after release from custody than those who had never been in care.

It is therefore essential that we recognise the needs of children in care and the risks they face with regard to entering the youth justice system. At the same time the Youth Justice Strategic Partnership wishes to develop an approach that can identify those young people who are at risk of, or are experiencing a combination of safeguarding and vulnerability factors that, unless addressed, make contact with the youth justice system more likely. This requires an understanding of youth offending as an indicator of safeguarding need, thus by seeing offending through a safeguarding 'lens' the most prolific young people are recognised as also the most 'troubled', rather than 'troublesome'. By addressing offending as a safeguarding issue it enables not only looked after young people to be identified at an earlier point but also the highly vulnerable. Through the development and co-location of the adolescent social work pod, this work has already begun. However, to build on this work, the partnership needs to develop not only the links between safeguarding and the YOS, but also consider how as partner agencies, adolescent vulnerability and safeguarding is addressed more broadly.

What is our aim?

- To reduce the number of vulnerable young people entering into the youth justice system.
- To reduce the number of vulnerable young people who prolifically offend.
- To reduce the number of young people entering care due to their offending behaviours.
- To ensure that all those young people who are children in care and enter into the adult criminal justice system, either through transition or reoffending, are fully supported, and an understanding of their looked after status and support needed is considered within their plan by probation and CRC's (Community Rehabilitation Companies).

How will we measure success?

Data on the number of children in care in the youth justice system in Brighton & Hove will be provided to the YOS management board on a quarterly basis

The YOS will provide

- Number of children in care on the caseload on the last day of each quarter (excluding remand LAC status)
- Proportion of First Time Entrants to the youth justice system who are in care.

Through social care the partnership will also monitor the level of offending for those placed out of area.

We will monitor the number of young people known to be at risk of radicalisation and CSE.

We will monitor the number of young people who enter care after entering the youth justice system.

What will we aim to achieve this coming year

- Sustain (or reduce) the number of looked after young people who are entering the youth justice system.
- Reduction in the number of children in care who reoffend.
- Reduction in number of children in care who are remanded.
- Reduction in the number of children in the youth justice system who enter care as a result of their behaviour.

How will we do this?

- Continue to provide training to social care pods and Independent Reviewing Officer's (IRO's) on the youth justice system.
- Training provided to the police on children in care.
- Ensure the YOS is embedded in the development of the extended adolescent service.
- Work with the police and wider partners to develop a joint decision making panel for diversion and prosecutions
- Deliver training to magistrates and police on children in Care and working with young people with speech and language difficulties.
- YOS will work with Leaving Care pod and Housing to address housing needs of children in care who are released from custody.
- Ensure representation on the Prevent/Chanel meetings along with child sexual exploitation and any other meeting related to young people at risk of exploitation.

2015/16 Position

- We have rolled out training on the criminal justice system to IRO's and social care teams.
- We have developed and rolled out a joint working protocol with social care teams and co-located the YOS with the adolescent social work pod.
- We have reviewed the pan-Sussex Children in Care Protocol with partners.
- YOS is a standing member of Chanel.
- We have an IRO attend all multi agency management of risk meetings.

Appendix

Current Performance

Preventing youth crime and reducing offending

Referrals to YOS Prevention

In September 2014 the Early Help Hub (EHH) was launched by Brighton & Hove City Council, superseding the Youth Early Help Pathway (YEHP). This has enabled referrals to Youth, YES, ITF, YOS prevention to be looked at as a multi-agency referral and the partner most appropriate to address the need of the young person and family.

From April 2014 to March 2015 there were 13 EHH/YEHP referrals to YOS prior to YOS temporarily being unable to take referrals due to resource constraints.

Between April 2015 and March 2016 110 young people were referred to YOS prevention by Sussex Police, the same total as the previous year. These young people were offered a restorative intervention to divert them from the youth justice system.

First Time Entrants (FTEs) to the youth justice system

The number of young people entering the youth justice system is low in Brighton & Hove and has reduced significantly from a high of 609 FTEs in 2006/7, to 56 for the period January 15 to December 2015 (latest YJB data). This significant reduction is as a result of work undertaken between the YOS and the police to prevent young people coming into the system, working with them at an earlier point prior to their behaviour escalating and through the use of restorative interventions.

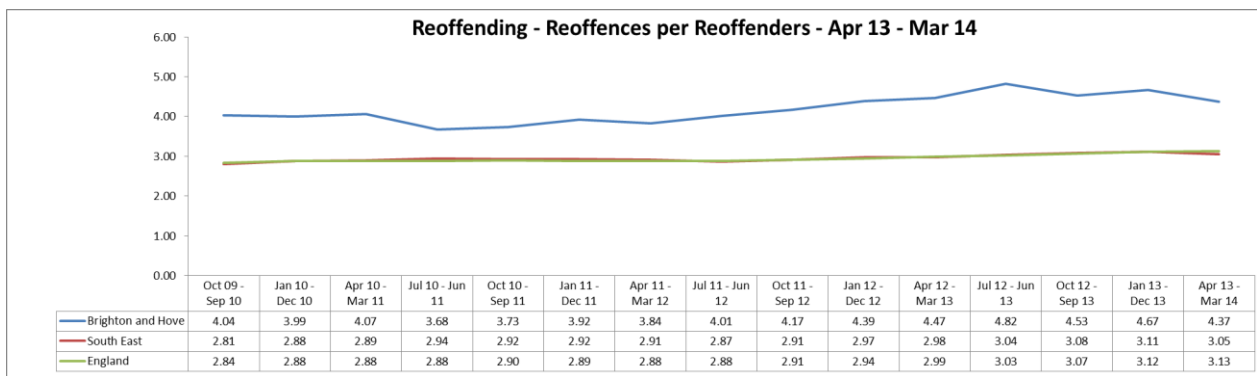
Comparative data is available as a rate of FTEs per 100,000 young people population. For the most recent available 12 month period, January 2014 to December 2015, Brighton & Hove had 260 FTEs per 1,000 young people population. This figure is significantly lower than the National rate for England of 369 FTEs per 1,000 population and the South East region rate of 312 FTEs per 100,000 population.

Reducing Reoffending

Most recent reoffending data published by the Youth Justice Board is for a cohort of young people who offended between April 2013 and March 2014. During this period there were 179 young people in the cohort (compared to 185 for the same period the previous year).

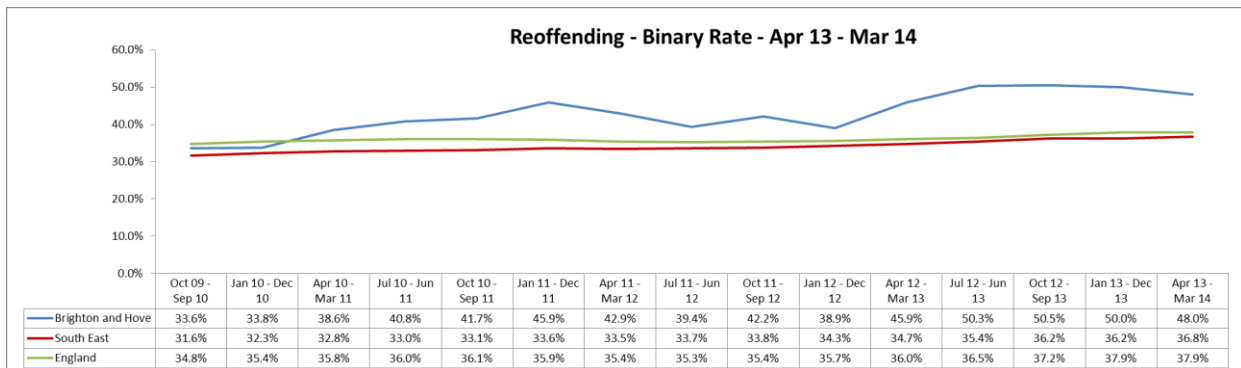
The graph below shows the reoffending frequency rate (average number of re-offences per reoffender in the cohort) for Brighton & Hove is significantly higher than that of the South East and National average.

The April 2013 to March 2014 Brighton & Hove cohort committed 376 re-offences, compared to 380 for the same period the previous year. The reduction in cohort number combined with the increase in offences explains in the upward trend of the frequency rate.



Graph produced by the YJB

48.0% (86) of young people in the cohort reoffended within the following 12 month period. This compares to 45.9% (85) of young people reoffending in the same period the previous year. The number of young people reoffending in Brighton & Hove has remained static but when expressed as a percentage this figure is increasing. Comparative data also shows a slight rise nationally and regionally in the percentage reoffending but at a lower rate than seen locally, with the South East figure of 36.8% and National of 37.9%.



Graph produced by the YJB

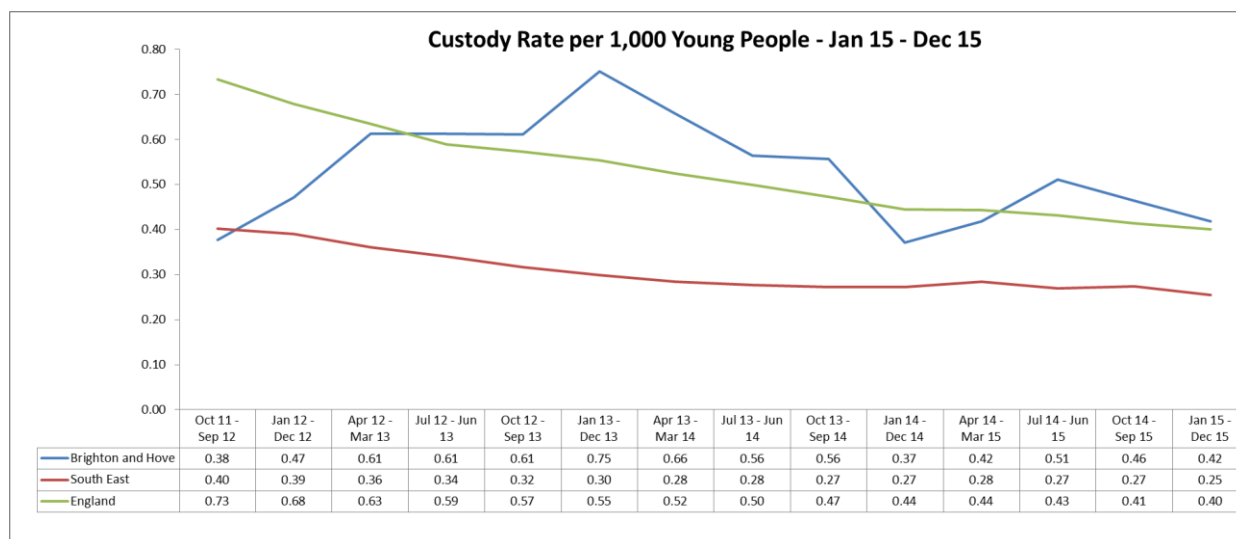
Keeping the number of children and young people in custody to a minimum

Most recent local data shows that there were 9 young people sentenced to custody in 2015-2016. Annual comparisons are shown in the table below.

Apr - Mar Custody

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
13	13	14	9	9

Comparative data is shown on the graph below as a rate of custodial sentences per 1,000 young people population up to December 2015. The rate for Brighton & Hove has reduced consistently and is just above the national average, but still slightly higher than the South East figure.



Graph produced by the YJB

Use of Remand

The most recently collated local data shows that the number of bed nights rose again in 2015/2016 to 472 from 423 (206 in 2013/14).

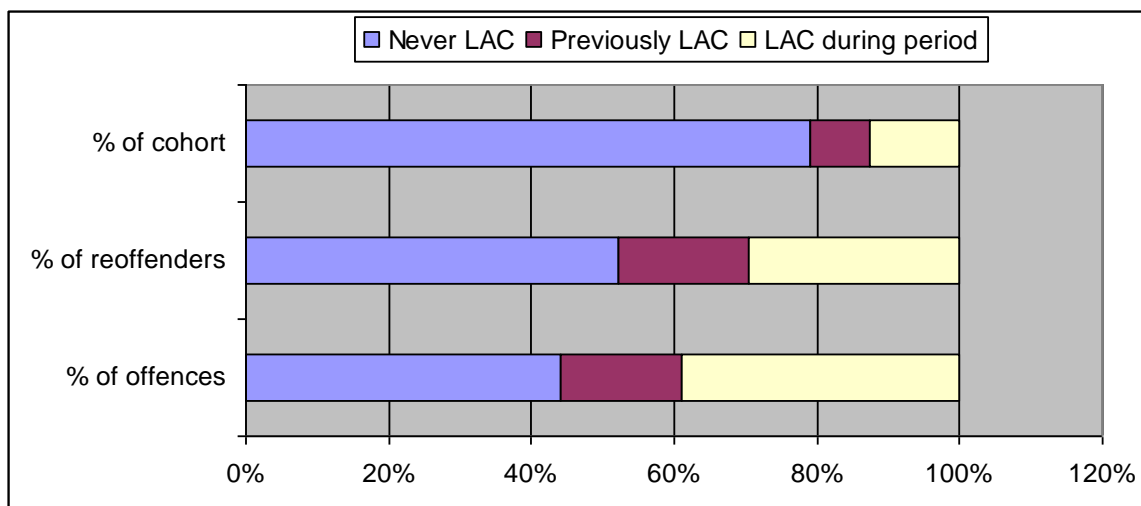
However the total number of remand YDA episodes reduced significantly year-on-year, down from 16 episodes in 2014/15, to 7 in 2015/16, a 56% reduction.

Apr - Mar Remand (Custody & LA)

	2013-2014	2014-2015	2015-2016
Remand Episodes	28	16	7
Individuals	18	12	6
Bed nights (provisional data)	206	423	472
Average remand period in bed nights	27	24	67

Reducing the number of looked after children within the criminal justice system and support those within the system away from offending behaviours

Local analysis of reoffending data (2011) found that children in care (represented historically as LAC) make up a higher proportion of young people who offend when compared to young people who had never been in care. They also committed a higher proportion of offences and were more likely to reoffend.



Graph showing reoffending data for 2011 cohort (119 young people)

Local monitoring of children in care cases in 2015/2016 shows a decrease over the period from 27 to 19; however the number of children in care FTEs appears to be very low. Custody numbers are now so low it is hard to make meaningful comparison from quarter to quarter, nevertheless children in care cases are significantly represented in this cohort.

P5 Local Indicators	Q1	Q2	Q3	Q4
Number of looked after young people on the caseload on the last day of each quarter (excluding remand LAC status)	27 (27%)	27 (35%)	22 (26%)	19 (23%)
Proportion of First Time Entrants to the Criminal Justice System who are looked after	3 (25%)	2 (13%)	0 (0%)	2
Proportion of young people receiving a custodial remand who were already LAC (Sec.20/Sec.31)	1 (50%)	0 (0%)	1 (33%)	0 (0%)

MANAGEMENT BOARD SIGNATURE

NAME

ROLE

SIGNATURE



1. Pinaki Ghoshal Executive Director Families, Children and Learning

Subject:	The outcome of the Ofsted/Care Quality Commission (CQC) inspection in May 2016
Date of Meeting:	3 October 2016
Report of:	Pinaki Ghoshal, Executive Director, Families, Children and Learning
Contact Officer:	Regan Delf, Assistant
Name:	Director, Health, SEN and Disability
Tel:	29-3504
Email:	Regan.delf@brighton-hove.gov.uk
Ward(s) affected:	All

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The purpose of this report is to inform the Committee of the outcome of the recent joint inspection by Ofsted and the CQC of the local area's effectiveness in identifying and meeting the needs of children and young people who have special educational needs and disabilities.

2. RECOMMENDATIONS:

- 2.1 The Committee is asked to note the positive contents of the letter from Matthew Barnes, Her Majesty's Inspector, and be assured there is a plan to take forward the small number of areas for further development as identified in the attached action plan.

3. CONTEXT/BACKGROUND INFORMATION

- 3.1 The inspection took place between 23 and 27 May 2016, led by one of her Majesty's Inspectors from Ofsted, with team inspectors including an Ofsted inspector and two children's services inspectors from the CQC.
- 3.2 The purpose of the inspection was to:
- assess how well the local area is meeting the needs of children and young people with special educational needs and/or disabilities, and how well service providers work together to deliver positive outcomes
 - evaluate how well the local area is performing its role in line with its statutory responsibilities and the Code of Practice
 - promote improvement
 - consider action necessary to address any issues identified
- 3.3 The inspection evaluates the effectiveness of the local area as a whole. The local area includes the local authority, clinical commissioning group and NHS England (for special services), early years settings, schools and the further education

sector.

- 3.4 This was the first inspection of its kind nationally. Two local areas were in the first tranche: Brighton and Hove and Bolton.
- 3.5 Inspectors spoke with children and young people who have special educational needs and/or disabilities, and their parents and carers. They visited a range of providers (schools, nurseries and health settings) and spoke with leaders, staff and governors about how they are implementing the special educational needs reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors reviewed performance information and evidence relating to the local offer and joint commissioning arrangements, and met with leaders for health, social care and education.
- 3.6 Whilst no formal Ofsted style judgements are made, the outcome of the inspection was very positive. See attached letter.
- 3.7 The findings of the inspection identify a significant number of strengths across health, education, social care and the voluntary sector in how Brighton and Hove identifies and meets the needs of children and young people with special educational needs and disabilities.
- 3.8 The quality of leadership and the effective planning, commissioning and the delivery of services, is highlighted, alongside the commitment to put children and young people and their families at the centre of the vision to improve services.
- 3.9 The inspection noted that leaders in Brighton and Hove know what is going well and where further improvement is needed. Many of the areas for development identified in the inspection feedback are already built into existing planning documentation. Steps are being taken to address those issues where further work is needed, for example, extending the reach of support to those families currently below the threshold for services via links with the Parent and Carer Council. See attached Statement of Action.

4. **FINANCIAL & OTHER IMPLICATIONS:**

Financial Implications:

- 4.1 There are no direct financial implications as a result of the outcome of the inspection. Provision for children and young people with special educational needs and disabilities will continue to be met from available resources.

Finance Officer Consulted: Steve Williams

Date: 05/08/16

Legal Implications:

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

Lawyer Consulted: Serena Kynaston

Date: 16/08/16

Equalities Implications:

- 4.3 Making appropriate provision for children and young people with special educational needs and/or disabilities is key to enabling them to achieve their potential.

Sustainability Implications:

- 4.4 Improving provision across health, social care and education will help build more sustainable communities and will boost health and wellbeing amongst children and young people and their families. Parent/carers who are more aware of services on offer, can play a role in their development and review, and can ensure that their children access the services that they need. Budget pressures create challenges, but the objective of the ongoing SEND review is to ensure that services provided are effective, offer value for money and are sustainable into the future.

Health, social care, children's services and public health:

- 4.5 The CCG and Public Health Directorate worked in partnership with Children's Services throughout the inspection and development of the action plan, and will continue to monitor progress against the relevant actions in the plan with along with health providers.

SUPPORTING DOCUMENTATION

Appendices:

1. Appendix 1 – Joint Local Area SEND Inspection in Brighton & Hove, 23 – 27 May 2016
2. Appendix 2 – Post SEND Inspection Statement of Action

13 July 2016

Mr Pinaki Ghoshal
Executive Director of Children's Services
Brighton and Hove City Council
Bartholomew Square
Brighton
BN1 1JA

Mr John Child, Clinical Commissioning Group Chief Officer
Ms Regan Delf, Local Area Nominated Officer

Dear Mr Ghoshal

Joint local area SEND inspection in Brighton and Hove

Ofsted and the Care Quality Commission (CQC) conducted an inspection to judge the effectiveness of the local area of Brighton and Hove in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with team inspectors including an Ofsted Inspector and a children's services inspector from the CQC.

Inspectors spoke with children and young people who have special educational needs and/or disabilities, parents and carers. They visited a range of providers to speak with leaders, staff and governors about how they are implementing the special educational needs reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors reviewed performance information and evidence relating to the local offer and joint commissioning arrangements, and met with leaders for health, social care and education. The local offer sets out, in one place, information about the provision expected to be available across education, health and social care for children and young people who have special educational needs and/or disabilities.

This letter outlines our findings from the inspection, including strengths and areas for further improvement.

Main findings

- Brighton and Hove local area puts the child or young person who has special educational needs and/or disabilities and their family at the centre of its vision to improve services. Consequently, children and young people who have special educational needs and/or disabilities achieve strong outcomes and their families are very well supported. Families benefit from services that work

very cohesively together. This ensures that children's needs are usually identified early and that provision is effective in meeting those needs.

- Leaders evaluate the local area's effectiveness exceptionally well by assessing services' strengths and weaknesses precisely. Consequently, leaders know clearly what is going well and where further improvement is needed. For example, the recent refreshment of the joint strategic needs assessment (JSNA) and aligning of the child and adolescent mental health services (CAMHS) transformation plan is beginning to drive forward positive change.
- Of particular strength is the local area's approach to joint commissioning, without the need for legal arrangements between the local authority and NHS services, known as section 75 agreements. Services buy into leaders' strong vision to be family-centred. The effective working relationships between services are productive, so they ensure that identified needs in the local area are appropriately prioritised. Furthermore, strong working relationships ensure that safeguarding arrangements for children and young people who have special educational needs and/or disabilities are effective.
- Co-production, where services and families work together to review and plan provision, is well embedded. Children and young people and their parents attend local area planning meetings, such as the Learning Difficulties Project group, where they have a clear voice. The local advocacy and support organisations, known as Amaze, and the Parents and Carers Council (PaCC), provide a particularly valued service to support families. They have strongly influenced the local area to improve services for families, for example in the development of a disability register by Amaze and commissioned by the local authority that is used by services to improve provision.
- The impact of services for care, education and health is consistently reported by parents as improving the lives of children and young people who have special educational needs and/or disabilities and their families. This is particularly the case for families with children or young people who require a health plan, child in need plan, an education, health and care plan (EHCP) or statement.
- Leaders know there is more to do for families who do not meet thresholds for formal plans, particularly for those who have children and young people in mainstream education who present with mental health difficulties. This is reflected in the views of a minority of parents who report variability in the support offered. Leaders are already taking action to strengthen the role of primary care within the special educational needs and disabilities population, to address this need.

The effectiveness of the local area in identification of children and young people's special educational needs and/or disabilities

Strengths

- Early identification of children and young people's special educational needs and/or disabilities is a strength; parents and carers are closely involved with this process.
- There is excellent delivery of the healthy child programme. All statutory visits for the under-five population take place with robust arrangements to ensure that all new families moving into Brighton are visited. Consequently, families with children who are not meeting their early milestones are identified in a timely manner.
- Health commissioners ensure that robust screening supports early identification. For example, where an infant is identified as having, or likely to have, special educational needs and/or disabilities, immediate referral is made to the Seaside Child Development Centre. This leads to timely support offered from the specialist health visitor both prior to and after birth. Similarly effective are hearing screenings for new-born babies, carried out by midwives. These ensure that children who have hearing difficulties gain early access to more specialist assessments. Parents report positively about the specialist advice and support they receive during this early period of diagnosis. Families who meet key thresholds also appreciate the early support they receive from care services.
- Services demonstrate an unwavering focus on the overall needs of children and young people who have special educational needs and/or disabilities. They work very effectively with parents to co-produce new EHCPs. Medical advice for statutory assessments is timely and ensures that accurate identification leads to early help for children and their families. Early identification training for social workers has enabled them to contribute usefully to early planning of assessment and support.
- Children and young people up to the age of 16 who require specialist assessment are referred to the Seaside Child Development Centre. Practitioners work in a cohesive and flexible way to meet the needs of families, children and young people, including through multi-disciplinary assessments. As a result, waiting times to access therapy services and autistic spectrum condition diagnosis have improved and for children under 11 are now a strength.
- School nurses act effectively on information gathered through health questionnaires for children in their first year of primary or secondary school. Where necessary, well-coordinated healthcare plans are drawn up to support individual children's identified needs. These plans are discussed appropriately with parents and school staff.
- Services provide very useful proportionate support to schools to improve identification. School leaders have a strong understanding of the requirements

of the statutory special educational needs code of practice. They make useful decisions about how to strengthen identification in schools. The early years support team regularly visits schools and nurseries to improve families' experiences when children move from the early years into schools and to strengthen staff expertise in identification through training and support. School special educational needs coordinators (SENCOs) work together in established clusters to share practice and strengthen their own knowledge. Consequently, schools are increasingly adept at identifying need early.

- Educational psychologists in the local area are rightly highly valued by school leaders and parents. They work collaboratively with schools, nurseries and children's centres to ensure that identification is timely and accurate. This is particularly the case for those children and young people who present with more complex special educational needs and/or disabilities. The educational psychology service links very well with the autism support service, which also provides excellent support to schools where the need has been identified.

Areas for development

- Currently, childcare providers and health services are carrying out the health development checks for two-and-a-half-year-olds separately. Some progress is being made to share assessments. However, the plans in Brighton and Hove to implement integrated checks for two-and-a-half-year-olds could be accelerated.
- Leaders in the local area have rightly recognised that some children on the autistic spectrum are not always identified during their primary education, because of successful inclusive practice. Some of these children struggle to make a successful transition into secondary education. Assessment and diagnosis through CAMHS for these children is then too slow.
- Parents have not been sufficiently involved in the development of the care pathway for supporting children with Down's syndrome.

The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities

Strengths

- Many parents report positively about their experiences of the support they have been offered by different commissioning services prior to, during and after identification of need. Similarly, the vast majority of pupils were positive about their experiences in the local area, particularly the support they receive in school.
- The proportion of schools that are good or better in Brighton and Hove is higher than the national average. All special schools in the local area are

judged to be at least good and many are outstanding. In all schools, leaders are clear about their role within the local area and show commitment to improve provision for children who have special educational needs and/or disabilities. For example, there is an area-wide drive to ensure that children access lessons successfully by receiving effective support, regardless of their level of need, rather than be withdrawn from classes to learn on their own or in small groups.

- Co-production between services, schools at all stages and parents is very strong. For example, cooperation between the educational psychology service, the autistic spectrum condition support service, school leaders and parents has led to high-quality work to improve support for pupils who have anxiety difficulties. The virtual school provides excellent support for children and young people who have special educational needs and/or disabilities who are in the care of the local authority.
- The co-production of new EHCPs is very effective. Parents report that their views are taken seriously and that they contribute fully. Parents of pupils who have special educational needs and/or disabilities whose needs do not require a formal plan share similar views. Parents' strong relationships with school leaders and staff ensure that there are useful opportunities to discuss what is going well and what could be better for children. Pupils are also able to make a useful and valued contribution because school leaders work effectively to ensure that the pupils have a voice.
- Pupils, both in special and mainstream schools, are overwhelmingly positive about how they are supported to make progress. Pupils are encouraged to be self-aware, which allows them to develop independence as they increasingly identify what helps and hinders their learning.
- The vulnerability tracker and special educational needs or disability transfer forms effectively support children with identified need to move from early years settings into schools successfully. Parents appreciate how well this works. Parents also report positively about how they are supported by the robust transfer arrangements from the health visiting service to school nursing service. Secondary leaders also value the information the tracker provides as children move into key stage 3.
- The early help service includes a good range of services for young families through the children's centre, which is highly valued by parents. All families with children under five who speak English as an additional language and require a translator are offered enhanced health visiting support. This helps to quickly identify and support families of children who have any emerging health need and ensure that the most vulnerable families are very well supported in a timely manner.
- Children's social care services provide excellent, graduated support to families that have a child who has special educational needs and/or disabilities. Key workers are allocated to families if they do not meet the threshold for a social worker. Parents for whom this is the case report they value their key workers

because of the useful support they provide during a typically difficult time following early identification.

- The speech and language therapy service is cohesive and strong. Exceptional leadership and management mean there are full complements of therapists who support schools very effectively to deliver excellent programmes for children.
- The independent advice support service for parents provided by Amaze is highly effective. As a result of its work, together with that of the various special educational needs services, appeals against placement decisions are very rare and mediation effective. Local area leaders make very good use of the disability register developed by Amaze to evaluate the effectiveness of services in meeting needs and to plan improvements.
- Children and young people who have special educational needs and/or disabilities benefit from strong support from the health service. For example, health passports ensure that practitioners are aware of children and young people's needs, and how to communicate with them. There are also effective specialist dental and continence services available to families in Brighton and Hove. Families were very positive about their experience of these services.
- The specialist CAMHS 'Team to Adult Personal Advisors' is persistent and positive in reaching out to young people who are difficult to engage with a more traditional model of service. It offers a highly flexible and mobile service and supports the young people through timely transition into adult services.
- Social care services provide well-targeted and useful support to families whose children or young people have profound or complex special educational needs and/or disabilities. For example, respite care provision has been judged as good or better by Ofsted. The decision to extend the compass scheme (a passport to access leisure facilities such as local sports centres) to young people up to the age of 25 is very popular and demonstrates the local area's continued implementation of the new code of practice.

Areas for development

- Local area leaders have rightly identified that the local offer is not easy enough to use. Many parents are not aware of what the local offer is and very few use it to help them. Instead, they use the Amaze website, which is much easier to navigate and includes the information they need.
- Currently, those children and young people who are home-educated do not benefit from the same proactive school nursing support that is given to their peers accessing formal education.
- Parents and practitioners have rightly identified the difficulties in sharing information and coordinating care when a child or young person is receiving support from tertiary specialist hospitals.

The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities

Strengths

- Parents and carers comment positively about how well their children are prepared for adult life. As one parent expressed, 'Brighton and Hove accepts you for who you are'.
- Children and young people who have special educational needs and/or disabilities develop into self-motivated and self-aware contributors to their own local area. They experience success at the appropriate level for their ability. For example, internships developed through joint commissioning have supported some young people to secure employment. Others access appropriate placements in further education or training, where they rapidly develop skills that help prepare them for the world of work. Many report positively about how services, including Amaze, have helped guide them into pathways that allow them to succeed. This reflects how the local area is very successful in preparing children and young people for adult life.
- Academic outcomes for those who have special educational needs and/or disabilities are improving because they are making increasingly rapid progress. The attainment gap between those identified as 'special educational needs support' and their peers is narrowing. This is particularly the case in English.
- Outcomes for those educated in special schools are also strong. Pupils are prepared well for the next stage of their education, employment or training because they benefit from bespoke programmes of study that are linked to their interests and areas of strength.
- The proportion of young people recorded as not in education, employment or training (NEET) after the age of 19 has historically appeared relatively high. However, there are no young people who have special educational needs and/or disabilities whose pathway is 'not known'. Leaders have already taken effective action and so levels of NEET have fallen. Pathways chosen by young people are typically successful and appropriate for their level of need, demonstrating the strength in support they have been given earlier by services. Young people report enthusiastically about the support they have been given by services to secure clear pathways into their adult lives.
- School SENCOs have a clear understanding of children's holistic needs, including their health and care needs. Children and young people typically meet, or are on track to meet, the suitable targets set in their EHCPs.
- The number and frequency of exclusions of pupils who have special educational needs and/or disabilities are rapidly declining. This is because of the effective use made by school leaders of very strong locality authority services in this area.
- Children and young people who have special educational needs and/or disabilities who are educated out of the area are carefully tracked because

services attend their review meetings. Their placements are regularly reviewed to ensure that outcomes are in line with the local area’s expectations. Placements are changed if problems arise.

Areas for development

- Leaders have rightly recognised that there is more to do to secure better outcomes for those White British pupils whose primary need has been identified as social, emotional or mental health.

Yours sincerely

Matthew Barnes
Her Majesty’s Inspector

Ofsted	Care Quality Commission
Bradley Simmons HMI Regional Director	Susan McMillan Deputy Chief Inspector, Primary Medical Services (North), Children, Health and Justice.
Matthew Barnes HMI Lead Inspector	

CC: Clinical commissioning group(s)
 Director Public Health for the local area
 Department for Education
 Department of Health
 NHS England

Appendix 2

Ofsted/CQC inspection of Special Educational Needs and Disabilities (SEND) - May 2016

Post Ofsted Statement – action on identified areas for development

	Area for development identified by Ofsted/CQC	Lead agency	Action/response	By when
1	<i>There is more to do for families who do not meet thresholds for formal plans, particularly for those who have children and young people in mainstream education who present with mental health difficulties</i>	Council	<p>It was been agreed with the AMAZE and the Parent and Carers' Council (PACC) that SEN caseworkers and specialist SEN staff will attend PACC parent coffee mornings across the city offering 'drop in' advice and support to parents of children with SEN who do not meet thresholds for Education, Health and Care plans.</p> <p>Parents will also be reminded of the AMAZE information, advice and guidance service commissioned by the council, which includes a telephone helpline.</p>	From Autumn term 2016
		Council, Clinical Commissioning Group (CCG), and Public Health	A whole school approach to mental health (Primary Mental Health Worker in 3 secondary schools) pilot will be rolled out across the city in 2017/18 including special schools.	

2	<i>Childcare providers and health services are carrying out the health development checks for two-and-a-half-year-olds separately. Some progress is being made to share assessments. However, the plans in B & H to implement integrated checks for two-and-a-half-year-olds could be accelerated</i>	Council, Sussex Community Foundation Trust (SCFT) and Public Health	<p>The LA will continue to improve information sharing between health visitors and nurseries and develop integrated checks for Universal Partnership Plus children attending children's centre nurseries.</p> <p>Public Health will address this area within the imminent re-commissioning of the health visiting service. The new service is planned to begin in April 2017.</p>	April 2017
3	<i>Leaders in the local area have rightly recognised that some children on the autistic spectrum are not always identified during their primary education, because of successful inclusive practice. Some of these children struggle to make successful transition to secondary education. Assessment and diagnosis through CAMHS for these children is then too slow</i>	Council, CCG	<p>The CCG has added some additional psychology resource to the autistic spectrum condition (ASC) pathway to address access and waiting times for assessment and diagnosis. A review of the ASC pathway is taking place 2016/17 with recommendations available early 2017. Any changes or developments will need to involve the LA and include LA and CCG responsibility and remit.</p>	March 2017
4	<i>Parents have not been sufficiently involved in the development of the care pathway for supporting children with Downs Syndrome</i>	Sussex Community Foundation Trust (SCFT)	<p>An update of the health care pathway will be shared with all parents of children with Down Syndrome and a focus group will be arranged.</p>	November 2016

5	<i>Local area leaders have rightly identified that the local offer is not easy enough to use. Many parents are not aware of what the local offer is and very few use it to help them. Instead they use the Amaze website, which is much easier to navigate</i>	Council	<p>This area is already being addressed in the SEND service business plan (item 2.2).</p> <p>The LA is working with AMAZE to make improvements to the local offer and to ensure strong links between and across the LA and AMAZE platforms.</p>	April 2017
6	<i>Currently those children and young people who are home educated do not benefit from the same proactive school nursing support that is given to their peers accessing formal education</i>	Public Health	This area will be addressed as part of the procurement of the Healthy Child Programme. The new service is planned to begin in April 2017.	April 2017
7	<i>Parents and practitioners have rightly identified the difficulties in sharing information and coordinating care when a child or young person is receiving support from tertiary specialist hospitals</i>	NHS England, CCG	This area will be discussed between the relevant health services to improve information sharing and care coordination. The CCG's investment in extra children's community nursing is also expected to support this.	April 2017
8	<i>Leaders have rightly recognised that there is more to do to secure better outcomes for those white British pupils whose primary needs has been identified as social, emotional and mental health</i>	Council, CCG	<p>The LA had already identified this area as part of its self-evaluation to Ofsted in terms of academic outcomes for pupils – this is being addressed via the LA's 'Closing the Gap' Strategy.</p> <p>A whole school approach to mental health (Primary Mental Health Worker in 3 secondary schools) pilot will be rolled out across the city</p>	On-going

			in 2017/18 including special schools. This is a universal offer to all children in schools, but awareness will be raised within this of the social, emotional and mental health needs of this group.	
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Subject:	Promoting Attendance and Reducing Persistent Absence In Brighton and Hove Schools		
Date of Meeting:	3 October 2016		
Report of:	Executive Director Families, Children and Learning		
Contact Officer:	Name:	Ellen Mulvihill	Tel: 29-4410
	Email:	Ellen.mulvihill@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 This report provides information, including data on fixed penalty notices for school absences, for all children and young people in Brighton & Hove.

2. RECOMMENDATIONS:

- 2.1 To note the report and endorse the focus across the City on improving attendance and reducing persistent absence in Brighton and Hove schools.

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

3.1 In Brighton & Hove we aim to ensure that all pupils attend school all of the time and our commitment is to promote good school attendance. We know that good school attendance is a priority for all schools. Pupils who attend school are more likely to develop both academically and socially, improving their life chances. We also know that there is a direct link between poor attendance and poor attainment for a child and young person. Added to this, many issues related to non-attendance will highlight pupils with particular health, welfare or social needs.

We also need to be mindful that school attendance is part of the school Ofsted judgment and grade descriptors make it clear that if the pupils' actual attendance is below national averages, or too many pupils are persistently absent, then attendance must be graded as inadequate. Ofsted have indicated that from September 2016 there will be a 'shift in focus' to the correlation between attendance and attainment, particularly for disadvantaged children and young people.

3.2 It is a legal requirement under Section 7 of the Education Act 1996 that parents of children of compulsory school age ensure that their children receive full-time education that is suitable to their age, ability and aptitude and to any special educational needs that they may have.

A child reaches compulsory school age at the start of the term on or after their fifth birthday, and continues to be of compulsory school age until the last Friday of June in the school year that they reach 16. Fixed Penalty Notices cannot therefore be issued to children in reception who have not yet reached compulsory school age.

It is essential for pupils to attend school regularly in order to maximise the opportunities available to them. The Council's Access to Education Team investigates cases of poor attendance and instigates statutory intervention where appropriate. The Access to Education Team will issue penalty notices on behalf of schools and will always serve them by first class post. The team will also ensure that the issuing of penalty notices is closely monitored with the relevant financial penalty being imposed and collected. If the penalty notice has not been paid within 28 days of issue the case may be escalated and consideration given to prosecution for non-school attendance. A parent may receive more than one separate penalty notice resulting from the unauthorised absence, but not in excess of three penalty notices for an individual child in any twelve month period. A Penalty Notice will be issued to each parent of each child exhibiting the relevant patterns of unauthorised absence. Therefore within any twelve month period each parent can receive a separate penalty notice for each child that exhibits the relevant pattern of unauthorised absence and, where appropriate, in respect of more than one child.

CIRCUMSTANCES WHEN PENALTY NOTICES MIGHT BE ISSUED

Unauthorised Absence/Truancy:

- Persistent late arrival at school (after the register has closed).
- Pupils whose attendance has not reached a satisfactory (90% attendance – 2015 threshold) level during a six week period following intensive support i.e. truancy patrol.
- Where parents allow their child to be present in a public place during school hours without reasonable justification in a fixed term or permanent exclusion.
- Penalty notices will be issued following assessment of poor attendance which the LA considers to be four sessions or more within a term. This does **not** relate to unauthorised holidays but any other unauthorised absence.
- Penalty notices will be issued for all unauthorised holidays taken during term time.

The fine is £60 per parent per child, if payment is made within 21 days from the date of issue, increasing to £120 if paid after 21 days but within 28 days.

LEGISLATION, GUIDANCE AND CASELAW

The Local Authority's Behaviour and Attendance Team must have regard to the following legislation and guidance when applying the provisions of this Code: -

- Data Protection Act 1998
- Children Act 1989
- Crime and Disorder Act 1998

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Education (Penalty Notices) (England) Regulations 2007
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Special Educational Needs Code of Practice 2014
- Education Act 1996
- Police and Criminal Evidence Act 1984
- 'Parental responsibility measures for school attendance and behaviour': DfE Guidance November 2013.

The Education (Pupil Registration) (England) (Amendment) Regulations 2013, which came into force on 1 September 2013, removed references to family holidays and extended leave as well as the notional threshold of ten school days. The amendments made clear that head teachers may not grant any leave of absence during term time unless 'exceptional circumstances' exist. The regulations also stated that head teachers should determine the number of school days a child can be away from school if leave is granted for 'exceptional circumstances'.

The Local Authority also has to be mindful of the recent High Court decision in the case of *Isle of Wight v Platt*. Mr Platt had been charged under the Education Act 1996 with failing to secure his daughter's "regular attendance" at school, based on an unauthorised seven day term-time holiday in 2015, before which his daughter's attendance was 95%, and which brought it down to 90.3%. The magistrates found that they were entitled to take the whole picture of attendance into account, not just the days of the holiday. They noted that the overall attendance percentage after the holiday was 90.3%, which was within the 90-95% range stated to be satisfactory in the school's document, and found that Mr Platt had no case to answer.

The prosecution appealed to the High Court which found that the magistrates were not only entitled to take the broader picture of absence into account, they were obliged to do so. However the Court expressed no view as to what the definition of "regular attendance" is, or should be but determined that when making a decision as to whether or not attendance is regular, all the circumstances of the case i.e. attendance across the term, or across the year should be looked at.

At the request of the DfE an application has now been made by IOW Council seeking leave to appeal against the High Court judgement. If permission is granted it is hoped that the Supreme Court will provide clarity on the issue of 'regular attendance'.

Our advice to schools following the judgement has been that this case does not change the law. Parents are still obliged to obtain the permission of the head teacher if they wish to take their child out of school during term time, and absence can still only be authorised in exceptional circumstances.

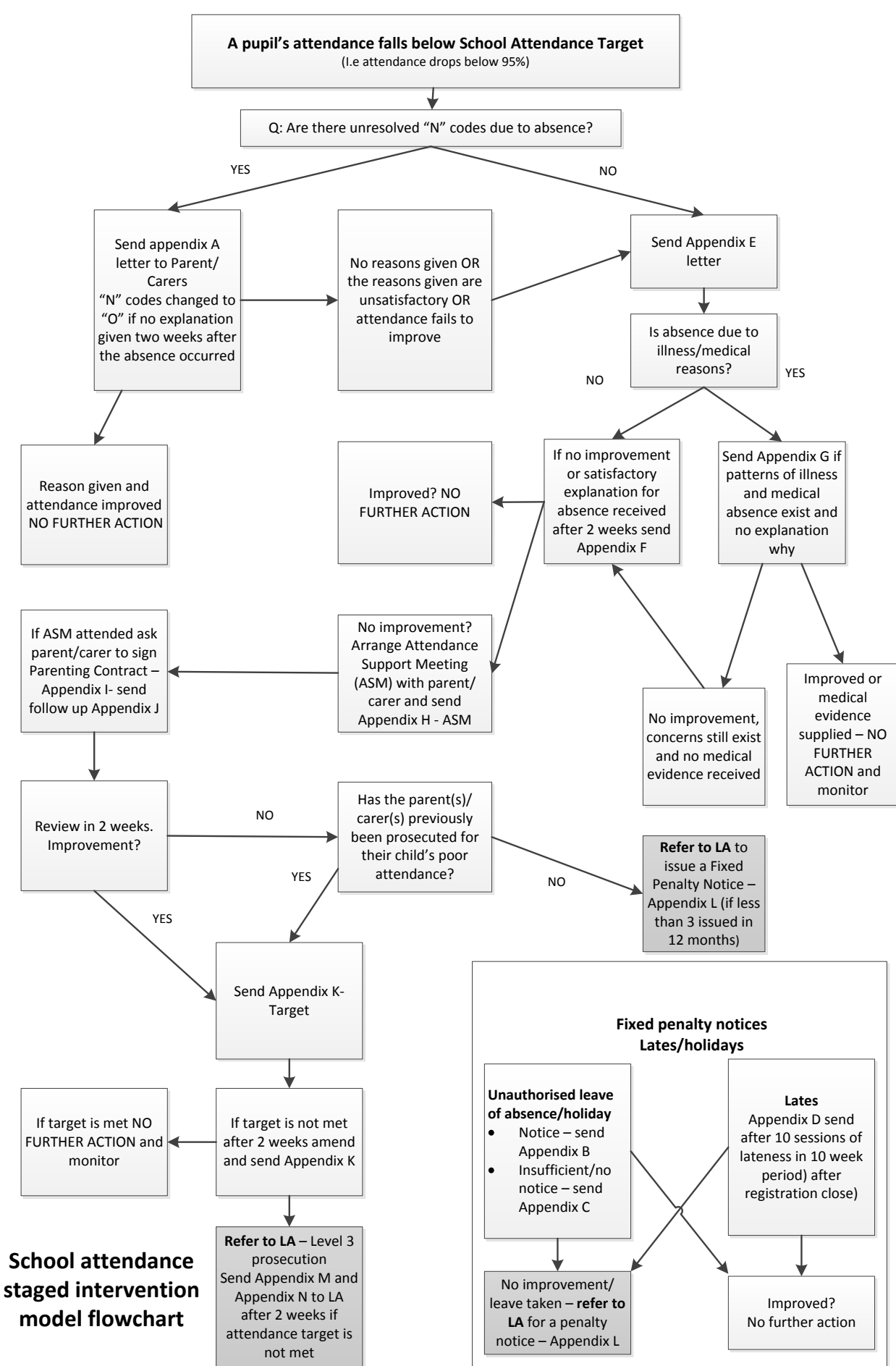
3.4 In Brighton & Hove all schools work towards promoting good school attendance and as a result schools provide a range of interventions using standardised letters as outlined in the 'School Attendance Toolkit' if they have concerns about a pupil's attendance. The schools education welfare officer will follow up on individual cases of concern with phone calls, letters of concern and tracking letters which culminates into

an 'attendance support meeting' if the pupils' attendance does not improve. The attendance is monitored and target letters are sent to the parents/carers prior to any referral to early help; integrated team for families or for a fixed penalty notice, depending on the circumstances and may run concurrently. Parents must obtain permission from the head teacher if they wish to take their child out of school during term time. Applications should be made in advance of the requested absence and the absence should still only be authorised in exceptional circumstances. Head teachers retain the discretion and consider individual circumstances. The head teacher will decide how many days leave can be granted and it remains the case that parents can be fined for taking children on holiday during term time without the school's permission. In accordance with our current policies and procedures the head teacher of a school can refer the matter to the Local Authority for a fixed penalty notice for:

- Unauthorised leave of absence,
- Holidays in term time,
- Persistent late arrivals (after the register has closed - 10 sessions in 10 weeks),
- Excluded pupils found in public places during school hours (during the first five days of an exclusion),
- Poor attendance of four or more sessions within a term (if attendance is less than 90% in a six week period, please follow the steps in poor attendance below).

In accordance with the new [Code of Conduct](#) which has been devised in partnership with schools, school governors' and the police the team has composed practical suggested template letters, a revised parenting contract and referral forms for use by schools. These template letters have been put together with schools to ensure a consistent and robust approach across the City. This document suggests an approach which is in line with the Department for Education expectations and the law. It also makes use of much effective practice observed in the City and the key message is about early intervention. Schools are advised to challenge irregular school attendance and to ensure that each child is encouraged to attend from the very first day. There is a four stage process and procedure prior to the Head Teacher referring this matter to the Local Authority. The 'School Attendance Staged Intervention Model' flowchart set down in more detail below.

In the meantime, it remains the case – as set out in the Education (Pupil Registration) (England) Regulations 2006 amended in 2013 – that head teachers continue to have the power to authorise leave of absence, but only in exceptional circumstances. While family holidays are enriching experiences, the school year is designed to give families the opportunity for these breaks without having to disrupt their children's education. It is for schools to consider the specific details and relevant context behind each request and act according to the circumstances of each specific case. The Team support schools with implementing clear and rigorous approaches that are fully compliant with statutory guidelines.



Education Investigation Service (EIS)

3.5 This is a legal intervention to enforce action for poor school attendance. In line with the national approach the Local Authority uses other education related legal interventions such as fixed penalty notices and prosecutions in line with the PACE 1984 requirements. If the fixed penalty notice is unpaid the Local Authority will send a Notice of Intended Prosecution and Confidential Consultative Document & Integrated Team for Families (ITF) consultation form (identifies MASH, Early help, ITF or Social Worker involvement). If the fixed penalty notice remains unpaid after one week the parent/s is invited to an Interview under Caution. Prior to the interview brief enquiries are made with the school and other agencies involved. At the interview the parent is given a final opportunity to pay the fixed penalty notice to discharge their liability. By conducting the interviews in accordance with the Police and Criminal Evidence Act 1984 we are adhering to Department for Education guidance.

Interviews under Caution:

This approach offers parent/s a fair and transparent process which is fairly administered to all cases referred by schools to the Local Authority. The interviews under caution give us the opportunity for parent/s to provide any relevant background information. Once evidence has been gathered from the school, parent/carer and other agencies (if necessary), the evidence is evaluated and valued to decide whether or not it is appropriate to consider legal proceedings. At the interview, the local authority provides advice and guidance around improving attendance and the impact of term time holidays.

If the decision is made to instigate legal proceedings, the parent/carer(s) is invited to attend an interview under caution to provide a final opportunity to disclose any further information/evidence with the knowledge that legal proceedings will be implemented without haste should no defence exist and it remains in the public interest to proceed.

The interview will be PACE compliant with an audio recording made according to the relevant PACE code of conduct. The interview will be led by the investigating officer who will be responsible for asking you questions, with support provided by another investigating officer who will be responsible for ensuring the interview is undertaken in accordance with the law. The common themes identified at interview under caution are as follows:-

- Financial hardship
- Medical concerns/condition (perceived)
- SEN
- Bullying
- Bereavement
- Inconsistent
- Temporary accommodation (out of Brighton and Hove-distance)

The facts from the IUC are presented to the Strategic Attendance Lead and a decision is made on whether to withdraw the fixed penalty notice. Consideration is given to investigate circumstances further and/or make additional enquiries with the school and

other agencies whether to proceed with prosecution. Prosecution is a last resort and it must be in the Public Interest to proceed. The interviews under caution are proving to be a fair and effective way of establishing more facts to each individual case as parent/s are bringing more information about their case to light. The attendance at interview is obviously voluntary and the local authority have seen an increase in parent/s attending these sessions in the last few months with a majority of parent/s welcoming the opportunity to be more specific and open about their circumstances .

Data Information

3.6 Table 1 below shows the number and type of referrals for autumn 2014 and 2015, demonstrating a high level of referrals for holidays and an increase in poor attendance.

Table 1: Breakdown of FPN Referrals for Autumn Term 2014/2015

Referral Reason	Autumn 2014	Autumn 2015
Holiday	318	398
Lates	4	1
Poor Attendance	0	49
Truancy	0	0
Truancy - Exclusion	0	0
Total	322	448

Impact:

3.7 Against this back drop of information, Table 2 below shows the school absence figures for autumn term 2014 and 2015 as a comparison. It can be seen that for the Autumn Term primary school absence has improved from 4.1% in 2014 to 3.7% in 2015. There is also a marked improvement in secondary school absence down from 5.6% in 2014 to 5.4% in 2015. For persistent absence figures, there is a reduction for both phases which also takes account the new threshold of 10% introduced in September 2015. Table 3 below, gives a breakdown of the most improved primary school persistent absence for the two academic years. It highlights a number of primary schools who have issued fixed penalty notices and have seen an improvement in their persistent absence.

Table 2: Breakdown of Primary and Secondary School Absence for Autumn Term 2014/2015

Sector	Autumn 2014	Autumn 2015	Autumn PA 2014	Autumn PA 2015
Primary School Absence	4.1%	3.7%	11.4%	9.4%
Secondary School Absence	5.6%	5.4%	16.7%	14.7%

Table 3: Breakdown of the most improved Primary School Persistent Absence for 2015/2016 compared to 2014/15 and the number of FPN's issued

DfE	Establishment	% PA Improvement	Number of FPNS
3308	St Martin's CE Primary School	15.7	10

2011	City Academy Whitehawk	9.5	14
3305	St Bartholomew's CE Primary School	8.1	10
2093	West Blatchington Primary School	7.6	8
2007	Coombe Road Primary School	7.4	29
3313	St Mary Magdalen Catholic Primary School	7.2	4
2158	Woodingdean Primary School	7	41
3318	St Bernadette's Catholic Primary School	5.8	9
2037	Carlton Hill Primary School	5.5	6
3316	Our Lady of Lourdes Catholic Primary School	5	11
2114	Peter Gladwin Primary School	4.9	26
2165	Fairlight Primary School	4.6	22
3311	St John The Baptist Catholic Primary School	4.3	1
2002	Moulseccomb Primary School	4.2	33
2096	West Hove Infant School	4	56

Financial Information:

3.8 The income generated from fines received by the local authority is outlined in the table below:

Academic year	Number Of FPNs	Money received
2013-2014	417	£18837
2014-2015	959	£50465
2015-2016	1076	£77160 (not yet fully received)

In terms of the expenditure associated with the income outlined above, the income is used both to fund the administrative and legal costs associated with the process and to reinvest in schools to improve standards of attendance and persistent absence. The staffing costs are annual.

The Team:

Access to Education Officer (legal) - £25,400;
Fixed Penalty Notice Administrator - £24,700;
BHCC Legal Services - £3,500 - £7,500.

Projects:

A joint project with Public Health was funded for £26K to address sickness issues in schools and the information and support that was provided to parents; 12 schools were identified where persistent absence for pupil premium pupils was identified as a significant issue in their lack of progress. In collaboration with head teachers, attendance leads and the local authority, an intervention strategy was implemented to address this and schools received £32k to support this work.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

Community Engagement options to be decided.

5. FINANCIAL & OTHER IMPLICATIONS

Financial Implications

5.1 The report updates on fixed penalty notices for school absences for all children and young people in Brighton & Hove.

5.2 It is important that for any developments that the financial position is reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council.

In particular the position re IOW Council seeking leave to appeal against the High Court judgement will need to be monitored in case of implications on the budget.

Finance Officer consulted: David Ellis Date : 25 August 2016

Legal Implications

5.3 The parent of every child of compulsory school age has a legal duty under section 7 of the Education Act 1996 to ensure that his/her child receives a suitable education by full time attendance at school or otherwise. If a parent fails to do so a Fixed Penalty Notices (FPN) can be issued by the Local Authority in the circumstances set out in para 3.4 of the report above.

The Education (Penalty Notices) Regulations 2007 set out the details of how a local authority penalty notice scheme must operate. This includes a requirement that every local authority must draw up and publish a Code of Conduct for issuing penalty notices, after consulting all schools, including academies, and the police. The code should set out the criteria that will be used to trigger the use of a penalty notice. These could include: a number of unauthorised absences, perhaps within a rolling academic year; one-off instances of irregular attendance such as holidays taken during term time without the school's permission; and where an excluded child is found in a public place during school hours without a justifiable reason. It is good practice that the Code should be regularly reviewed.

The recent High Court judgement in the case of IOW v Platt has not altered the law as set out in the Education (Penalty Notices) (England) (Amendment) Regulations 2013. These Regulations provide that head teachers should only grant leave of absence in term time in 'exceptional circumstances'. If the absence is not authorised a fixed penalty notice will be issued.

Local authorities need to observe the provisions in their Code of Conduct when making decisions as to when to prosecute for non-payment of the fixed penalty notice and when not to. If the local authority does decide to prosecute, the court will look at all the circumstances of the case when making a decision as to whether or not attendance is deemed to be regular i.e. they will look at attendance across the term, or across the year. It is clear from the Platt case that there is no attendance threshold below which parents will automatically be convicted, or above which parents can take their children out of school with impunity.

To conclude, this report highlights the following key points:

- 320 (2%) less Primary school children were persistently absent on 2015-16 compared to 2014-15
- 230 (2%) less Secondary school children were persistently absent on 2015-16 compared to 2014-15
- 750 persistently absent children in 2015-16 had a holiday
- 520 of the 750 children who had a holiday and who were persistently absent in 2015-16 would not have been persistently absent if they had not have taken the holiday
- Persistent absence rates in 49 out of 64 schools improved in 2015-16, compared to 2014-15
- Children who live in our most deprived areas are on average over one third more likely to be persistently absent than their peers
- Generally, the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4. Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of all sessions.
- Generally, the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions.
- The process provides rigour such that it is subject to scrutiny, accountability and opportunities for challenge.

Legal Advisor consulted: Serena Kynaston Date : 25 August 2016

Equalities Implications

5.4 Regular and punctual attendance at school and access to appropriate education provision will significantly improve the ability for children in Brighton & Hove to reach their full potential. If children do not attend school regularly or engage in appropriate education, the welfare and protection of these children will be at risk.

Sustainability Implications

5.5 All policies, procedures and systems will be reviewed regularly giving consideration to any new or updated legislation and guidance.

Crime & Disorder Implications

5.6 Ensuring children and young people are fully engaged in education and attending school will support the reduction in crime by young people.

Risk and Opportunity Management Implications

5.7 None.

Public Health Implications

5.8 This report aligns with the priorities at outlined by the EHWPB 2015.

Corporate / Citywide Implications

5.9 This area of work directly aligns with the corporate plan principles, providing strong civic leadership for the well-being and aspiration of Brighton & Hove community.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S)

6.1 None

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 Information only

Subject:	Early Headlines: Standards and Achievement in Brighton & Hove Schools and Colleges, 2015 - 2016		
Date of Meeting:	3 October 2016		
Report of:	Executive Director Families, Children & Learning		
Contact Officer:	Name:	Hilary Ferries	Tel: 293738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

This report outlines the early headlines of the results of the national tests in summer 2016 for the different key stages. No results are finally validated as yet and so this report outlines the early headlines based on the provisional data. The most recent communication from the Department for Education (DfE) suggests that results will be published in January 2017. There will be a more detailed report for the March committee meeting which will include the achievement of vulnerable groups in the city.

This year has seen significant changes to the key stage one, key stage two and key stage four testing arrangements. This means that the results from this year cannot be compared with previous years.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the Early Headlines Standards and Achievement Report for the academic year 2015 – 2016.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness – snapshot July 2016**

The percentage of schools judged to be good or outstanding in the city has risen from 84% in summer 2015 to 86% in summer 2016. There are 10 schools in the city that are judged to require improvement, two less than last year. There are no schools judged to be inadequate.

Key Stage Summary

3.2. Early Years Foundation Stage Profile – Age 4 to 5 (end of Reception year)

3.2.1 Good Level of Development

	2014		2015		2016	
	Brighton & Hove	National	Brighton & Hove	National	Brighton & Hove	National (Proxy from NEXUS)*
EYFSP % Achieving a Good Level of Development	60	61	65	66	66	69
Pupils in Reception Year Cohort	2769		2851		2864	

66% of pupils achieved a good level of development (GLD) in the Early Years Foundation Stage Profile. This is a one percentage point rise from last year and an increase of 22 percentage points when compared to 44% in 2013.

Brighton and Hove are three percentage points below the emerging national percentage for 2016.

**NEXUS is the tool provided by the National Consortium for Examination Results (NCER), a community interest community led by Local Authorities*

3.2.2 Areas of learning

Communication & Language	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
79.3%	86.7%	84.2%	71.0%	79.0%	86.4%	89.3%

Pupils achieved highest in the Expressive Arts and Design area of learning, with 89.3% of pupils achieving the expected level.

The lowest outcome was in Literacy, with 71% of pupils achieving the expected level. This is, however, a one percentage point increase on the 2015 literacy outcome, with a 1.5 percentage point increase in writing.

3.3 Year 1 phonics screening check (age 6)

3.3.1 80% of year 1 pupils achieved the expected standard in the phonics screening check this year. This is an increase of five percentage points from last year and we are now just one percentage point below the emerging national figure for 2016 of 81%. There has been a year on year increase and we are closing the gap with national.

3.3.2 Year 2 re-take phonics screening check, (age 7)

By the end of year 2, 90.6% of children (provisional data) had achieved the expected standard (including retakes of those who did not meet it in year 1) This is higher than the emerging national figure of 88%.

3.4 Key Stage 1 outcomes (seven year olds)

3.4.1 2016 is the first year of tests for 7 year olds in the 'new' National Curriculum, introduced in 2014. Following the removal of teacher assessment levels and the introduction of scaled scores, interim teacher assessment frameworks were provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016. Brighton and Hove outcomes are above the emerging national figure for 2016 in each subject and in line for combined reading, writing and maths.

KS1 2016	Brighton & Hove % pupils Achieving the Expected Standard	Emerging national % pupils Achieving the Expected Standard (all 152 LAs)
Reading	74.8%	74.0%
Writing	66.6%	65.5%
Maths	73.9%	72.6%
Science	85.4%	81.8%
RWM	60%	60%

3.5 Key Stage 2 outcomes (11 year olds)

3.5.1 The National Picture

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil will now receive their test results as a scaled score and teacher assessments based on the standards in the interim framework. Because of the changes set out above, figures for 2016 are not comparable to those for earlier years.

3.5.2 Attainment

Year six pupils sat tests in maths, reading and grammar spelling and punctuation. Writing was teacher assessed and moderated at LA level. Each child was given a scaled score for each of the subjects. A score of 100 means that a pupil has 'met age related expectations'. Schools are being measured on the percentage of pupils that achieved an age related score of 100 or more.

3.5.3 Progress

Progress scores are no longer measured as 'expected progress' using the levels from Key Stage one to key stage two, as levels no longer exist. This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score (more details are in 'Primary School Accountability in 2016' on the DfE website).

The floor standard for attainment was announced earlier in the year and was set at 65% of pupils reaching the age related expectations in all subjects (originally it was going to be 85%). Nationally this figure is 53%. There was an announcement from government that there would not be an increase of more than 1% of schools judged to be below the floor standard and so the calculations that determine progress are complex.

3.5.4 The Floor Standard and ‘coasting’ schools

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor until December 2016 when schools’ performance tables are published.

In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**
- the school achieves sufficient progress scores in **all three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

The thresholds for the progress element of schools judged to be ‘coasting’ will not be released before December 2016.

3.5.5 Brighton & Hove

Overall schools in the city have outperformed the national results by five percentage points. 58% of pupils attained the new benchmark standard in reading, writing and mathematics against the national of 53%

3.5.6 Attainment

The city is matching or exceeding attainment levels in all areas:

	National	Brighton & Hove
Reading	66%	73%
Grammar, punctuation and spelling (GPS)	72%	74%
Writing	74%	75%
Maths	70%	70%

Reading

The reading results were the biggest surprise nationally. The pass mark for the test was 21/50. 31 schools in the city were above the national, which reflects the higher performance in reading locally.

Maths

In maths city schools were in line with the national of 70%. 26 schools in the city were above the national figure.

Writing

Writing results were just above the national (1 percentage point). Writing is judged by teacher assessment and the LA had a statutory duty to moderate a number of schools to verify judgements and check process, which it completed.

3.5.7 Progress

Progress results across the city shows that reading and writing have positive progress scores, but maths has a negative progress score. At KS1 the cohort was above national in maths but at KS2 was 'in-line' with the national average. This has led to a negative score and maths remains a priority for the city and we will be working with the Sussex Maths Hub on further developments.

	Mainstream schools only	Mainstream and special schools
Reading Progress	1.26	1.16
Writing Progress	0.37	0.28
Maths Progress	-0.49	-0.58

In terms of excellent performance across the city

- For reading: 39% of schools are in top 25% of schools nationally (17 schools)
- For Writing: 27% of schools are in the top 25% of schools nationally (12 schools)
- For Maths: 18% of schools are in the top 25% of schools nationally (8 schools)

3.5.8 The Floor Standard and 'coasting' schools

The provisional results suggest that there may be one school below the floor standard. Until the threshold figures have been published we cannot determine which schools will be judged to be 'coasting'.

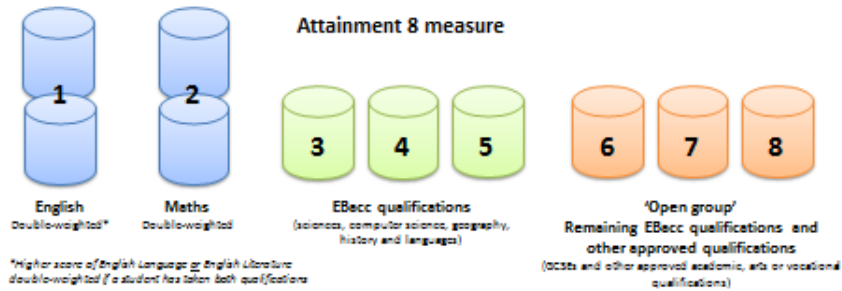
The Regional Schools Commissioner's team have said they would like to visit in September to discuss the summer results. In addition to having the responsibility for the performance of academies, they can also issue warning notices to schools that they think are not making sufficient progress where the LA has not taken appropriate action.

When the 'coasting' schools criteria are published in January 2017, they will also explore the outcomes and outlook for those schools.

3.6 Key Stage Four – GCSE results (16 year olds)

3.6.1 This year is the first year that all academies and schools will be measured on how much progress students make from where they start in Year 7 to when they complete their exams at the end of Year 11. This is known as Progress 8. The measure is based on student progress measured across eight subjects. This is the eight 'best results'. English and maths are double weighted as in the diagram below.

Progress 8 / Attainment 8



- We will calculate the Attainment 8 grade as an average of the subjects
- We will calculate Progress 8 using a value added method, using KS2 English and maths results as a baseline.
- A school will be below the floor standard if pupils make half a grade less progress than expected across their 8 subjects.

This is designed to:

- Create a measure of attainment expressed as an average across 8 subjects that parents will more readily understand
- Lead to a better measure of school effectiveness with a new Progress 8 measure
- Incentivise a broad and balanced curriculum with a strong emphasis on English and Maths
- Be a measure which is sufficiently flexible to reflect pupils' needs

3.6.2 Provisional results suggest that Brighton & Hove will be above the national for the new measures. For 2015 the DfE modelled how schools would have achieved under the new systems and Brighton & Hove schools would have been 0.1 percentage points above this and a 'C' grade. For 2016 results have risen again and we are expecting to be 'C' overall.

3.6.2 In terms of the previous measure of five GCSE A*-C including English and Maths, outcomes for Brighton and Hove schools increased by one percentage point which would be four percentage points against the national 2015 outcomes.

3.6.3 The percentage of pupils making three or more levels of progress (expected progress) has risen three percentage points for English (from 76 – 79%) the national figure in 2015 was 71% and from 66% to 70% in maths which is three percentage points higher than the national 2015 result.

3.6.4 The provisional results suggest that schools have seen improved outcomes and every school has something to celebrate, whilst acknowledging that there is more to do. Patcham High, Cardinal Newman, Longhill, BACA and Varndean have seen gains across the board. Blatchington Mill and PACA are also celebrating increases in progress, with Hove Park particularly pleased with their EBACC outcomes. Richard Bradford, Head of Dorothy Stringer and chair of the Secondary Schools Partnership wrote: *'Brighton and Hove schools have worked as a partnership over the last few years, 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.'*

It has become clear that the old measures used to define success at whole school-level, such as the GCSE pass rate, have been less helpful in determining how much progress students make when at school. It is far more useful to consider the progress of all of our young people and this is reflected in the new Progress 8 Government measures which will be released later in the year. Early indications suggest that the progress made by students will be better than that made nationally. None of us will be satisfied until there is no gap in educational outcomes for disadvantaged young people in this city. We believe in the potential of every young person, and work daily to inspire, enthuse and improve progress for all students.'

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

3.7.1 National Picture

Nationally, the A level pass rate (A*-E) has remained stable at 98.1%. The proportion of A* and A grades was 25.8%, down by 0.1% on last year. The A* - B pass rate is 52.8% and A*-C is 77.5%.

2016 is the first year for the new AS level results. AS levels are being "decoupled" from being part of A-levels, so that they are stand-alone qualifications. This year's figures show a 13.7% drop in entries.

In future years A-levels will be linear rather than modular (taught from September 2015 and subjects phased in over 2 years). This means grades will be awarded on an end-of-course exam, instead of modules taken throughout the course as at present.

Results of vocational qualifications are not yet available.

3.7.2 Brighton & Hove

Provisional results suggests that there has been good improvement in the A level results in Brighton & Hove schools and colleges as overall, students achieved above national averages in pass rates and the proportion of top A* - B grades.

Around 80% of students in the city study at the two sixth form colleges, around 50% at BHASVIC and around 30% at Varndean College. Around 20% of 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 2015/16 there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is to 57.6%, well above the provisional national average figure of 52.8%. The proportion of all entries achieving a pass grade improved to 98.6%, again above the provisional national average of 98.1%

Results of vocational qualifications are not yet available.

3.8 Looking ahead

The provisional headline results for 2016 suggest that Brighton & Hove will be in line with or above the national figures for almost every key stage,. This is a year of change with different testing arrangements for several of the key stages, which makes comparisons with previous years impossible. As more national data is released and schools undertake their own analysis, a clearer picture will emerge

and we will be able to analyse the performance of vulnerable groups. School Partnership Advisers from the Standards and Achievement Team will be visiting every school to discuss the outcomes and agree next steps. Maths across the city and 'closing the gap' / 'diminishing differences' remain priority areas for schools and the Local Authority. The further development of schools supporting schools and partnership working is the direction of travel and we are engaging on the possible formalisation of the way this operates in the city. There will be further reports to committee on this.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

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

5. COMMUNITY ENGAGEMENT & CONSULTATION

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

6. CONCLUSION

- 6.1 Initial provisional outcomes look positive, but more detailed analysis and the publication of results in the next few months will enable more focused action to be taken.
- 6.2 There will be a more detailed report later in the year that analyses results for vulnerable groups and the validated data in more detail.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no direct financial implications within the report. Schools have delegated budgets and must use these in order to achieve the best outcomes for their pupils, which include their key stage exam results.

Finance Officer Consulted: Andy Moore

Date: 22/08/16

Legal Implications:

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

Lawyer Consulted:

Serena Kynaston

Date: 05/09/16

Equalities Implications:

Brighton & Hove schools are committed to the success of every pupil and target resources at the most vulnerable.

7.4 Sustainability Implications:

High achieving pupils and successful schools will contribute to the aims of Equity & Local Economy and Health & Happiness.

7.5 Any Other Significant Implications:

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

None

Background Documents

None

Subject:	City Employment & Skills Plan 2016-2020		
Date of Meeting:	22 September 2016 – Economic Development & Culture Committee 3 October 2016 – Children, Young People & Skills Committee 20 October 2016 – Council		
Report of:	Joint Report of the Executive Director for Families, Children & Learning and the Executive Director for Economy, Environment & Culture		
Contact Officer:	Name:	Rachel Carter / Elizabeth Cadman	Tel: 294921 / 291094
	Email:	<u>Rachel.carter@brighton-hove.gov.uk / Elizabeth.cadman@brighton-hove.gov.uk</u>	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The report is to seek approval from the Committee for the final City Employment & Skills Plan (2016-2020) and before going to Full Council.

2. RECOMMENDATIONS:

That the Economic Development & Culture and the Children, Young People & Skills Committees:

- 2.1 Notes the final City Employment & Skills Plan and the steps that will be taken to deliver the Strategic Map.
- 2.2 Recommends the Plan to Council for adoption.

That Council:

- 2.3 Adopts the Brighton & Hove City Employment & Skills Plan 2016-2020.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 A report proposing development of a new City Employment & Skills Plan (2016-2020) was agreed by the Children, Young People & Skills Committee in July 2015. It was noted by the Economic Development & Culture Committee in September 2015.
- 3.2 Following the tender process, Rocket Science, were the consultants appointed to develop the City Employment & Skills Plan.

- 3.3 A progress report on the development of the City Employment & Skills Plan (2016-2020) was noted by the Economic Development & Culture Committee and Children, Young People & Skills Committee in March 2016.
- 3.4 The City Employment & Skills Plan is a city-wide plan jointly owned by stakeholders and partners across the City. The Plan also recognises the important economic role of the City Region and proposes activities that can be delivered at City Region level.
- 3.5 The City Employment & Skills Plan supports the delivery of both the Economy & Jobs and Children & Young People priorities in the City Council's Corporate Plan 2015-2019.

The Greater Brighton Employer Skills Task Force

- 3.6 The Greater Brighton Employer Skills Task Force was formed in Autumn 2015 from over 30 of the City Region's leading businesses and education providers. The Task Force was established in September 2015 to consider how the number of apprenticeships can be increased locally, how those who have not worked for some time can be supported back into work and how more businesses can be encouraged to engage with schools as a way of helping to build and grow a pipeline of local talent about to enter work and learning with a greater understanding of the job and career opportunities in different sectors.
- 3.7 The Task Force set the City Region a target of a minimum of 1,000 new apprenticeships in 1,000 days. This has been included as a target in the City Employment & Skills Plan.
- 3.8 To achieve this they developed an Employer Pledge asking the wider business community to support the campaign. The Employer Pledge was launched during Apprenticeship Week in March this year and received over 100 pledges of support.
- 3.9 The Task Force also developed a report including eight recommendations for action. Three actions are under Objective 1 in the Strategic Map; a brand for the Greater Brighton City Region and the development of a Greater Brighton Employer Brokerage Model. The brokerage service is intended to help large employers and small and medium sized enterprises (including microbusinesses) to find trainees, apprentices, higher apprentices. It will also track the number of apprenticeships starts and completions and provide evidence in the form of metrics that will detail take-up by a range of indicators e.g. age, gender, ethnicity, disability and geography. Apprenticeship branding will be developed and maintained for the Greater Brighton City Region to help simplify the training and apprenticeship offer and reduce confusion for businesses, young people, schools and parents.
- 3.10 A separate report on the Greater Brighton Employer Brokerage Model will be brought to the Children, Young People & Skills Committee. This will form part of the Youth and Employability Trust Committee report, which is going to the Children, Young People & Skills Committee on October 3rd 2016.

3.11 **The Brighton & Hove Data Story** was produced to inform the City Employment & Skills Plan. It is an assessment of the Brighton & Hove labour market and issues relevant to the City's relationship with the Greater Brighton City Region and Coast to Capital area and provides an evidence base for the plan.
Priorities and Targets

3.12 From the evidence in the Brighton & Hove Data Story and the findings from the consultation phase, the priorities emerged. Along with three overall outcomes to be achieved over the life of the plan:

- **Priority 1 – No one left behind:** Residents and workers suffering disadvantage in the labour market either through unemployment, low pay or lack of aspiration are supported effectively to make the most of the economic opportunity the City and its wider partnerships can offer.
- **Priority 2 – Supporting learn to earn transitions:** Young people and those making career transitions at any age are supported on their journey from learning to earning and can take advantage of the career, lifestyle and further education opportunities the City has to offer.
- **Priority 3 – Enabling businesses and workers to benefit from growth:** The key employment sectors of the City driving growth such as Health & Life Sciences and those which are critical to sustaining a healthy and vibrant City such as Financial Services, Public Sector and Tourism, are accessing employees with the right technical skills, aptitude and readiness for work. These employers should be given support to help their workforce grow and prosper.

Outcomes

3.13 By 2020 the following outcomes will have been achieved:

- The target is to support 2,000 long-term unemployed residents move into sustainable employment.
- The target is to increase apprenticeships by at least 1,000 new starts in 1,000 days.
- The target is to secure 3,000 opportunities to help residents develop their skills, experience and career through the Employer Pledge.

3.14 In order to achieve these outcomes the CESP Strategic Map sets out four objectives which will provide the road map to delivery of the outcomes and the means by which progress can be measured.

Strategic Map

3.15 A Strategic Map (Appendix 1) has been developed and its four objectives are each supported by actions. The actions will help put in place the systems, funding and structures to make our employment, skills and business support infrastructure work better to secure the needs of residents and businesses.

- 3.16 The Learning, Skills and Employment Partnership is tasked with helping to drive the delivery of the Strategic Map. To achieve this aim four Action Groups will be established to oversee the workplan. Membership of the groups is from the Learning, Skills & Employment Partnership and other key stakeholders.
- 3.17 Its task will be to agree specific actions and activities that achieve the objectives. For example: one of the main focuses in Objective One will be to agree the steps needed to create a job Brokerage scheme that meets the needs of employers and will engage local training providers thereby making it easier for employers to find and train staff.

Priority	Strategic Map	Group	Chaired By	Outcome
2	Objective One - Working better with employers to secure jobs and develop careers for our residents	Employer Action Group	Gavin Stewart, Brighton & Hove Economic Partnership	Help meet the City target of 1,000 apprentices in 1,000 days
2	Objective Two - Making skills infrastructure and funding work better for sectors key to our resilience and growth	Skills Action Group	Sarah Williams, Sussex Learning Network	Help meet the City target of 1,000 in 1,000 days
1	Objective Three - Making our services, providers and funding work better to help those furthest from the labour market	Services Action Group	Simon Newell, Brighton & Hove Connected	2,000 long-term unemployed people into work
3	Objective Four - Supporting business growth and sustainability	Business Support Action Group	Sarah Springford, Brighton & Hove Chamber of Commerce	3,000 opportunities through the Employer Pledge

- 3.18 The City Management Board will oversee and monitor the Plan and support where appropriate.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The do nothing approach represents a risk for Brighton & Hove and its residents because of a number of factors which will impact on the labour market and skills and employment in the City including but not limited to; changes to the funding landscape for skills; changes to benefits for under 25 year olds; introduction of an Apprenticeship Levy in April 2017; high number of Employment Support Allowance claimants in the City etc.
- 4.2 Following approval of a new City Employment & Skills Plan by the Children, Young People & Skills Committee in July 2015, no alternative options were considered.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The consultants engaged with providers, public bodies, third sector partners and businesses throughout the development of the Plan.
- 5.2 Over 100 delegates attended the first consultation event in December 2015 which looked at the key priorities for the Plan.
- 5.3 Over 70 delegates attended the second consultation event in January 2016 to develop a set of recommendations for the Plan.
- 5.4 Over 25 in-depth interviews were conducted with key stakeholders in the City. In addition, over 170 respondents completed an online questionnaire which helped inform the development of the Plan.
- 5.5 Rocket Science presented the emerging priorities to the Fairness Commission in January 2016 and development of the Plan took into account the work of the Commission to ensure alignment between the two strands of work.
- 5.6 A Greater Brighton Employer Skills Task Force was convened which was an integral part of the development of the City Employment & Skills Plan, to ensure that the major local employers are central to its development.

6. CONCLUSION

- 6.1 Committee is asked to approve the final City Employment & Skills Plan report and that it is going to Full Council for approval on the 20th October 2016.
- 6.2 Committee is asked to note the Strategic Map (Appendix 1) and its four objectives each supported by three actions.
- 6.3 Committee is asked to note the convening of the four Action Groups to take forward the actions to deliver the Plan.
- 6.4 Committee is asked to note the City Management Board will oversee delivery of the Plan.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no direct financial implications associated to the recommendations in this report to the Children, Young People & Skills Committee.
- 7.2 The cost of developing the City Employment & Skills Plan has been funded from the City Regeneration Investment Fund and existing City Regeneration service revenue budgets.
- 7.3 Any financial implications associated with the delivery of the actions set out in the Plan will be assessed within relevant future reports or business case and appropriate approval for funding will be sought where required.

- 7.4 It is anticipated that the Plan will assist in making funding applications for external resources and the development of joint funding bids to deliver the identified actions. External funding is potentially an important source of income, but funding conditions need to be carefully considered to ensure that they are compatible with the aims and objectives of the council.

Finance Officer Consulted: Steven Bedford

Date: 16/08/16

Legal Implications:

- 7.5 As detailed in the body of the report the plan provides a vehicle for a number of council objectives, and should enhance the council's capacity to meet duties in respect of addressing inequalities. It will further enhance the Council's capacity to meet the expectations under the Enterprise Act 2016. Compliance with the Specification of Apprenticeship Standards for England (SASE) is a statutory requirement of the Apprenticeships, Skills, Children and Learning Act. New employer designed apprenticeship standards are being developed to replace the current apprenticeship frameworks.

Lawyer Consulted: Natasha Watson

Date: 09/09/16

Equalities Implications:

- 7.6 An Equalities Impact Assessment for the City Employment & Skills Plan is in the process of being prepared. The Plan has taken into account recommendations from the Fairness Commission. Two other research studies have been commissioned as a result of the City Employment & Skills Plan. The first study looks at ways to overcoming barriers to employment for BME residents and the second study focuses on the same objective for disabled residents.

Sustainability Implications:

- 7.7 The Plan complements the strategic objectives in the council's Economic Strategy including; tackling barriers to employment, growth of the Creative Digital & IT Sector and improving the job prospects of the resident workforce will help economic sustainability. It also links to the work undertaken by the Greater Brighton Economic Board.

Any Other Significant Implications:

Crime and Disorder Implications

- 7.8 Studies have repeatedly linked unemployment to rising crime and the deterioration of health. Labour market policies can play a role in reducing crime rates and unemployment in the city, which should have a positive impact on crime reduction.

Risk and Opportunity Management Implications

- 7.9 Measures will be put in place to monitor and manage risks. By the involvement of Council officers in supporting the Action Groups, part of their role is to help the Chair of each Action Group to ensure the objectives in the City Employment & Skills Plan are achieved. The Action Groups will be expected to provide regular progress reports to the City Management Board.

Public Health Implications

- 7.10 The Office of National Statistics (ONS) measures national wellbeing and established that economic inactive people or under-employed people have lower levels of wellbeing than those who are employed. The Plan will have a positive impact on those residents in the city who are unemployed or under-employed.

Corporate & Citywide Implications

- 7.11 The new Plan supports the delivery of the Economy & Jobs and Children & Young People priorities of the City Council's Corporate Plan 2015-2019. The Plan is being written at a time when Local Authorities are facing significant cuts to their budgets and, at the same time, the implications of welfare reform are becoming unknown with growing numbers of residents being detrimentally affected. Interventions in the Plan should help reduce the financial burden on the Local Authority.

SUPPORTING DOCUMENTATION

Appendices:

1. Strategic Map
2. City Employment & Skills Plan (2016-2020)

Appendix 1

Brighton and Hove City Employment and Skills Plan 2016-2020



Brighton & Hove City Council

Brighton & Hove City Employment and Skills Plan 2016-2020

- Increasing apprenticeships by at least **1,000** new starts in **1,000** days
- Supporting **2,000** long term unemployed residents move into sustainable employment
- Securing **3,000** opportunities to help residents develop their skills, experience and career through the Employer Pledge



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1. Executive Summary

The City Employment and Skills Plan 2016-2020 (CESP) has been developed at a time of real shifts in policy and funding at national, Greater Brighton City Region (GBCR) and Brighton & Hove City levels. These shifts in direction and investment into employment and skills alongside the regeneration and development taking place in the City represent a great opportunity to focus efforts on supporting our residents and business more effectively making the most of the funding, resources and assets the City has available.

The City has benefited from economic growth with a strong financial services sector, vibrant visitor economy, emerging dominance in the creative and digital sectors and a centre for learning and innovation. However, there is evidence that this growth has not benefited everybody. Youth unemployment, although reducing, is still high and we have deeply entrenched unemployment for some residents and increasing polarisation between wealth and poverty.

Taking into account both the opportunity and challenge we have identified three priorities for the CESP 2016-2020 to address:

- **Priority 1 – No one left behind** – Residents and workers suffering disadvantage in the labour market either through unemployment, low pay or lack of aspiration are supported effectively to make the most of the economic opportunity that the City and its wider partnerships can offer.
- **Priority 2 – Supporting learn to earn transitions** – Young people and those making career transitions at any age are supported on their journey from learning to earning and can take advantage of the career, lifestyle and further education opportunities that the City has to offer.
- **Priority 3 – Enabling businesses and workers to benefit from growth** – The key employment sectors of the City that are driving growth such as Creative, Digital & Information Technology (CDIT), and those which are critical to sustaining a healthy and vibrant City such as Financial Services, Public Sector and Tourism, are accessing employees with the right technical skills, aptitude and readiness for work. These employers are given support to help their workforce grow and prosper.

The plan has been developed to address these priorities following consultation with nearly 200 stakeholders at two major consultation events (plus an online survey completed by approximately 170 respondents), an extensive review of practice and models of employment and skills initiatives across the UK, an assessment of the labour market and the co-design of solutions with key services, public agencies, providers and business representatives. It has been closely aligned with the recommendations from the Employer Skills Task Force (ESTF) (March 2016) and the work of the Fairness Commission (reported in June 2016).

The plan consists of four objectives, each supported by three tangible actions which will help us put in place the systems, funding and structures to make our employment, skills and business support infrastructure work much better to serve the needs of individuals and businesses.

These include:

- **Objective 1** – Working better with employers to secure jobs and develop careers for our residents
- **Objective 2** – Making skills infrastructure and funding work better for sectors key to our resilience and growth
- **Objective 3** – Making our services, providers and funding work better to help those furthest from the labour market
- **Objective 4** – Supporting business growth and sustainability

To oversee the implementation and operation of the plan the City Management Board will direct the work of the Learning, Skills & Employment Partnership as well as report on progress and impact on a regular basis.

By 2020 we expect that the CESP will have delivered the following:

- at least 1,000 new apprenticeships will have started helping people move into sustainable careers for the future
- 2,000 long term unemployed residents will have moved into sustainable employment
- 3,000 opportunities will have been provided from the business community through the pledge such as jobs, work experience, apprenticeships, helping schools and providers better prepare people for work.

2. Introduction

This publication sets out the ambition and actions for the Brighton & Hove City Employment and Skills Plan 2016 to 2020.

An extensive review and consultation process has taken place between November 2015 and January 2016, creating the evidence base which underpins this plan as a series of appendices. These include:

- **The Brighton and Hove Story** - An assessment of the Brighton & Hove labour market and issues relevant to the City's relationships to the Greater Brighton City Region and Coast to Capital area
- **Consultation report** - Setting out the views and perspectives of stakeholders and key groups in the City about employment and skills needs, drawn from one to one interviews, two consultation events and online survey amounting to over 170 consultees
- **Review of apprenticeships and devolution** – A paper setting out approaches to supporting apprenticeships from the experience of City Deal areas and in the context of Greater Brighton Devolution
- **Review of employer engagement approaches** – A desk review of different models to support apprenticeship recruitment such as Apprenticeship Training Agencies and employer brokerages across a range of areas
- **Employer brokerage options assessment** – An assessment of different models for developing and funding an Employer Brokerage service for Brighton & Hove.

The following document sets out; the context for the CESP 2016-2020; summarises the key facts around the labour market and challenges for the future; establishes the ambition for the City in 2020; and detailing the activities, accountability, outcomes and indicators required for implementation and measuring progress.

We would like to extend our thanks to Brighton & Hove City Council staff for helping us to access data, insights and facilitate meetings and events as well as to all those stakeholders that have taken part to develop the CESP 2016-2020.

3. Setting the context

3.1 Approach to developing the CESP 2016-2020

The development of the new CESP comes at an important time, as employment and skills support in England is under-going major change. This will have a significant impact on the delivery of the plan over the next four years.

There is the potential for local partners to design and control appropriate interventions that fit local labour market needs and support economic growth through Greater Brighton City Region Devolution.

However, Apprenticeship reform, the Employer Levy¹ and changes to investment from the Department for Work and Pensions (DWP) and the Skills Funding Agency (SFA) (which combined represent the greatest public sector investment in employment and skills) are being reshaped over the next 12 months and likely to be commissioned at a national level. This could limit the extent to which local control around commissioning, investment and performance management will be devolved to local areas.

In developing the CESP, our focus has been on assessing the ‘readiness’ of Brighton & Hove to respond to these changes by:

- Taking advantage of the opportunities these present to support those people furthest from the labour market to access employment and those caught in the low skills low pay cycle
- Achieving the ambition to reduce youth unemployment to zero by 2020
- Making the most of local economic growth and regeneration.

This assessment has concentrated on three key questions:

- What should the leadership and governance of the employment and skills agenda be in a City which has some distinctive labour market issues and is part of a Greater Brighton City Region with ambitions for growth?
- How can the local employment and skills system better respond to the needs of employers, and in turn, ensure that residents and workers are better equipped to secure sustainable employment and develop their career?
- Where should the investment of time and resources be concentrated in the plan so that the right balance is struck between addressing economic exclusion and supporting economic growth?

¹ Information about the Levy and reforms can be accessed here https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484209/BIS-15-651-english-apprenticeships-our-2020-vision-executive-summary.pdf

And on three lines of enquiry:

- What are the needs of those residents and workers who are disadvantaged in the labour market so that **'No one is left behind'** from a growing economy?
- How can school/college into work transitions be better supported so that young people are making good decisions about their future career and that the **learn to earn** journey is better coordinated, helping youth unemployment continue to reduce and supporting those in low paid employment develop their skills and income potential?
- How can we better understand the needs of employers and adapt our skills and training provision so it enables us to ensure that local people are **benefiting from growth** and supports the needs of businesses to help them sustain and grow?

3.2 Considerations for developing the new plan

CESP 2011-2014

The previous CESP ran from 2011 to 2014 and focused on three priorities:

- Priority 1: Promote the City's employment and skills needs to internal and external partners and agencies
- Priority 2: Support the creation of at least 6,000 new jobs by 2014
- Priority 3: Ensure that local residents are equipped to compete for jobs in the City's labour market

These priorities are still relevant in the context of a new plan, although we have cautioned against setting targets over which the council and its partners have little control or influence. Focusing efforts and investment on interventions that can be controlled will lead to improved local accountability and greater impact on both the individual and the economy.

Governance

The plan is currently overseen by the Learning, Skills and Employment Partnership (LSEP) which brings schools and Post 16 learning and education partners together with agencies such as Department of Work & Pensions (DWP), the Brighton & Hove Economic Partnership (BHEP) and businesses in the City. However, this group is very large and the CESP is one of many items which falls under its control.

We suggest that as this new plan is focused heavily on creating change across the whole employment and skills system, it needs to sit far more strategically across partners and we have suggested a structure for making this happen in Section 5.

Devolution

Since the previous CESP, the geography for policy and investment around economic growth and regeneration has changed.

As part of Greater Brighton City Region, Brighton & Hove now sits with Lewes, Mid Sussex and Adur & Worthing as a group of authorities with a set of agreed devolved powers and levers. This partnership also sits within the wider Coast to Capital Local Enterprise Partnership (C2C LEP) area.

Whilst these relationships are very important for driving economic growth, the particular characteristics of the Brighton & Hove economy makes it distinctive from its neighbours, who have different approaches to supporting the employment and skills system locally. This presents some challenges in terms of the geographical scale interventions will need to operate at. For example, some interventions may need to be at the Greater Brighton City Region level and others at a City and neighbourhood level.

Employer Skills Task Force (ESTF)

The Employers Skills Task Force was a time-limited group, established in 2015 to bring employers together to consider how employers can contribute to increasing the number of apprenticeships and develop a series of recommendations to improve the relationship between business and schools. Alongside eight recommendations, which have included a priority to develop a brokerage model, an Employer Pledge has been agreed alongside a commitment to achieve at least 1,000 new apprenticeship starts in 1,000 days. These recommendations and targets have formed one of the interventions for the new CESP.

Brighton & Hove Fairness Commission

The Fairness Commission (FC) was established in 2015 to conduct an investigation into fairness within the City and reported its findings in June 2016².

Employment and skills is a key area for investigation to which the evidence underpinning the plan has already been presented and is summarised in Section 4. One of the three priorities for the new CESP is to ensure that residents and workers disadvantaged in the labour market are given the opportunity to access sustainable employment.

The recommendations made by the Fairness Commission for the CESP are detailed in Annex 1. These will be considered by the Working Groups which have been tasked with developing the deliverables under the Strategic Map for the CESP (see Section 5).

Other factors

Alongside a changing national funding regime for employment and skills there are a number of other factors that will have an influence on the new CESP over the next 18 months including:

- The need to reflect the limitations on public sector investment in employment and skills alongside continued cuts in public sector expenditure, which may have an impact on future services delivered by different agencies, including the council
- Changes to provision that may arise following the Strategic Area Review of Post 16 education – at the time of writing, the summary report of the Strategic Area Review had not been published and is due to be published in the next few weeks. However City College

² <https://www.brighton-hove.gov.uk/content/council-and-democracy/fairness-commission>

Brighton & Hove and Northbrook College have announced their proposed merger and start formal consultation in Autumn 2016³.

- Devolution of Adult Skills budgets and additional calls under the Building Better Opportunities Fund co-financed between Big Lottery Fund and European Social Fund
- Proposed changes to the Council's Youth Service and the development of a new delivery model
- Changes to the delivery of DWP services moving to a model of outreach and in community support through co-location
- The commissioning of the new Work and Health programme from Autumn 2016/17.

In the following section we summarise the key findings of our labour market assessment which provides the evidence underpinning the new CESP.

³ http://www.theargus.co.uk/news/14379072.City_College_Brighton_and_Hove_to_merge_with_Northbrook_College/

4. What is the Brighton & Hove story?

4.1 Introduction

A review of the labour market was conducted during December 2015 and January 2016 using national and local data sources. We looked back at progress since the previous plan and in some cases to see what longer term changes (over ten years) had taken place in the City's economy. We set out below some of the key facts and figures about the City which the new CESP will need to help address. A full assessment is contained in the Brighton & Hove Story and all references to data sources are contained within that document, unless otherwise specified.

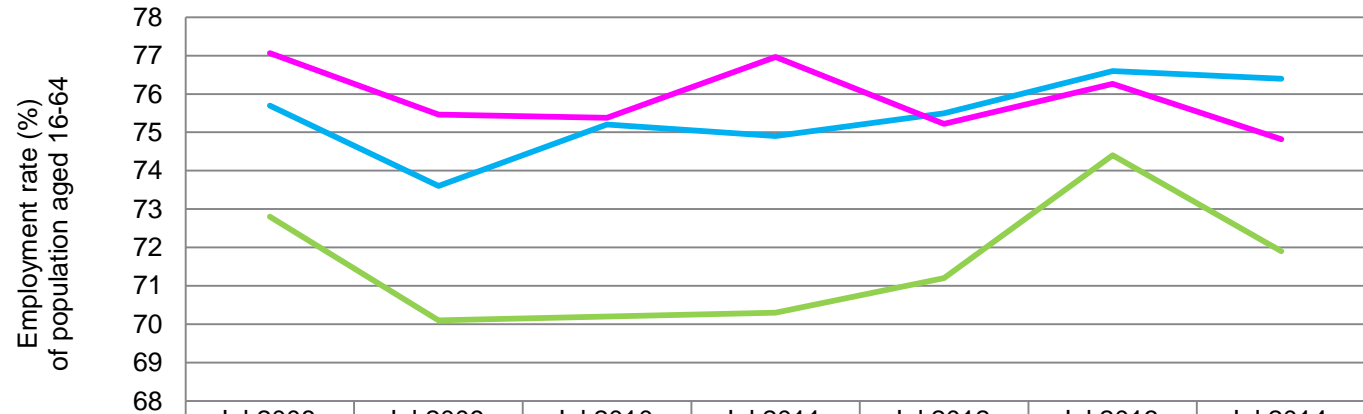
4.2 The City's workforce

Little change in employment rates

Over the past five years there has been little overall change in the City's employment rate which is consistently less than the economic areas of Greater Brighton City Region and Coast to Capital. Despite a slight increase in 2014, overall employment is rising nationally and unemployment reducing. There has also been little change in ethnic minority employment with the rate being well below that of the English average.

There has been a modest rise in self-employment over the past five years reaching the levels achieved back in 2005, although there are gender differences as female self-employment lags 10% behind that of males in 2015. Findings from our consultation suggested that perceptions exist around the lack of affordability and sustainability of self-employment for longer term wellbeing. However, self-employment can be used as a way of helping people get back into work, who would find traditional working patterns challenging either due to health or family circumstances.

Employment Rate Aged 16-64 - Brighton and Hove



	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012	Jul 2012- Jun 2013	Jul 2013- Jun 2014	Jul 2014- Jun 2015
— Employment rate - aged 16-64 - Brighton and Hove	72.8	70.1	70.2	70.3	71.2	74.4	71.9
— Employment rate - aged 16-64 - Coast to Capital	75.7	73.6	75.2	74.9	75.5	76.6	76.4
— Employment rate - aged 16-64 - Greater Brighton	77.06	75.46	75.38	76.96	75.22	76.26	74.82

Source: Nomis Annual Population Survey

Pay and qualifications

Pay has risen modestly and there are differences between weekly wages for those that live in the City - higher by c£32 per week compared to those that work in the City. Women's weekly wages are 23% less - around £111 less per week than those of men.

In addition, issues around pay are important in that the cost of living in Brighton & Hove is increasing mainly through house prices and it is estimated around 600 families are going to be affected by the reduction in the welfare benefit cap from £26,000 to £20,000.

The City has some areas which are income-deprived. Twenty five of the Lower Super Output Areas⁴ spread across Brighton & Hove are in the top 15% most income-deprived in England. This masks a wider issue around affordability in the City. The Brighton & Hove Living Wage campaign has had some success in raising the profile of increasing pay beyond minimum wage, but this may get confused with the National Living Wage introduced in April 2016.

As a University City, Brighton & Hove has a higher proportion of residents with a Level 4 qualification and above. Many consultees reported the issue of graduates taking lower/entry level jobs and remaining in the City after their degree, effectively blocking opportunities for unemployed or more disadvantaged from accessing these jobs. This was corroborated by findings from the UKCES⁵ Employers Survey which identified nearly half (47%) of local businesses employ at least one graduate. Of these, 56% say that none of these jobs actually require a degree.

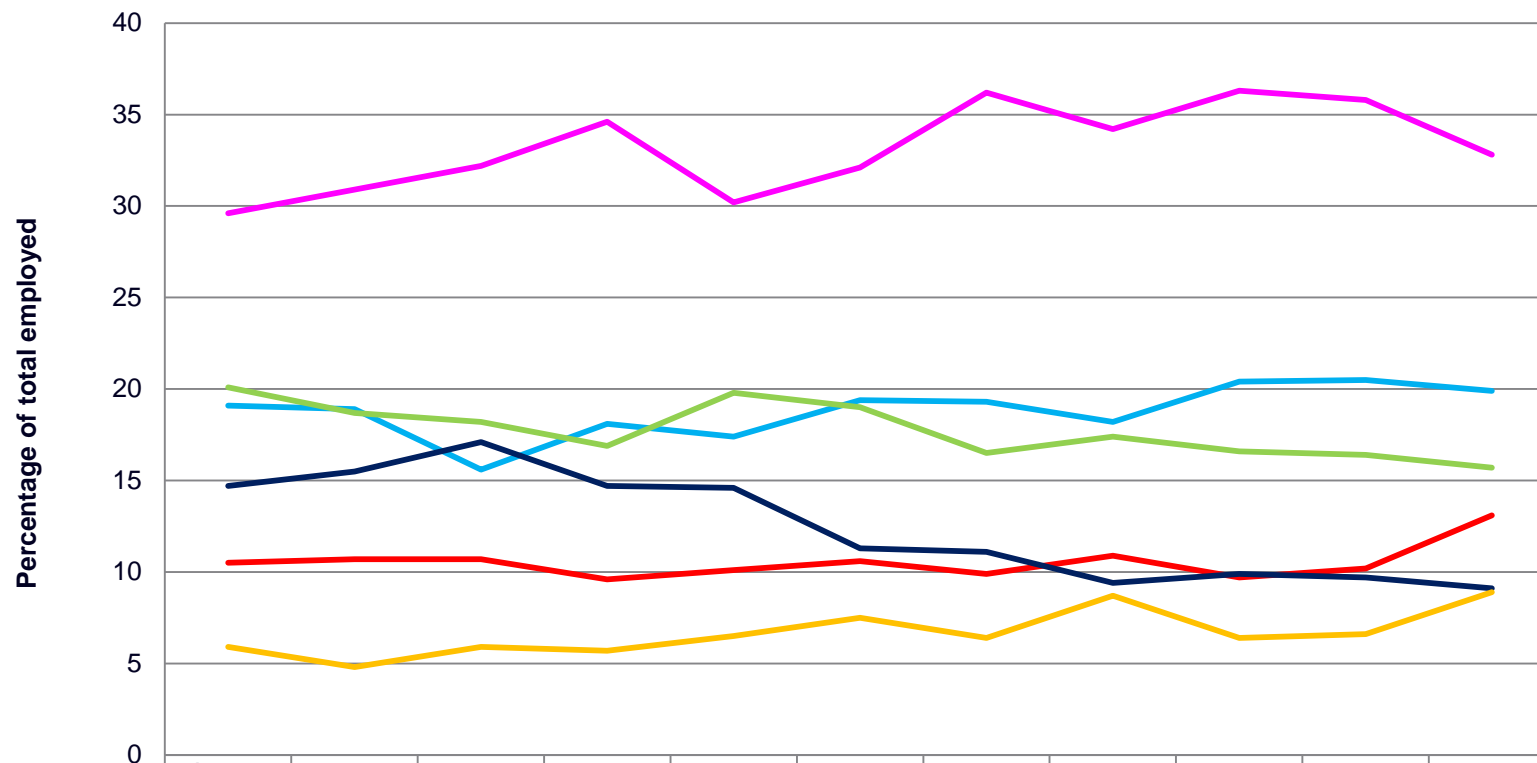
Employment sectors and occupations

Employment is dominated by public administration, health and education, some 33% of the total workforce (46,000 workers). It is closely followed by the banking and finance sector representing one fifth of the workforce (over 28,000). The following chart looks at sectoral change over time and despite some fluctuations over the course of ten years, there has been little overall change from 2005, other than for distribution, hotel and restaurants and manufacturing (decreasing), transport and communications and other services (increasing). The public sector has remained the dominant employment sector in the City since 2005 and despite potential cuts in public sector services it is likely to remain so over the lifetime of the new plan and beyond.

⁴ Lower Super Output Areas (SOAs) are geographical areas used to collect and show data at small area level. For example they are used to show how small areas compare with each other using the Indices of Multiple Deprivation (IMD) which measure deprivation across England.

⁵ UKCES is the UK Commission for Employment and Skills

Changes in employment by sector



	Jun-05	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Public admin, education and health	29.6	30.9	32.2	34.6	30.2	32.1	36.2	34.2	36.3	35.8	32.8
Banking, finance and insurance	19.1	18.9	15.6	18.1	17.4	19.4	19.3	18.2	20.4	20.5	19.9
Distribution, hotels, and restaurants	20.1	18.7	18.2	16.9	19.8	19	16.5	17.4	16.6	16.4	15.7
Transport and communications	10.5	10.7	10.7	9.6	10.1	10.6	9.9	10.9	9.7	10.2	13.1
Other industries	14.7	15.5	17.1	14.7	14.6	11.3	11.1	9.4	9.9	9.7	9.1
Other services	5.9	4.8	5.9	5.7	6.5	7.5	6.4	8.7	6.4	6.6	8.9

Source: Nomis Annual Population Survey 2005 to 2015

4.3 Unemployment in the City

Job Seekers Allowance (JSA) Claimants are reducing

As with other areas of the country and in line with national figures, unemployment in the City is reducing both for adults and young people, some 2,870 residents⁶ are claiming JSA, more than 50% less than in 2010. However, the rate of reduction in older JSA adults has been less pronounced suggesting some challenges for the older unemployed, most of which are male (over two thirds). There are around 240 JSA claimants who have been unemployed for over two years and 40 over five years. 600 JSA claimants are between 18 and 24.

Employment Support Allowance (ESA)

There are over 12,250 people claiming ESA a benefit which supports people that have a disability in the City, with 2,450 classified as the Work Related Activity Group (WRAG). Just under 2,000 are being assessed as to whether they fit in the WRAG group (where they are expected to undertake work related activity and could move into employment) or support group (where their condition means they are assessed as unlikely to be able to work or undertake work related activity). Although the numbers are low compared to other areas, this group of residents will be targeted as part of the new Work and Health Programme, alongside those that have been unemployed for over two years.

These groups will be some distance from the labour market and require more intensive occupational therapy and support. They are also likely to be presenting themselves to other services in the City such as Adult Social Care, Troubled Families and Housing.

Black and minority ethnic groups

The employment rate for ethnic minorities is far lower than the national average. Data provided for the Brighton & Hove Fairness Commission session on the 20th January 2016 identified ‘that there are low levels of economic activity within specific groups such as the Arab population (47%, totalling 794 individuals) and Chinese population (39%, totalling 1,061 individuals). The 2011 Census shows that 20% of Brighton & Hove residents (53,351 people) are from a Black and Minority Ethnic groups (BME) background.’

Disabled people

According to the Disability in Brighton report, produced by the Public Health Intelligence Team (October 2015), 16% of Brighton & Hove residents have their day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months. In 2013/14, 1,138 adults with a learning disability were registered with local GP surgeries (0.5% of the total adult population). Anecdotal evidence from DWP suggests that over 50% of people claiming ESA report a mental health condition.

Understanding the barriers to employment for Black and minority ethnic groups and those with physical disabilities and/ or mental health conditions is being explored in more detail through two research studies (commissioned at the time of writing this report). The two pieces of research have a

⁶ Based on NOMIS JSA September 2015 data

particular focus on accessing employment in the local labour market. The recommendations from the research will be fed into the CESP Strategic Map with the aim of delivering specific interventions to support transitions from unemployment into work.

4.4 Jobs growth and productivity trends

What jobs for the future?

Projections from data and analysis in the Coast to Capital Economic Assessment 2015 and summary of the UKCES Working Futures reports 2015, suggest that replacement demand⁷ for jobs will outstrip new net jobs growth by eight times between 2012 and 2022.

New jobs are predicted for the CDIT sector (some 2,000 between 2012 and 2022); additional jobs for finance sectors around 2,000 and new jobs growth linked to key regeneration schemes in the Greater Brighton City Region. However, these are mainly at a higher level of qualification.

Skills gaps and responding to the needs of business

The City relies heavily on its visitor economy (11 million visitors a year) and income through tourism and leisure. There are 24,000 people employed in this sector, yet it is seen to be poorly served in terms of both recruitment and career opportunities and quality of training provided. As shown previously the public sector is the largest employer and will continue to be so. Jobs and skills demand in these sectors are important to support even though these sectors are not seen as key contributors to improving productivity.

There are current skills gaps being reported in the City as well as those projected by UKCES. Although the main source of jobs will be replacement demand, much of this will be with different skills requirements highlighted as being a challenge for the financial services sector which represents a fifth of jobs in the City. Here requirements are shifting from current Levels 2 to 3 standards towards Levels 3 and 4 representing a real need for training and development support at higher levels.

Keeping pace with skills needs of the CDIT sector is challenging. Skills gaps are in the majority of cases either staying the same or worsening. The sector is dominated by small start-ups and freelancers which can make access difficult to provide support to these businesses and constant changing of skills needs makes it difficult for providers to keep up with demand. The proposed merger between City College Brighton & Hove and Northbrook College would form as a new institute for arts and technology, acting as a catalyst for putting CDIT at the heart of its mainstream skills provision.

These current and emerging skills challenges will place greater demand on skills providers and with changes to Government funding require greater insight and flexibility in developing appropriate programmes of training and support.

⁷ These job openings are not due to overall economic growth but to normal turnover in the workforce including retirement

Enterprising but needing support

Business start-ups are high in the City and it is considered to be an entrepreneurial City. In contrast, the rate of business deaths ranks Brighton & Hove 5th highest in the Centre for Cities Outlook 2016⁸ however the rate of business deaths in Greater Brighton City Region is reducing.

Centre for Cities ranks Brighton & Hove in the top ten for many indicators of the conditions needed for business growth but ranks less well around business churn and ratio of private to public sector employment⁹.

The nature of state funded business support has changed significantly, the loss of support agencies such as Business Link and programmes such as the Growth Accelerator and national support through the Manufacturing Advisory Services is not being replaced. There is some support available through the Coast to Capital Business Navigator programme, (a business signposting and support service) and peer to peer networking through organisations such as Brighton & Hove Chamber of Commerce and the Economic Partnership. Opportunities for securing funding for business support are limited and mainly focused around European funding through competitive bidding and negotiated deals as part of the devolution process.

There are plans at Greater Brighton City Region level and through the Local Growth Deal to create the conditions for growth through regeneration, investment in infrastructure and new business space. For example the Circus Street Innovation Hub will create over 200 predominantly local jobs and bring businesses together to help them innovate and scale. City College Brighton & Hove Construction Trades Centre opening in 2016 will help to scale and improve the quality of construction training. A number of schemes are supporting the key growth sectors for the Greater Brighton City Region and in the future there may be scope to use flexibilities around business rates to fund business support activity.

It is clear that greater levels of collaboration across the local authority areas in the Greater Brighton City Region along with the Coast to Capital LEP, is essential to avoid duplication of effort and to help to make access to support services easier for business.

4.5 Young people and apprenticeships

Apprenticeships in the City

Apprenticeship numbers have been falling in the City over the past three years and have fallen below the English average. There has been a real focus on understanding why this is the case through the work of the ESTF and plans are in place through the Employer Pledge to drive engagement with business. However, take up of apprenticeships from school leavers is low and the greatest number of apprenticeships is among the over 25 age group. The City needs to ready itself for the opportunities that will be available through apprenticeship reforms and the Apprenticeship Levy. Employers will have greater role in skills training in the future; larger employers will be required to pay the Employer levy which can be recouped through an increase in apprenticeships

⁸ Centre for Cities is an independent think tank which seeks to understand why economic growth and change takes place in Britain's cities, and to produce research that helps cities improve their performance. They produce an annual analysis of the performance of cities called Cities Outlook. Their 2016 data has been used to inform the CESP.

⁹ Centre for Cities Outlook 2016

while smaller firms will have access to apprenticeship vouchers which they can use to purchase the training that they need for their staff. The proposals are expected to result in a better match between training provision and the needs of local businesses which should in turn lead to greater numbers of apprenticeships.

Attainment rates are improving but there is a skills mismatch

Attainment rates for GCSEs (A-C) including Maths and English are increasing and moving ahead of its neighbours. However, employers are reporting skills gaps and in particular those related to soft skills both attitudinal and behavioural as well as general work-readiness e.g. the ability to cope with the demands of holding down a job such as time-keeping, punctuality and reliability, although this improves for 17-18 year olds when compared with 16 year olds. There is a dominance of business administration apprenticeships in the City and whilst important, take up of apprenticeships across other occupations important to the City, such as IT, is currently low.

Not in Education Employment or Training (NEET)

NEETs have reduced by approximately 2% since 2013 and the 'unknown' figure reduced from 8.1% of young people aged 16-18 years to 2.3%. As a whole this represents around 332 young people who are NEETs. This reflects greater intelligence and insight on the whereabouts of young people but remains an important challenge to address for the City in its ambition to reduce youth unemployment to zero.

4.6 Implications for the CESP 2016 -2020

Our overall assessment of data and findings from the consultation show the changes the City needs to make to ensure it is able to capitalise on the opportunities for growth and regeneration. In particular, opportunities in the City's growth and key sectors as identified in Brighton & Hove's Economic Strategy (2013-2018)¹⁰. But it also needs to protect the vulnerable and help ensure that it retains the skills and people needed to maintain a vibrant City. The City needs to:

- Continue to reduce unemployment but focus efforts on supporting residents that are at risk of long term unemployment such as those on ESA
- Support young people to access opportunities to develop their career; help those of all working ages in low paid, low waged employment attain skills to secure more sustainable employment
- Help businesses work with providers to ensure training meets their needs and help them develop the skills of their employees to manage future skills demand and remain competitive
- Help support business growth through access to business support.

These needs have been reflected in the priorities and work streams outlined in the Strategic Map.

¹⁰ [Brighton & Hove Economic Strategy \(2013-2018\)](#)

5. Where does the City need to be in 2020?

5.1 The focus

In developing the new CESP 2016-2020 the City needs to focus on the priorities and interventions that will have the greatest traction in supporting its economy and employment and skills infrastructure to work more effectively. Partners and stakeholders will need to manage their collective resources in an environment where:

- expectations for quality delivery and performance is high, yet funding and investment into training and support is reduced
- they will need to collaborate to make the most of what they have and reduce competition and duplication of the current offer so that employers and individuals receive the best service possible
- they will have to work more effectively to build sustainable relationships with employers who, through reforms, will become the direct purchasers of apprenticeship training
- Provision must be responsive to skills needs and ingrained into the employment and skills system so that training remains relevant to the needs of the local economy and enables the City to remain competitive.

We have also set out the three priorities and targets for the CESP building on our consultation and analysis of the key issues affecting the City and the need to balance economic inclusion and growth:

- **Priority 1 - No one left behind – Supporting 2,000 long term unemployed residents move into sustainable employment**
Residents and workers suffering disadvantage in the labour market either through unemployment, low pay or lack of aspiration are supported effectively to make the most of the economic opportunity that the City and its wider partnerships can offer.
- **Priority 2 – Supporting learn to earn transitions – Increasing apprenticeships by at least 1,000 new starts in 1,000 days**
Young people and those making career transitions at any age are supported on their journey from learning to earning and can take advantage of the career, lifestyle and further education opportunities that the City has to offer.
- **Priority 3 – Enabling businesses and workers to benefit from growth – Securing 3,000 opportunities to help residents develop their skills, experience and career through the Employer Pledge**
The key employment sectors of the City that are driving growth such as Health & Life Sciences and those which are critical to sustaining a healthy and vibrant City such as Financial Services, Public Sector and Tourism, are accessing employees with the right technical skills, aptitude and readiness for work. These employers should be given support to help their workforce grow and prosper.

5.2 Where is the City now?

Priority 1 – No one left behind

Findings from our consultation highlighted three key issues for residents and workers. The first is that although unemployment has reduced there are a high number of residents who are claiming ESA and this group will be targeted through further welfare reform and the Work and Health Programme. Changes to the delivery of JCP services towards outreach and colocation offer opportunities for collaboration, but issues around data sharing and coordinating services between agencies are currently limited to initiatives such as Troubled Families.

Aside from issues around duplication of services and needs/progress assessment, feedback suggested that many households were at risk of falling into debt and homelessness. The changing and sometimes volatile nature of employment in the City means that individuals are struggling to manage their daily lives and sustain employment. Some stated that sanctions or the fear of them are preventing those with needs from accessing support, so the scale of need is unknown.

Despite having a Living Wage Campaign in the City, working households are struggling to survive because of rising housing costs and rents and that many people are stuck in a low skills-low pay cycle.

Priority 2 – Learn to earn

The City has invested a great deal of time and effort through the ESTF and other initiatives to understand the needs of employers and how they would like to interact with the employment and skills system. We have already taken their recommendations into account along with the need for an independent brokerage to be established to engage and manage interactions between employers, providers and individuals. Our consultation revealed that whilst this was seen to be a good step forward, there were issues around it solely supporting young people and focused on apprenticeships and school engagement. A clear message is the need to ensure it also helps adults and is focused on developing a more sustainable relationship with business to support those already employed.

Whilst there has been some progress made on improving the Information, Advice and Guidance offer, initiatives to date, such as the Enterprise Advisors and proposed Enterprise Passport, have almost entirely focused on young people. There was also concern that some of the initiatives are not sustainable long-term which can frustrate their take up by schools and providers.

However, the need to have a more sustained engagement with employers was seen to be critical, as is the requirement for up to date information on skills needs and vocational pathways that can be used to inspire young people to choose vocational route ways.

Many feel that the all-age brokerage would help to gather this information and insight and provide a mechanism through which the information could be exchanged between schools, careers advisors and other agencies.

Finally, the current apprenticeship offer is not working as effectively as it should. Employers and young people have a number of concerns including the; quality of provision; competitiveness within the market; relevance of the qualification; job readiness of young people etc. Changes to the funding regime will put employers centre stage as the purchasers of training and there is a sense that the provider market needs support to manage this challenge.

The idea of a Brand and Campaign to sit behind the brokerage would help to increase engagement and by association drive up quality and accountability of providers operating within it. Tracking the employer experience and outcome of their engagement would be an important part of a brokerage service.

Priority 3 – Benefiting from growth

A key finding from the consultation has challenged the view that the focus of the plan should be purely on growth sectors. The City and its neighbours as part of Greater Brighton City Region are focusing on key growth sectors in the region, whereas sectors such as hospitality and leisure, retail and care are equally important. This has been corroborated by data on the City, which highlights the public and financial services sectors being responsible for nearly half of the City's total employment.

The City needs to 'raise its game' in delivering employment and skills support. Issues around work-readiness, technical and practical skills must be tackled for key sectors. For example, helping local people and those with entry-level skills into key employment sectors and enabling local people to be equally employable to an employer as a graduate or student requires a more sophisticated and tailored response.

Some commented that although pre-employment support is available, it is rarely tailored to the sectors that people are applying for and this results in candidates not being properly prepared for interview or transitioning into work.

The City has key growth sectors and there are opportunities to support those businesses that want to develop and grow. However, there are also lots of small and micro businesses in the City struggling to survive and thrive; accessing support to help them develop their management and leadership skills could make a big impact on business survival rates. However, changes to business support provision such as the loss of Business Link, Growth Accelerator and Manufacturing Advisory Service and the potential limitation of resources such as the Business Navigator service, will make it difficult for smaller and micro businesses to access the support that they need for sustainability and business growth.

5.3 Enabling the change

Following a process of analysis which has highlighted the issues from the consultation and a review of practice elsewhere in the UK, we identified the seven areas below to be taken forward in the plan. Further consultation highlighted that as these were interdependent and they would only be effective if efforts were better coordinated and managed. These were considered by the stakeholders to be essential to the delivery of the plan and have therefore been reflected in the four objectives:

1. Putting employers at the heart of the plan through establishing a City-wide Employer Brokerage
2. Developing and improving quality and the capacity of providers
3. Developing a case management approach to bring services and support to fit around the individual
4. Developing support for income and skills progression for the unemployed
5. Development of sector led training provision for all ages
6. Putting in place a workforce development programme for small and micro-businesses
7. Development of a business support programme.

Following a period of testing structures and possibilities as well as reflecting on additional work to identify costs and resources, we have concentrated these into four objectives, each with three key actions or interventions and illustrated in the chart on the next page:

- **Objective 1** – Working better with employers to secure jobs and develop careers for our residents
 - Creation of a Greater Brighton City Region brand and campaign
 - The development of Greater Brighton Employer Brokerage service
 - Management and oversight of the Employer Pledge
- **Objective 2** – Making skills infrastructure and funding work better for sectors key to our resilience and growth
 - Helping to make the most of the Apprenticeship Levy for key sectors
 - Using better intelligence to shape skills provision
 - Helping providers to develop their offer and collaborate for funding
- **Objective 3** – Making our services, providers and funding work better to help those furthest from the labour market
 - Developing common data sharing and tools to better identify and support needs
 - Develop integrated case management so that services better fit around individual needs
 - Provide targeted support for BME and disability groups into employment
- **Objective 4** – Supporting business growth and sustainability
 - Targeting support for small and micro businesses
 - Maximising Local Growth Funding to invest in employment space and infrastructure
 - Developing support for high growth and high innovation businesses

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5.4 Making it happen

Leadership and accountability

Throughout this consultation process, the call for greater leadership and accountability for the delivery of the CESP has been clear. The City Management Board will oversee delivery of the plan through the Learning, Skills & Employment Partnership and report into Greater Brighton City Region governance structures.

The City Management Board would be responsible for assuring and disseminating performance information, managing under-performance and overseeing the monitoring and impact of the CESP on an on-going basis. The City Management Board will need to reflect on data and insight on the needs of equalities groups in accessing and sustaining employment and report on progress as baseline data becomes available.

Action groups

To support the initial implementation of the plan as well as overseeing performance on their respective objectives we are recommending establishing four action groups drawn from the membership within the Learning, Skills & Employment Partnership: Employers Action Group; Skills Action Group; Services Action Group; Business Support Action Group. Representation should be made up of those organisations with a vested interest in the group and with a clear responsibility for delivery in that area of work.

Their purpose can be reviewed once the plan has been established but recommend a focus on supporting delivery of the plan, working with other groups where appropriate to support their work, measuring progress towards addressing the three priorities and targets and provide advice on general issues and challenges over the lifetime of the plan. Chairs of each Action Group would provide a strategic perspective of delivery and performance across each of the four objectives.

Strategic Map

The following sets out a high level plan for delivering on the four objectives, the activities and what success might look like. For additional information and insight please refer to the supplementary reports produced to support the plan, which set out both detail for the proposed employer brokerage and brand.

Objective 1 – Working better with employers to secure jobs and develop careers for our residents**Employer Action Group**

Actions	Activities	Success measures
<p>Developing and overseeing the Brighton & Hove Working brand and campaign</p> <p>Please refer to options paper for more detail</p>	<p>Year 1 – Agree brand name and commission support for design and campaign development; develop campaign marketing plan including a launch, digital presence and roll out to providers and employer/business intermediaries; develop a monitoring and review process to measure success and take-up working with brokerage and other stakeholders.</p> <p>Years 2 and 3 – Conduct a quarterly review of progress and take-up with refinements and updates planned in year according to need, demand and business/provider feedback</p> <p>Year 3 – In addition to the above, evaluate impact of the brand and campaign as part of the objective and wider performance of the CESP</p>	<p>Year 1 – Funding identified and agreed to develop the brand and campaign; roll out is successful and employers actively using different routes to engage with the brokerage and providers</p> <p>Year 2 – Providers and the brokerage reporting increased take up of employment and skills opportunities; employers reporting better access to support and information</p> <p>Year 3 – Role of the brand and campaign is regarded as being critical to the engagement of employers and achievement of CESP objectives</p>
<p>Developing and managing the Greater Brighton Employer Brokerage</p> <p>Please refer to options paper for more detail</p>	<p>Year 1 – Agree the specification and commission external organisation to establish and deliver the brokerage service; oversee set up and mobilisation; develop and oversee performance management information to track progress of the service; develop and embed</p>	<p>Year 1 – Funding identified and agreed to establish the brokerage; brokerage established and operational; providers are reporting increased take up of opportunities by employers</p> <p>Year 2 – Providers reporting improved take up</p>

	<p>employer and provider satisfaction measures in reporting; provide a watching brief on potential sources of funding</p> <p>Year 2 – Conduct a quarterly review of progress and performance, making recommendations on reviewing and improving service, assessing and reviewing emerging LMI and intelligence on employer need and ensuring read across to other objectives;</p> <p>Year 3 – In addition to the above evaluate the impact of the brokerage, its business model and sustainability, secure future funding and support based on recommendations</p>	<p>of employer opportunities and repeat business, employers reporting high satisfaction rates with the service, more employers providing opportunities year on year</p> <p>Year 3 – Brokerage has become an embedded and highly regarded service that providers and others are willing to fund and support for the next 2-3 years</p>
<p>Overseeing the implementation and operation of the Employer Pledge</p>	<p>Year 1 – Routes to embedding the Employer Pledge are established and a common recording system established to gather information on the nature, number and outcome of pledges</p> <p>Year 2 – Conduct a quarterly review on the take up of the Employer Pledge and make refinements and adjustments as required</p> <p>Year 3 – In addition to the above, evaluate the impact of the Employer Pledge in helping to drive opportunities for apprenticeships, work experience and school engagements.</p>	<p>Year 1/2 – Providers and employer intermediaries are collecting and reporting on pledge commitments</p> <p>Year 3 – 3,000 opportunities have been secured through the Employer Pledge to support residents’ access to careers and jobs in the City.</p>

Objective 2 – Making skills infrastructure and funding work better for sectors key to our resilience and growth

Skills Action Group

Actions	Activities	Success measures
<p>Helping to make the most of the Apprenticeship Levy for key sectors</p>	<p>Year 1 – Assessment of emerging guidance and plans from Government on implementation; working with key sectors on developing responses and approaches; collecting information and insight on sector responses, such as public, financial sector, tourism/leisure and CDIT employers; supporting exchange of information and plans to help providers and employers prepare for the change; ensure links are clear between the Digital Apprenticeship Service, Brokerage and brand</p> <p>Year 2 – Quarterly review of performance and apprenticeship take up, where appropriate develop insight on what is working and potential numbers/returns of apprenticeships delivered through the Levy. Ongoing support and exchange of information/insight to support providers. Maintain watching brief on apprenticeship take-up and standards to identify under-performing sectors/opportunities missed and develop local plans to respond</p> <p>Year 3 – In addition to the above, review of apprenticeship take-up by size of employer and key sectors, assessment of gaps and</p>	<p>Year 1 – Brighton & Hove providers and key employers are prepared for new apprenticeship delivery in 2017</p> <p>Year 2 – Apprenticeship take-up is improving and Brighton & Hove is maximising the investment returned back into provision from the Levy</p> <p>Year 3 – 1,000 new apprenticeships have started and take-up of Brighton & Hove apprenticeships is aligned to at least the national average. NEET figures have reduced through improved apprenticeship take-up</p>

	development of future plans	
Using better intelligence to shape skills provision	<p>Year 1 – Agreeing reporting requirements on Labour Market Information accessed through brokerage and other sources, development of sector response groups bringing providers together to help plug gaps/develop provision for pre and in-work training based on employer feedback focusing on key sectors (CDIT, Public, Finance, Leisure etc) with a focus on apprenticeships through sector development plans</p> <p>Year 2 – Quarterly review of emerging labour market insight drawn from the brokerage and other routes, progress around sector support and development of plans and projects to plug gaps in delivery or develop new provision. Regular communications around skills development/plans circulated through key networks</p> <p>Year 3 – In addition to the above, a review of the impact of a sector focused response in terms of improved take-up, retention and completion of courses alongside employer, trainee and provider satisfaction</p>	<p>Year 1 – Information about the skills needs has created a better understanding of gaps and developments needed to support sectors and plans are in place to address needs</p> <p>Year 2 – Employers in key sectors are reporting improvements in skills provision, and improved LMI is helping the sector to be responsive and develop new kinds of provision and raise awareness amongst a wider group of stakeholders on labour market needs and developing the skills offer</p> <p>Year 3 –The Brighton & Hove skills infrastructure is considered to be highly responsive to supporting skills needs in the City and satisfaction from trainees and employers is high</p>
Helping providers to develop their offer and collaborate for funding	Year 1 – A review of development and support needs of providers to help them prepare for changes to funding and frameworks; an assessment of opportunities to collaborate for	Year 1 – Providers are better prepared and managing funding changes, common working standards in place amongst providers and improved understanding of opportunities to

	<p>new funding and developments around the Work and Health Programme; a process established and protocols for developing common standards and work practice</p> <p>Year 2 – On-going review of provider development and capacity building, building on existing provider forums and engaging providers offering different services (adult and young people) levels, (basic to higher education), at different sizes (small and large) and across sectors (private, public and third)</p> <p>Year 3 – In addition to the above, a review of the impact of supporting provider development in encouraging collaboration, improvements in quality of provision, sustainability and resilience of providers and funding/investment accessed through joint working</p>	<p>collaborate</p> <p>Year 2 – Providers are better networked and are collaborating to bid for and deliver employment and skills services, duplication of services is being reduced and more funding is being accessed and invested into Brighton & Hove through European Social Funding (ESF), mainstream, lottery and other funding</p> <p>Year 3 – Brighton & Hove providers are resilient and financially strong, duplication is reduced and employers/trainees reporting high levels of satisfaction</p>
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Objective 3 – Making our services, providers and funding work better to help those furthest from the labour market

Services Action Group

Actions	Activities	Success measures
<p>Developing common data sharing and tools to better identify and support needs</p>	<p>Year 1 – Development of Brighton & Hove data sharing standard and protocol linked to shared information and intelligence about ESA/JSA/UC/NEET residents (and those hidden</p>	<p>Year 1 – Key partners including DWP, the council, health, housing and other providers have agreed to share data on common clients</p>

	<p>in the system) and their needs leading to improved understanding of pathways, service gaps</p> <p>Year 2 – A quarterly review of progress supporting JSA/ESA/UC clients and identification of unmet needs and sharing of good practice amongst providers and services, development of new or adapted services to support unmet need such as in-work support for low-waged</p> <p>Year 3 – In addition to the above, a review of the impact of data sharing and improved working on both individual service/provider performance and performance at a Brighton & Hove level</p>	<p>including needs, actions and outcomes</p> <p>Year 2 – Improved communication between providers and services is transforming client journeys through the system, reducing attrition and sanctions and supporting those in low-paid employment to improve their finances and skills</p> <p>Year 3 – Through improved collaboration between services 2,000 residents will have accessed sustainable employment, long term unemployment figures have been reduced and improved support has increased household income for the those on low wages</p>
<p>Develop integrated case management so that services better fit around individual needs</p>	<p>Year 1 – Agreement with providers to develop a common standard/action plan for working with ESA/JSA/UC/NEET residents (and those hidden in the system) and working through a case management approach to bring services together into a coherent package of support that is both practical and meets the needs of the individual in readiness for the Work and Health Programme and other funding opportunities</p> <p>Year 2 – Development of regular case conferences to support those with greatest need and challenges have been put in place, improved understanding of gaps in services and provision</p>	<p>Year 1 – Key partners including DWP, the council, health, housing and other providers have agreed to develop a common action plan for working with clients and are working together to provide packages of support around individual needs</p> <p>Year 2 – Work and Health programme contract for delivery into Brighton & Hove has been awarded to partners and delivery has begun. Other funding is being accessed to support needs</p> <p>Year 3 – Long term unemployment has reduced</p>

	<p>have been identified and projects being developed to plug gaps in existing services. Ongoing review of performance and learning is building a greater picture of what works and best practice being delivered in the City</p> <p>Year 3 – In addition to the above, a review of the impact of integrating case management and improving short and long terms outcomes to support shared understanding of needs and what works in the City</p>	<p>and those furthest from the labour market have improved their chances of securing sustainable employment. Improved awareness of need and what works has reduced duplication and maximised funding and investment from the Work and Health programme and other funding sources</p>
<p>Provide targeted support for BME and disability groups into employment</p>	<p>Year 1 – Commissioning the research to identify areas of need that require intervention</p> <p>Year 2 – Develop a programme of activity to support the target groups and secure funding</p> <p>Year 3 – Embed good practice and review</p>	<p>Year 1 – Better understanding of the needs and possible interventions</p> <p>Year 2 – Successful pilots capable of roll out</p> <p>Year 3 – Reduction of unemployment amongst the target group</p>

Objective 4 – Supporting business growth and sustainability**Business Support Action Group**

Actions	Activities	Success measures
Targeting support for small and micro businesses	<p>Year 1 – Development of a common standard of triaging and connecting support to micro and small business through the various enterprise and business support agencies; developing a plan of engagement and support for small and micro business focusing on improving leadership, business management and growth skills</p> <p>Year 2 – Quarterly reviews of progress in supporting micro and small businesses is developing a shared understanding of needs and issues and identifying gaps in support and/or quality</p> <p>Year 3 – In addition to the above, a review of the impact of business support for micro and small business and shared learning about what works in supporting these businesses to survive and grow is improving practice amongst business intermediaries and support providers</p>	<p>Year 1 – Improved understanding of the needs of micro and small business has led to better targeted and quality of support, to support growth and reduce business deaths</p> <p>Year 2 – Business failure rates are beginning to show signs of improvement and funding has been secured to continue to provide targeted support</p> <p>Year 3 – Business failure rates have reduced in line with those at Greater Brighton City Region level, more businesses are reporting greater productivity levels, profits and creating employment opportunities</p>

Maximising Local Growth Funding and other Government funding to invest in employment space and infrastructure	Years 1 to 2 – Negotiations with Government through the Local Growth Fund for a derogation of £4m from the Coast to Capital (capital only) funds to support business growth	Years 2 to 3 – Better coordination and reach of support interventions for SMEs and micro businesses
Developing support for high growth and high innovation businesses	Years 1 to 3 – Putting the knowledge, expertise, resilience and networks of the universities to greater use in the City Region	Years 1 to 3 – Devolution of the Greater Brighton proposals for university led growth via: Digital Catapult, Advanced Engineering Centre, Central Research Laboratory

6. Conclusion

This City Employment & Skills Plan 2016-2020 represents the greatest opportunity to change the way employment and skills support is delivered and make it far more effective for both business and individuals. The City has a great deal to build on including a committed group of employers who want to be involved in supporting young people develop their careers and providers that recognise the need to change in response to shifts in policy and funding.

A plan is only as good in its implementation. By concentrating on addressing three priorities through four overall objectives the City will be able to maintain a focus on ensuring that the employment and skills infrastructure is performing effectively and is improving its impact on the economic wellbeing of people and businesses. By 2020:

- at least 1,000 new apprenticeships will have started helping people move into sustainable careers for the future
- 2,000 long term unemployed residents will have moved into sustainable employment
- 3,000 opportunities will have been provided from the business community through the Employer Pledge such as jobs, work experience, apprenticeships, helping schools and providers better prepare people for work.

7. Glossary

ESA	Employment Support Allowance
DWP	Department for Work & Pensions
CESP	City Employment & Skills Plan
LSEP	Learning, Skills & Employment Partnership
WRAG	Work Related Activity Group
BME Groups	Black and Minority Ethnic Groups
JSA	Job Seekers Allowance
CDIT	Creative, Digital & Information Technology
ESTF	Employer Skills Task Force
ERDF	European Regional Development Fund
BHEP	Brighton & Hove Economic Partnership
C2C LEP	Coast to Capital Local Enterprise Partnership
GBCR	Greater Brighton City Region
NEET	Not in education, employment or training
ESF	European Social Funding
UC	Universal Credit
SFA	Skills Funding Agency

Annex 1

The Fairness Commission report¹¹ makes the following recommendations to be included in the new CESP Strategic Map.

Recommendations

The city needs to do more to create fair employment and good work for all, embracing a culture of ‘learning to earn’ throughout life and providing targeted support to particularly disadvantaged people. We make the following recommendations and ask for them to be included in the new CESP Strategic Map.

1. To develop a range of routes into work and ensure that no-one is left behind:

- a) All employers should recognise and utilise the experience that older workers and disabled people can bring to workplaces and they should adopt recruitment and training offers in a way to upskill and side skill existing or new older and disabled staff and utilise their skills to train others.
- b) City employers should recognise the potential inequality and impact on young people receiving a lower rate of pay from the National Living Wage (NLW) and should seek to pay all staff, regardless of their age, the NLW of £7.20 per hour as a minimum.
- c) The council should continue to support the Chamber of Commerce’s Brighton & Hove Living Wage Campaign and Public sector providers should only contract with organisations that pay the Brighton & Hove Living Wage.
- d) Commissioning strategies for adult social care should ensure the price paid for care packages will fully allow local providers to meet the living wage obligations when delivering state-funded care. These new obligations need to be made explicit in the council’s market position statement, and the council should be encouraging all organisations within the local social care market to become living wage employers.
- e) With support from the council, the Brighton Chamber of Commerce should spearhead the ‘Happy to Talk Flexible Working’ campaign and the council should become an accredited Timewise Council and lead by example within the city.
- f) Employers in Brighton & Hove should lead the way nationally by publically listing pay ratios through the free public website www.paycompare.org.uk for everyone to see and compare.
- g) The Department for Work and Pensions (Jobcentre Plus) should improve the employment support it gives to disabled people, particularly Deaf people and those with Autistic Spectrum Conditions.

¹¹ Fairness Commission: The Report (pages 58-60) <https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Report%20-%20Fairness%20Commission.pdf>

- h) Support young people with the development of soft skills and mentoring support, via the emerging Enterprise Advisor network, in partnership with the city's schools, colleges and universities.
- i) Recognise and endorse the work of Our Future City initiative in creating and delivering a long term vision for children and young people's skills and employment.
- j) The council should support the Brighton Chamber of Commerce to work with employers to create a Fair Employer Charter that recognises employers that:
- pay the Brighton & Hove Living Wage
 - publish their pay ratios
 - promote flexible working
 - offer quality part-time jobs
 - use and promote the sharing of parental leave
 - offer work trials, work experience or apprenticeships
 - support measures to promote employment of those with protected characteristics under the Equality Act 2010: such as anonymised recruitment practices, making reasonable adjustments, promoting support available through Access to Work grants¹²
 - support adults with mental health issues to access meaningful work placements and employment in partnership with the new DWP Work and Health programme providers.

2. Learn to earn recommendations:

- a) The Council, partners and the wider business community should actively engage with and achieve the 1000 apprenticeships in 1000 days apprenticeship pledge campaign ensuring that the pledges convert into new apprenticeship jobs.
- b) Employers from the key sectors in the city (financial services and contact centres, creative and digital, tourism, public sector) radically increase the number of apprenticeships that they offer.
- c) Cultural and creative industries should be recognised as a priority sector as a focus for developing apprenticeships, with a call to the Arts and Creative Industries Commission to sign up to the Greater Brighton Employers' pledge.
- d) Employers and specialist providers work together to increase the number of paid Supported Internships to aid the transition between education and work for residents with Special Educational Needs or Disabilities (SEND).
- e) Funded Education providers develop and deliver more English, Maths and ESOL provision to ensure there is sufficient training available to address these key barriers to employment.

2. Learn for life and work:

- a) The Council, Local Enterprise Partnership (LEP), Schools and Education and Training providers should develop a city specific Brighton Ambition Careers Offer to transform the landscape of careers and employment support for young people.¹³

¹² <https://www.gov.uk/access-to-work/overview>

- b) Encourage all funded learning providers to review the provision they offer to specifically address skills shortages in the city, including pre-employment and upskilling training co-developed with local employers and the Local Enterprise Partnership.
- c) Ensure that all funded learning providers increase the availability of computer classes, paid and volunteer trainers and support staff to enable people to access computers in communities to tackle digital exclusion.
- d) Learning providers should work more closely together to develop a broader range of accessible accredited, non-accredited and informal learning opportunities that support a wider set of outcomes than just employment, including health and well-being, volunteering and cultural awareness and tolerance.

An additional recommendation in the Fairness Commission report for the City Employment & Skills Plan is as follows:

The Council and its partners should ensure that the City Employment & Skills Plan contains specific actions to address the issue of insufficient and unsuitable apprenticeships and support services so that BME people can secure employment.

¹³ This could be built from the London Ambition Careers Offer that has 7 universal offers for any young person regardless of which school/college they attend. <https://lep.london/publication/London-ambitions-careers-offer>

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Subject:	The Review of Post 16 (school-based) provision in Brighton & Hove		
Date of Meeting:	3rd October 2016		
Report of:	Executive Director for Families, Children and Learning		
Contact Officer:	Name:	Rachel Carter	Tel: 29-4921
	Email:	Rachel.carter@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

1.1.1 On 12th October 2015, the Children, Young People, Children and Skills Committee voted to carry out a review of post 16 provision in the city aligned to the Sussex Area Review. The Sussex Area Review was completed in May 2016 and will report in autumn 2016. It was designed to ensure that colleges are financially sustainable and well positioned to meet the present and future needs of individual students and demands of employers. The intention of the local post 16 review was to review existing provision in schools with sixth forms and the two academies, to assess whether it is fit for purpose and meets the local needs of both students and employers. This report outlines a summary of the review.

1.1.2 It is important to note that in March 2016, updated guidance was issued by the Department of Education which states:

“The Area Review encourages school sixth forms to collaborate to a greater extent to help drive efficiencies. Similar provision in sixth forms is often duplicated in relatively small geographical areas, when it could be delivered in a more joined up way. This may be particularly the case where sixth forms are very small, as some evidence raises concerns about costs, breadth of offer and outcomes for these providers.”

2. RECOMMENDATIONS:

The actual decision making lies with the governing bodies of the schools and colleges. The recommendations are that:

2.1 The governing bodies of schools and academies consider the future financial viability of their sixth form provision

- 2.2 Where the long term financial circumstances of a sixth form is likely to be challenging, then each school or academy should have a plan to address these challenges. Strategies might include realistic plans for securing greater numbers via collaboration with aspects of provision with other institutions, or possible merger with another provider to achieve scale of provision.
- 2.3 Governing bodies and schools review their specialisms to meet needs of their learners, especially more vulnerable young people
- 2.4 Schools and academies continue to build stronger relationships with local employers to ensure students have the skills needed for future employment

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 To carry out the local review a number of activities took place. These included:
 - Meetings of the leaders and chairs of governing bodies, of schools with sixth forms, academies and colleges in Brighton and Hove
 - Meetings with organisations such as the Coast 2 Capital Local Enterprise Partnership.
 - An analysis of the curriculum offer of the schools
 - An analysis of provision for pupils with Special Education Needs and Disability (SEND) and Free School Meals (FSM) students post 16
 - A summary of the strengths and challenges of existing provision

The following section of the report outlines the themes and summaries of the sessions

- 3.2 The leaders of schools with sixth forms and colleges in Brighton and Hove met several times to explore existing provision, with view to addressing the following objectives-
 - To review existing provision to assess whether it meets the local needs, including quality of provision.
 - To consider future needs as the number of learners continue to increase, particularly post 2021
 - To ensure continued choice and range of provision
 - To ensure the long term viability of provision in the area
 - To consider employer needs in the area
 - To explore opportunities for collaboration and rationalisation of existing provision.

3.3 Skills Gaps and opportunities

- 3.4.1 In Brighton and Hove and Lewes, the Coast 2 Capital Local Enterprise Partnership is keen to see significant growth in the numbers of people with

technical skills in digital/IT. They have identified the following areas of specific need and concern:

- A closer alignment between skills needed by employers and the skills of young people coming forward.
- Work readiness of young people, particularly their soft skills such as customer handling and organisational skills.
- Higher level STEM (Science, Technology, Engineering and Maths) related skills eg. advanced engineering
- The potential for people to be trapped at entry level and low level employment.
- The demand from Small and Medium-sized Enterprises (SMEs) and micro businesses is likely to be for different skills requirements compared to the requirements from larger employers.
- There is a need for growth in more technical apprenticeships in the priority sectors such as financial and business services and environmental industries.
- There is a continuing demand from care and tourism sectors for suitable applicants.

3.5 The current offer in schools with sixth forms –curriculum gaps and needs analysis

3.5.1 Research has been conducted regarding the key areas of industrial growth within Brighton & Hove, and how the Sixth Form providers reflect this in their study programmes (see Data Pack and Appendix 2). When looking at the subjects offered in Brighton & Hove, in general there is a wide range of provision. However, there are some limitations in subjects in the Environmental Industries group, and concerns that the new Ebacc will cause detrimental effects on arts subjects. Additionally, in reality some of the courses offered across all the growth areas may not run due to low uptake. At the time of writing this report that information was not available.

3.5.2 There are also potential difficulties regarding very small class sizes when there is a low uptake in a subject. Research has shown that very large class sizes can be detrimental to learning, but there are also reasons why learning can be less efficient in very small class sizes as well. Issues range from how small classes have the potential to be dominated by one person, to how young people perform best academically when they have the opportunity to work with students of a similar ability, which can often be denied in a very small class size. Details of the research into this can be found in the appendix.

3.5.3 The Post 16 Data Pack (Appendix 1) contains analysis on the A Level results in 2015 and provision for 2016/7.

3.5.4 Appendix 2 shows the key areas of industrial growth in Brighton & Hove, and the provision offered by Sixth Form providers.

Provision for pupils with Special Education Needs and Disability (SEND) and Free School Meals (FSM) students post 16

- 3.5.5 In 2016, 19.7% of post-16 students in Brighton & Hove schools were registered as having SEN which was a decrease from 22.5% in 2014. Looking at age 19 students achieving level 2 and Level 3, the gap has narrowed for the Brighton and Hove SEN cohort compared to the national non-SEN cohort over the last 5 years.
- 3.5.6 In 2015, the FSM attainment gap for 19 year olds achieving Level 2 or higher was 22.2%, short of the national average of 16.5%. However the gap between Brighton & Hove FSM children and national non-FSM children has narrowed over the last 10 years. (See appendix 3 for full details)
- 3.6 The Quality and Quantity of current provision
- 3.6.1 There were 978 students studying at school based Sixth Forms when the census was taken in January 2016, 58% in Year 12, 34% in Year 13 and 8% in Year 14. Cardinal Newman are expecting an increase of about 60 students, and BACA an increase of 50 students. Hove Park and BACA are expecting little change for 2016, although referrals and offers are continuing until the end of September 2016, due to an increase in demand.
- 3.6.2 In general, students at school-based Sixth Forms have increased over the last five years, although there has been a slight decrease between 2015 and 2016. The numbers are expected to increase year-on-year from 2019 to 2031 based on census and school planning data, which anticipate an increase of around 20% more students entering secondary school education by 2021. (See appendix 4 regarding number of students and strengths below)
- 3.6.3 Retention data in the Data Pack (Appendix 1, page 27) shows that both overall retention (from start of Year 12 to end of Year 13) and transition retention (from end of Year 12 to start of Year 13) are higher at Sixth Form Colleges than at School Sixth Forms. In 2013/4, at BHASVIC the overall retention was 81%, at Varndean 83% and at City College 90%. This compares to an average across the school based Sixth Forms of 62%. Further research will need to be carried out to identify the reasons behind the lower retention rate at school based Sixth Forms and the destinations of the students who leave.
- 3.6.4 In 2015 Brighton & Hove providers were above the national average for A Levels resulting in a grade of A*, A or B, and better than the national figure for students not achieving A*-E. Over 40% of AS Level entries in Brighton & Hove resulted in an A or a B grade. All of the educational providers had students studying for vocational qualifications, although some providers had limited numbers. (Appendix 6 shows full details on the above information.)
- 3.6.5 Looking at the provisional results for 2016 (Appendix 7), BACA and PACA have both had success at A Level, with 100% of exams taken being passed at grade A*-E, and the two colleges achieving the best average points per entry for those

students at the end of Key Stage 5 in Brighton & Hove maintained settings. It should be noted that the cohort size for academic subjects at BACA and PACA is small, with 19 learners completing A Levels at PACA and only 4 learners completing A Levels at BACA in 2016. For vocational results at Level 3, both colleges once again achieved a 100% pass rate, with 65% achieving D or D* at PACA and 73% achieving D or D* at BACA.

- 3.6.6 In 2016, Blatchington Mill have had a decrease from last year in learners achieving A*-B at A Level, but have still achieved an overall pass rate of 96%. At AS Level there has been an increase in those achieving the top grades, and in vocational qualifications there has been a 100% pass rate with 65% achieving a D or D*.
- 3.6.7 Cardinal Newman have had similar A Level results this year to last year, with a slight but not significant decrease in those achieving top grades A*-B, and an overall pass rate of 98.0%. At AS Level there has been great success and improvement, with 64.8% achieving A*-B (up from 33.7% in 2015) and 95.2% achieving A*-E (up from 89.9% in 2015).
- 3.6.8 in 2016, Hove Park achieved 39.0% of A Levels resulting in A*-B, up from 29.7% in 2015. The overall pass rate slightly decreased, standing at 97.3%. The number of students achieving A level grades at AAB or higher in at least 2 facilitating subjects increased by one percentage point. At AS Level there was a decrease in students achieving A*-B, but an increase in pass rate from 65.1% to 71.4%.
- 3.6.9 BHASVIC has a slight decrease in those achieving A*-B at A Level, but still achieved 62.7% in 2016, well above the national average. The overall pass rate was 99.1%, again above national average. AS results were also impressive, with 57.1% achieving A*-B (up from 50.6% in 2015) and 94.0% achieving A*-E (up from 92.9% in 2015). 90% of vocational learners achieved a D or D*.
- 3.6.10 Varndean achieved 56.0% of A Levels resulting in A*-B, up from 52.6% in 2015, and a 98.1% pass rate, up from 97.4% in 2015. AS Level results were slightly down on last year, with a 2.2% reduction in those achieving A*-B.
- 3.6.11 In terms of progress, Brighton & Hove have had a positive trend in terms of value added scores for both academic and vocational qualifications over the last 3 years. In 2015, Hove Park, BHASVIC and City College had positive value added scores in both measures. Appendix 6 shows value added scores for each provider in 2015. Data for 2016 will be available from mid-October.

3.7 Findings of the Review: Strengths of the current offer in the city

- 3.7.1 There are increasing numbers of learners in the city, with more than 20% increase in students locally coming through schools by 2021. Brighton & Hove is a destination for learners with 37% coming from outside the authority.

- 3.7.2 There is a strong partnership of schools and colleges eg. Information, Advice and Guidance (IAG), 16-19 curriculum and quality group, and schools and continuing education school leaders. There have been recent meetings between schools with sixth forms and colleges to strengthen the communication and IAG for all learners with a commitment to ongoing communication to ensure young people can make informed choices in their post 16 options, to include vocational and apprenticeship pathways.
- 3.7.3 There is engagement between education and employers with school and college representatives taking part in the Learning, Skills and Employment Partnership, the City Employment and Skills Plan action groups and the work of the Employer Skills Taskforce.
- 3.7.4 Every school will have an Enterprise Adviser by Easter 2017, as part of the national Careers and Enterprise Company programme, to help each school and college develop a schools Skills strategy. This will also include alternative provision such as the Pupil Referral Units and Special schools, supporting more vulnerable young people.
- 3.7.5 There is a range of providers in the city, both schools and alternative providers, to meet differing needs including vulnerable learners and those with SEND. There is innovative and creative provision, particularly from the academies, to meet the varying needs of learners and employers, locally.
- 3.7.6 Meetings have taken place with heads of sixth forms to review 16-19 study programmes and the non-qualification activity, in particular the softer skills and building experience of the world of work. This work is ongoing and has support of an external consultant to support the schools and academies to ensure they meet the new OFSTED framework

3.8 Findings of the Review: challenges and potential barriers of the current offer in the city

- 3.8.1 There is a question as to whether there is sufficient capacity across the city to meet the need as numbers are predicted to increase. The two sixth form colleges in Brighton and Hove report limited capacity for further growth. This will need to be monitored carefully.
- 3.8.2 Due to the Apprenticeship Levy which will be introduced in April 2017, and an increase in apprenticeship opportunities and demand from employers, the challenge will be whether there are enough training providers and indeed apprenticeship standards to meet the vocational demands. This is being monitored and opportunities identified for proposing new apprenticeship standards.
- 3.8.3 There are still lower than average levels of take up by young people of apprenticeship opportunities. The responsibility is on schools and colleges to

promote alternative pathways and to engage with parents and students to view apprenticeships as a desirable route. A schools programme to promote apprenticeships will commence in September, to raise the profile of apprenticeship opportunities and vocational pathways.

- 3.8.4 High rental costs and a lack of suitable training accommodation has created challenges for new and existing providers who are keen to offer courses for entry and level 1 & 2 qualifications. NACRO have already left the city and Road to Success have reduced their offer. Access To Music announced their withdrawal and are likely to stop their provision in September 2017 unless a sustainable and affordable location can be secured.
- 3.8.5 The quality and range of provision for students with SEND needs to be addressed, with specialist, smaller provision both in schools and alternative provision. Blatchington Mill has continued to increase its provision for students with SEND, aged 11-16 and there needs to be appropriate provision and support post 16. It is recognised that not all learners thrive within large institutions and the role of the smaller school sixth forms is critical in supporting these learners.(Appendix 8 on Effect of class sizes on Learning)
- 3.8.6 Historically there has been a perception of competition between schools and colleges. A process has started for a more joined up and collaborative approach, putting the learner first and the existing partnership groups succeed in addressing some of these perceptions.

3.9 Recommendations for a sustainable future

The Sussex Area Review used the following criteria to assess local provision, which have been applied to the sixth forms in their response to their future viability.

1. Meets the needs of current and future learners and employers
2. Is feasible and generates financial sustainability
3. Raises quality and relevance of provision, including better outcomes
4. Achieves appropriate specialisation

Newman College, the Sixth Form of Cardinal Newman Catholic School, Hove

- 3.9.1 Newman College anticipates enrolment to increase to 520 in Autumn 2016 from 440 in 2014, which puts the college in a financially sustainable position going forward. The target number is 600 by 2019. The college has broadened its range of vocational qualifications to meet demand, including the introduction of BTEC in IT at level 3 and Sport, alongside the launch of the Rugby and Girls Football Academies, which are specialist offers.
- 3.9.2 In December 2015 OFSTED graded the sixth form as “Good” stating “The learners following traditional A-level subjects attain results that compare favourably with other learners nationally and are broadly in line with expectations.

There are particular strengths in mathematics, physics, religious studies and fine art. Good proportions of learners achieve high grades. Currently about two thirds of pupils transfer from year 11 to 12. Others opt to pursue studies post-16 with other local providers.”

- 3.9.3 Over 82% of student leavers (2015) went to university, many others starting apprenticeships. Newman College continues to promote alternative pathways and held an Enterprise week for year 12 students in June 2016, and is intending to work with other school sixth forms to promote alternative career pathways, in 2017.

PACA and BACA

- 3.9.4 Across both academies, the ambition is to have between 500-550 learners by 2017, with the increase being secured by both in-school provision but also a network of satellite academies, including a partnership with Sussex Cricket, a Football Academy and a partnership Academy with South East Dance. This builds on the existing Digital Academy and the new Construction Academy launching in September 2016. The intake for September 2016 for BACA has increased significantly with a recognition that a sustainable future is critical for the success of the two academies.
- 3.9.5 Future plans include partnerships with a creative education provider and a local financial organisation to support building financial acumen. Negotiations are currently underway. These specialisms reflect the growth sectors locally and the engagement with employers helps achieve local employment needs.
- 3.9.6 In the past, student numbers have been recognised as being too small to be sustainable, hence the diversification and innovation, with a focus on improving the local offer for young people.

Hove Park and Blatchington Mill

- 3.9.7 Hove Park School, including the 6th form is graded as good by OFSTED, with current post 16 outcomes confirming this judgement. The 6th form has introduced a foundation year and consistently has numbers around 200. Hove Park expects there to be growth long term given the projected demand in post 16 provision. The provision has shifted to become more academic.
- 3.9.8 Blatchington Mill has established schools of specialism, in creative arts, business and social sciences which fit well with the citywide picture of need.
- 3.9.9 Both schools are collaborating effectively in order to maintain a broad curriculum offer, which started in September 2016. With the change in leadership in both schools in 2015, it was quickly recognised that the size of the respective 6th forms was both a challenge and an opportunity for the two schools. As a result both timetables were written for the current school year to accommodate students across both institutions, providing a blended offer and giving students a wider curriculum choice with a healthy class size. Courses have been closed

where there were not sufficient numbers and the target is to have 15-20 students in each class. This joint offer will continue in future years, playing to the strengths of each school. Plans for quality assurance and joint accountability structures are under way with lesson observations across both schools to ensure an ongoing high quality provision, meeting the needs of all learners.

3.9.10 There is no intention to create a joint federation however with numbers in excess of 320 across the two 6th forms, the economies of scale have helped consolidate the financial position of both 6th forms.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The 'do nothing' approach represents a risk for young people in Brighton and Hove, as there is a need for continual challenge and support of post 16 provision, to ensure sustainable solutions that meet local needs.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 All schools with sixth forms and the chairs of their governing bodies, plus local post 16 colleges have taken part in meetings in November 2015, February 2016 and late summer 2016. Individual meetings have been held with each of the schools.

6. CONCLUSION

6.1 Committee is asked to note the recommendations contained in this report, in order to ensure a sustainable future for post 16 provision in Brighton & Hove.

6.2 Committee is asked to note that governing bodies of the respective schools with sixth forms are being asked to consider the future viability of the provision of their institution.

7. FINANCIAL & OTHER IMPLICATIONS:

7.1 Post 16 funding is delegated to schools and academies through a national funding formula via the Skills Funding Agency (SFA) which is part of the Department for Education (DfE). The funding is participation based and dependant on a number of criteria, including pupil numbers, courses and retention. Post 16 school and college funding have been funded at different rates in the past, and over the past few years these rates have been brought into line, meaning school funding has been squeezed. Schools have delegated funding for 11-15 pupils and post 16 funding and in theory should not subsidise the funding of each from the others resources.

7.2 Schools with small numbers, 250 or less in their sixth forms, appear to result in financial difficulties for the overall school. Blatchington Mill and Hove Park schools have had declining and/or static post-16 pupil numbers over the past few years. They are currently co-operating by running less popular courses between

them, rather than both running courses with small numbers. Cardinal Newman have expanded their popular sixth form by building a new sixth form centre – Newman College – which aims to have around 600 pupils in the long term.

Finance Officer Consulted: Andy Moore

Date: 21/9/16

Legal Implications:

- 7.3 Responsibility for making decisions regarding provision in school sixth forms lies with the individual governing body of the school as part of their strategic management functions. Members are able to make recommendations regarding sixth form provision in schools, however ultimately it will be the decision of each governing body as to how sixth form provision within their school is shaped.

Lawyer Consulted: Serena Kynaston

Date: 30/08/16

Contact the Democratic Services Officer responsible for the committee for advice.

7.4 Equalities Implications:

As part of the consultation, consideration has been given to the needs of more vulnerable young people, those with SEND and those who have been identified as needing additional support.

7.5 Sustainability Implications:

Access to education links impacts on the future contribution of young people to the local labour market, and to meeting local employers' needs.

SUPPORTING DOCUMENTATION

Appendices:

1. Area Review data pack- see below
2. Key Areas of industrial Growth in Brighton & Hove and the provision offered at sixth form
3. Provision for SEND and FSM students post 16
4. Quantity of current provision
5. Value for money
6. Quality of provision
7. Early Information from the schools and colleges, A level results day 2016
8. Effect of Class Size on Learning

Background Documents

1. Sussex Areas Review Summary document (not available until at least late September 2016)

Crime & Disorder Implications:

- 1.1 Studies have repeatedly linked unemployment to rising crime and the deterioration of health. Education and skills development can play a role in reducing crime rates and unemployment in the city.

Risk and Opportunity Management Implications

- 1.2 The risk of taking action is that schools continue to experience financial challenge and their offer in post 16 becomes unsustainable.

Public Health Implications

- 1.3 High levels of unemployment in the 16-24 category can contribute to lower level of wellbeing, as seen in the Office of National Statistics research.

Corporate / Citywide Implications:

- 1.4 The recommendations support the council's priority of "A good life- ensuring a city for all ages, inclusive for everyone and protecting the most vulnerable."
- 1.5 The recommendations support the directorate objectives " we will continue to raise educational standards, achievement and access for all children and young people with a focus on the more vulnerable" and also "enabling access to high quality skills development and potential for employment for all children and young people".
- 1.6 The recommendations support the service objective "to widen the vocational, academic and apprenticeship pathways pre and post 16 so that more young people participate in good quality education and training, and gain the relevant skills and qualifications to progress into the workplace".

Report Version 2

Appendix 1

POST 16 DATA PACK



Contents

Subject Sector Areas These pages give details on curriculum provision in the Subject sector areas that Ofsted inspectors may inspect and grade on inspections of further education and skills providers. An individual subject can be included in more than one Subject sector area. This includes:

- list of subjects and qualification types being offered in the sector area by each further education provider for 2016/7 (*data based on offer in prospectus and communication with further education providers*)
- A Levels, BTECS and other qualifications being taken by those completing Key Stage 5 in 2014. **Please note this only includes figures for Level 3 qualifications.** Figures for 2015 will be available shortly (*Source: Post-16 LPUK Datadashboard Brighton & Hove City Council Headline Measures Report*)
- Graph showing count of students with core aim in the sector for the last four years, broken down by further education provider. **Please note this includes students studying for qualifications at all levels** (*Source: 16-18 EFA Funded Institution Data & MI Report, versions from June 2014, December 2014, June 2015 and December 2015*)

A Level Entries & Grades Achieved (2014/15 Provisional Data) This table shows each subject taken by percentage of entries, percentage A*-A and percentage A* to E grades achieved, including comparisons with East Sussex, West Sussex, State Funded Provider and England (*Source: Local Authority Tables: SFR03/2016, <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-revised>*)

Type of Offer This section shows data regarding the sort of offer being given by further education providers, in terms of academic, vocational and blended offers (*Source: Blended offer figures provided by further education providers, correct as of 08/01/2016, Vocational % data from 16-18 EFA Funded Institution Data & MI Report, versions from June 2014, December 2014, June 2015 and December 2015*)

Centre Data Overview Provides data around attainment in 2014 (page 22), 2015 (page 23 & 24) and 2016 (page 25). For 2014 and 2015, this includes details of average Key Stage 4 points on entry, and average results for A Level, academic and vocational qualifications, broken down by further education provider (*Source: Post-16 LPUK Datadashboard Brighton & Hove City Council Headline Measures Report*)

Centre Entries and Fails 2014 This table shows data on failure rates in 2014, broken down by qualification type and further education provider (*Source: Post-16 LPUK Datadashboard Brighton & Hove City Council Headline Measures Report*)

Home Location Data This section provides information on home location of Key Stage 5 students studying in Brighton & Hove, broken down by further education provider (*Source: 16-18 EFA Funded Institution Data & MI Report, versions from June 2014, December 2014, June 2015 and December 2015*)

Retention Data This section provides information on student retention by each further education provider, including transition, in-year and overall retention rates (*page 25 – Source: Blatchington Mill, PACA, Hove Park, BACA and Cardinal Newman– Post-16 LPUK Datadashboard Brighton & Hove City Council Headline Measures Report (Validated 2014 & 2015 Results Data), BHASVIC, Varndean and City College provided directly by further education provider, page 26 - 16-18 EFA Funded Institution Data & MI Report, versions from June 2014, December 2014, June 2015 and December 2015*)

NEET Data This section shows information on 16-19 year olds not in education, employment or training. (*Graphs based on data collated by Lynne Begley, Performance Analyst NEET, Youth Employability Service and Chaithra George, Data, Research & Information Management Team, CCIS & Youth Support Service*)

Sector Subject Area: Arts, Media & Publishing

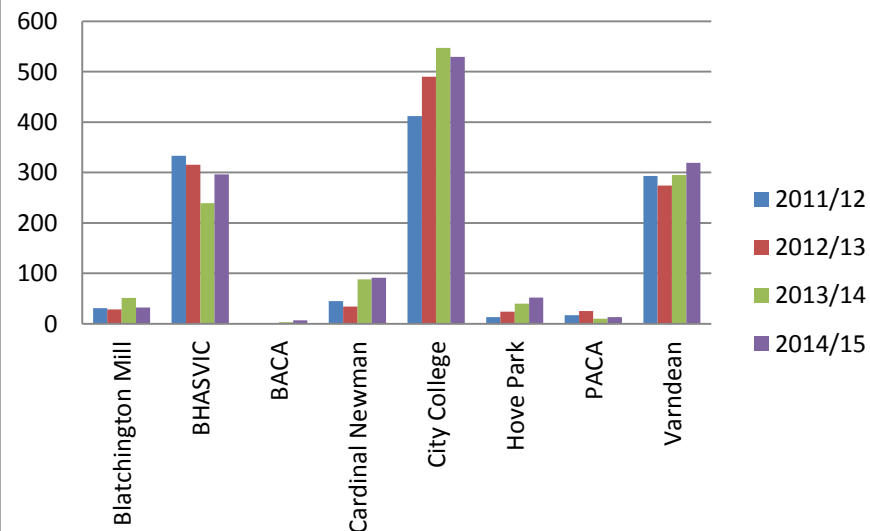
SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Art (A Level) Arts Award (A Level/Intermediate Level 2) Creative Visual Art (A Level) Design (A Level) Drama & Theatre Studies (A Level) Film Studies (A Level) Media Studies (A Level) Music (A Level) Music Technology (A Level) Performing Arts/Musical Theatre (A Level) Photography (A Level)	Creative Media Production (Level 2 BTEC) Dance (A Level) Drama & Theatre Studies (A Level) Design: 3D Product Design (A Level) Extended Project (Level 3 Other) Film Studies (A Level) Fine Art (A Level) Media Studies (A Level) Music (A Level) Music Technology (A Level) Photography (A Level) Textiles (A Level)	Dance (A Level) Media Studies (BTEC Level 3) Photography (A Level)	Art (A Level) Creative Digital Media (BTEC Level 3) *Digital Media Specialist Academy
Hove Park	BHASVIC	Varndean	City College
Art & Design (A Level) Creative iMedia (Level 2) Creative Writing (A Level) Design 3D (A Level) Drama & Theatre Studies (A Level) Extended Project (A Level) Graphic Design (& Communication) (A Level) Music (Level 3 BTEC Dip/Ext Dip) Photography (A Level) Product Design (A Level)	Communication & Culture (A Level) Creative Media Production (BTEC Level 3) Dance (A Level) Drama & Theatre Studies (A Level) Film Studies (A Level) Fine Art (A Level) Graphic Design (& Communication) (A Level) Media Studies (A Level) Music (A Level) Music Theory (ABRSM/LCM) Photography (A Level) Performance Studies (A Level) Textiles (A Level)	Creative Media Production (BTEC Level 3/OCR Level 2 Technical Extended Certificate) Dance (BTEC Level 3 Sub Dip) Drama (& Theatre Studies) (A Level) Film Studies (A Level) Fine Art (A Level) Graphic Design (& Communication) (A Level) Media Studies (A Level) Music (A Level) Photography (A Level/BTEC Level 2 Award) Textiles (A Level)	Art & Design (Level 1 Dip, Level 2 Dip, Level 3 Dip, Ext Dip) Art & Design (Level 3/4 Foundation) Art & Design – Creative Media Prod. or Film (Level 1) Creative Media Production & Technology (Level 2 Dip, Level 3 Games Dip, Ext Dip) Creative Media Production & Technology – Film (Level 2 Dip, Level 3 Dip, Ext Dip) Dance (Level 3 Dip & Ext Dip) Music Performance & Production (Level 3 Dip, Ext Dip) Performing & Production Arts (Level 2 UAL Dip, Level 3 UAL Dip & Ext Dip) Photography (Level 3 Dip, Ext Dip, Level 3/4 Found Dip)

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject(s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90
Art & Design			3				4			25
Art & Design (3D Studies)			23	6						
Art & Design (Critical Studies)				8						
Art & Design (Graphics)			33	22						
Art & Design (Textiles)			60	14						
Communication Studies			23	29						
Creative Media Production						2				4
Design & Tech Product Design			20	2						
Design & Tech Textiles Technology				X						

Dance			14	7		X	15		X	
Drama			57	26				11	2	
Expressive Arts			9	5						
Film Studies			56	24						
Fine Art			111	34						
Graphic Design							X			
Media/Film/TV Studies			114	41						
Multimedia/Multi Media Production							36	12	14	
Music			25	15			10	X	5	
Music Technology			18	11			15		X	
Music Theatre							3			
Performing Arts							10			X
Art & Design (Photo) /Photography			187	65			20		2	
Stage Management							7			
Theatre & Dramatic Arts									X	

**Students with Core Aim in Arts, Media & Publishing
(all Levels)**



Arts, media and publishing includes:	Performing arts
	Visual arts
	Media and communication
	Publishing and information services

Sector Subject Area: Business, Administration & Law

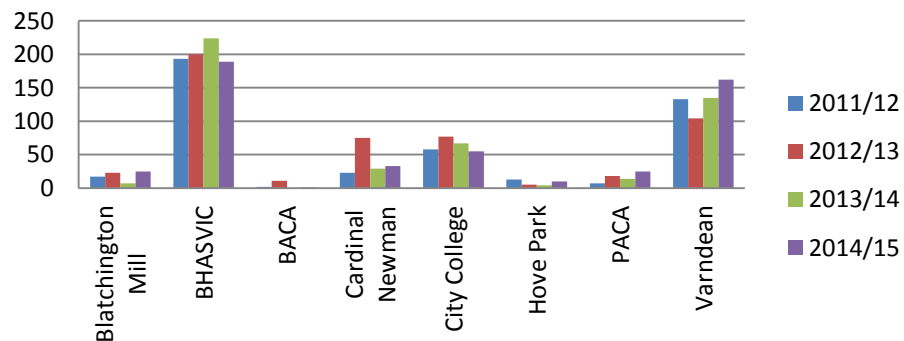
SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Business Studies (A Level/Intermediate Level 2) Law (A Level)	Business (BTEC Level 3/BTEC Level 2) Law (A Level)		Business (BTEC Level 3)
Hove Park	BHASVIC	Varndean	City College
Business (GCSE) Business Studies (A Level) Law (A Level/GCSE)	Accounting (A Level) Law (A Level/GCSE)	Business (BTEC First Level 2 Cert/BTEC First Level 2 Award) Law (A Level)	Accounting & Business (Level 2 AAT Dip) Accounting (Level 3 Dip & Level 4 Dip) Vocational Studies (Business Studies) (BTEC Level 1 Dip) Business (Level 2 BTEC, Level 3 BTEC Dip/Ext Dip) Apprenticeships in Accountancy, Business Administration, Management & Team Leading

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90	AFSM FSMQ	OCR ND
Accounting/Finance			16	17								
Applied Law						7	21					
Business						2	28	18	12	9		
Business Studies			99	48								2
Law			118	51								

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Students with Core Aim in Business, Administration & Law (all Levels)

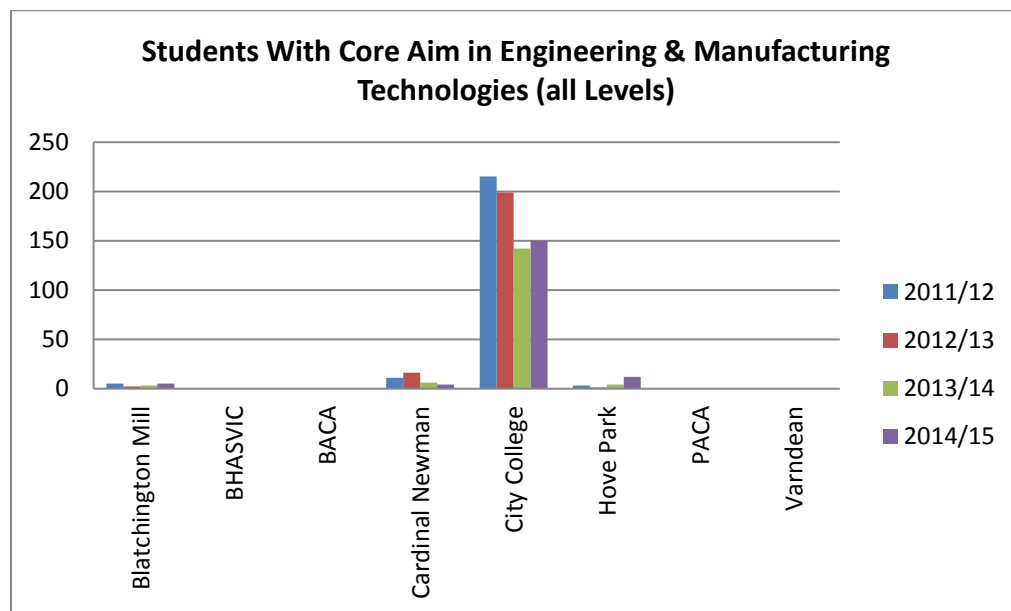


Business, administration and law includes:	Accounting and finance
	Administration
	Business management
	Marketing and sales
	Customer service
	Law and legal services
	Business

Sector Subject Area: Engineering & Manufacturing Technologies

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
			Carpentry & Joinery (Apprenticeship, Level 1&2 City & Guilds)
Hove Park	BHASVIC	Varndean	City College
			Carpentry & Joinery (Level 1 Dip) Site Carpentry (Level 2 Dip, Level 3 Dip) Bench Joinery (Level 2 Dip, Level 3 Dip) Engineering Technologies (Level 1 Dip) Performing Engineering Operations (Level 2) Electrical/Plumbing Installation (Level 1 Dip) Electrical Installation (Level 2 Dip, Level 3 Dip) Vocational Studies Foundation Learning (Level 1, Level 2) Light Maintenance Vehicle & Repair (Level 1, Level 2) Light Vehicle Diagnostics & Rectification (Level 3) Painting & Decorating (Level 2, Level 3) Plumbing (Level 1, Level 2 Dip, Level 3 Dip) Apprenticeships in Carpentry & Joinery, Electrical, Maintenance Operations, Motor Vehicle, Plumbing, Painting & Decorating

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Engineering and manufacturing technologies includes:	Engineering
	Manufacturing technologies
	Motor vehicle
	Transportation operations and maintenance

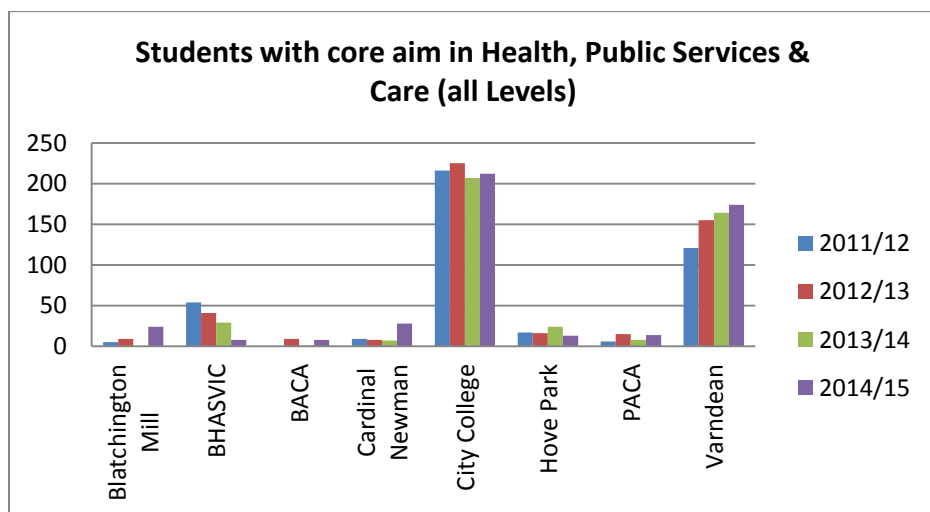
Sector Subject Area: Health, Public Services & Care

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Health & Social Care (A Level/Intermediate) Public Services (A Level)	Health & Social Care (BTEC Level 3/BTEC Level 2)	Health & Social Care (BTEC Level 3/BTEC Level 2)	Childcare (Level 3)
Hove Park	BHASVIC	Varndean	City College
Health & Social Care (BTEC Level 2)	Health & Social Care (A Level/BTEC Level 3)	Health & Social Care (A Level/BTEC Level 3/BTEC Level 2)	Childcare (Level 1 Pathways Course) Introduction To Early Years Education & Care (Level 2 Cache Cert) Children's Play, Learning & Development (Level 3 BTEC Dip Ext Dip) Health & Social Care (Level 1, Level 2 Dip, Level 3 Dip, Ext Dip) Entry To Uniformed Services (Level 2 NCFE, Level 3 NCFE, Ext Dip) Apprenticeship in Childcare and Adult Health & Social Care and Supporting & Teaching Learning In Schools

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC ND	BTEC Dip90
Health & Social Care	37	16			13	X	29	14	3		
Child's Care, Learning & Development										25	
Public Services							19	11	6		2

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Health, public services and care includes:	Medicine and dentistry
	Nursing and dental health
	Complementary health studies
	Health and social care
	Public services
	Early years and playwork

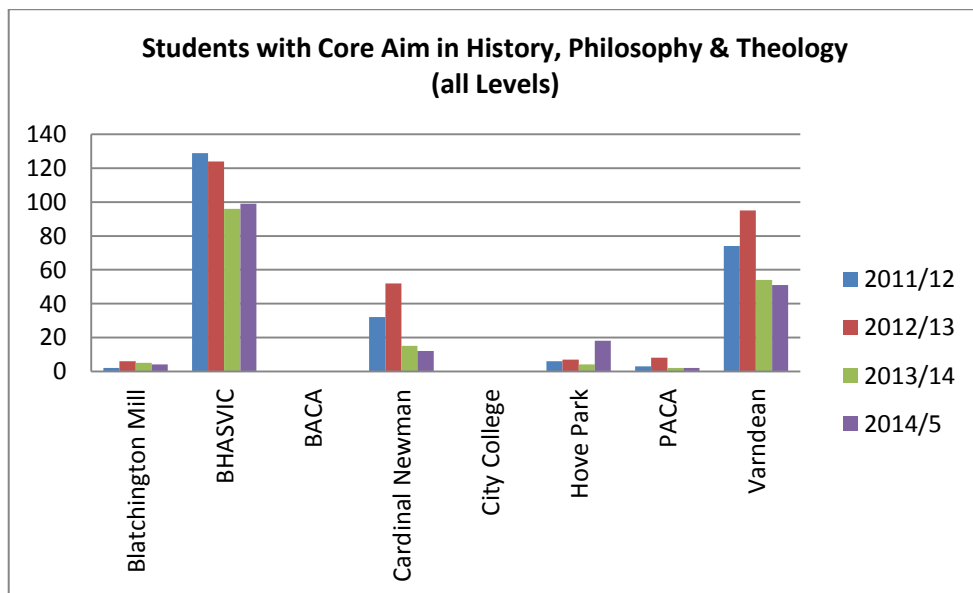
Sector Subject Area: History, Philosophy & Theology

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
History (A Level)	History (A Level) Philosophy & Ethics (A Level)	History (A Level)	
Hove Park	BHASVIC	Varndean	City College
History (A Level) Philosophy & Ethics (A Level)	Archaeology (A Level) Classical Civilisation (A Level) History (A Level) Philosophy & Ethics (A Level)	History (A Level) Philosophy & Ethics (A Level) Archaeology (A Level) Classical Civilisation (A Level)	

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject(s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90
Archaeology			25	17						
Classical Civilisation			61	39						
Critical Thinking				44						
History			313	95						
Logic/Philosophy			52	44						
Religious Studies			10	12						

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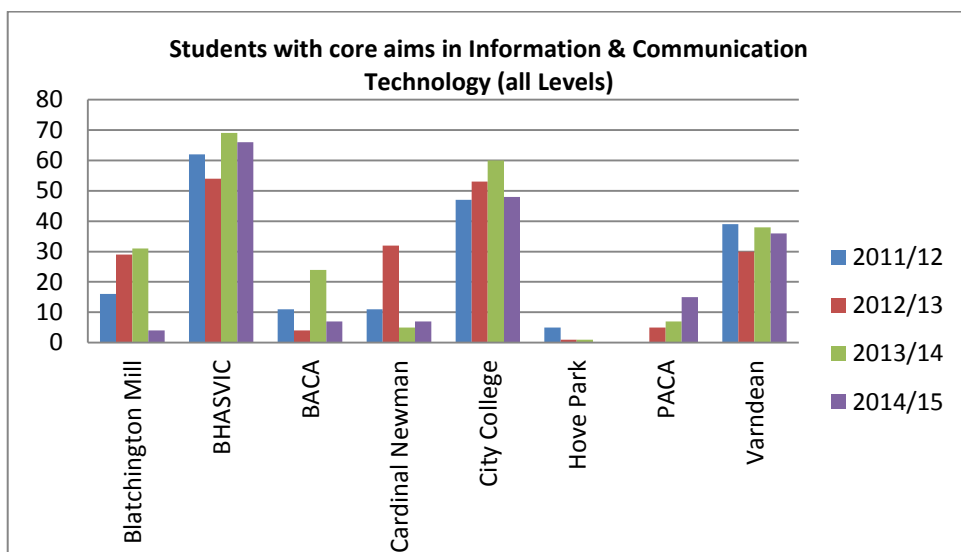
History, Philosophy & Theology includes:	Humanities
	History
	Archaeology and archaeological sciences
	Philosophy
	Theology and religious studies

Sector Subject Area: Information & Communication Technology

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Computing (A Level) ICT (A Level)	Computer Science (A Level) Computing For Creative Industries (Level 3 BTEC) IT (A Level)	ICT (BTEC Level 3/BTEC Level 2)	
Hove Park	BHASVIC	Varndean	City College
Computer Science (A Level)	Computer Science (A Level) Computing (BTEC Level 3) ICT (A Level)	Computer Science (A Level) ICT (A Level)	ICT (Level 2 BTEC Cert) IT Practitioners (Level 3 BTEC Dip, Ext Dip)

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90	OCR NC
Computing Studies/Computing			37	34							
Information Technology	25	7	24	8	16	5	27	6	11	2	
Computer Appreciation/Introduction											1



Information and communication technology includes:	ICT for practitioners
	Communications technology
	ICT for users

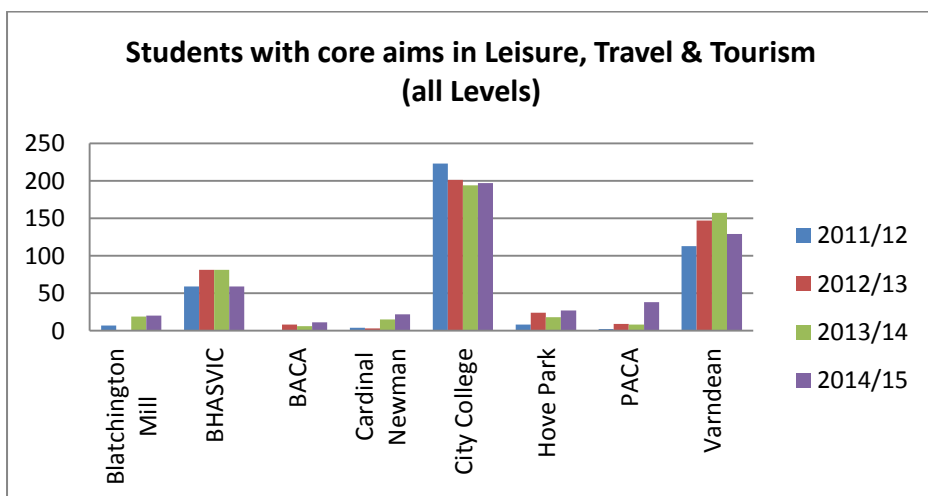
Sector Subject Area: Leisure, Travel & Tourism

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Sport (A Level) Travel & Tourism (A Level/Intermediate)	Physical Education (A Level) Sport (Level 3 BTEC Advanced Subsidiary) Sports Leadership (Level 2 Other) Travel & Tourism (BTEC Level 3/BTEC Level 2)	Sport (BTEC Level 3)	Sport Science (Level 3 BTEC) Travel & Tourism (Level 3) *Cricket Specialist Academy *Football Specialist Academy
Hove Park	BHASVIC	Varndean	City College
FA Football Coaching (as part of Sport BTEC) Leisure & Tourism (GCSE) Sport (Level 3 BTEC Dip & Ext Dip/ BTEC Level 2) Travel & Tourism (A Level)	Community & Higher Sports Leadership (Level 3 Other) Fitness Instructing – Gym Based Exercise (Level 2 NCFE) Improving Personal Exercise & Nutrition (Level 2 NCFE) Sport (BTEC Level 3) Sport & Physical Education (A Level) Sport Performance (Level 3 Other) Sport Science (BTEC Level 3) Apprenticeship in Sporting Excellence (Basketball, 1 st 4 Sport Level 3)	Sport (BTEC Level 3/BTEC Level 2) Travel & Tourism (BTEC SubDip, Dip)	Sport (Level 1, Level 2 Dip, Level 3 Sub Dip, Dip) *Football Development Academy *Boxing Elite Academy Travel & Tourism (BTEC Level 1 Dip, Level 3 Dip, Ext Dip) Taking Off Into Travel (Level 2) Moving On Into Travel (Level 2) Air Cabin Crew (Level 2)

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90
P.E./Sport Studies			38	6						
Travel & Tourism	8					5	23	12	10	14
Sport							53	31	8	3
Sport & Exercise Sciences							4	10	7	

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Leisure, travel and tourism includes:	Sport, leisure and recreation
	Sport
	Public services
	Travel and tourism

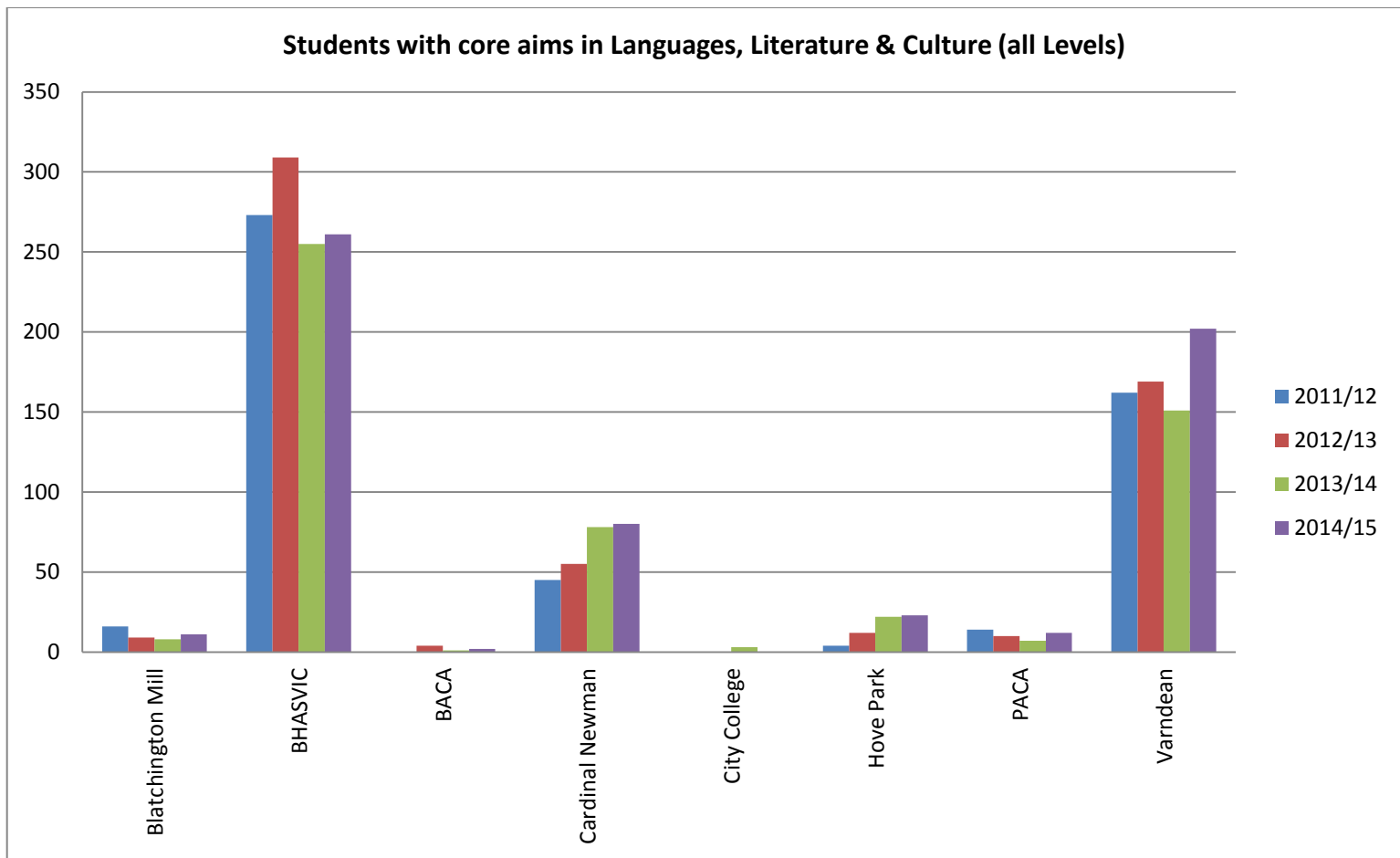
Sector Subject Area: Languages, Literature & Culture

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Creative Writing (A Level) English Lang & Lit (A Level) French (A Level/NVQ Intermediate) Spanish (A Level/NVQ Intermediate)	English Lang & Lit (A Level) English Language (A Level) English Literature (A Level) French (A Level) German (A Level) Spanish (A Level)	English Lit & Lang (GCSE) English Literature (A Level) French (A Level)	English Literature (A Level)
Hove Park	BHASVIC	Varndean	City College
English Literature (A Level) French (A Level) German (A Level) Spanish (A Level)	English Lang & Lit (A Level) English Language (A Level) English Literature (A Level) French (A Level) German (A Level) Spanish (A Level)	English Language (A Level) English Literature (A Level, IBD) French (A Level) German (A Level) Spanish (A Level/NVQ)	

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject(s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90
Arabic			3							
Chinese			5							
Creative Writing				X						
English			106	25						
English Language			146	30						
English Literature			186	89						
French			60	41						
German			12	9						
Latin			X							
Persian			X							
Polish			2							
Portuguese			2							
Spanish			44	26						

Languages, literature and culture includes:	English
	Classical and modern foreign languages
	Classical languages
	Modern foreign languages
	Linguistics



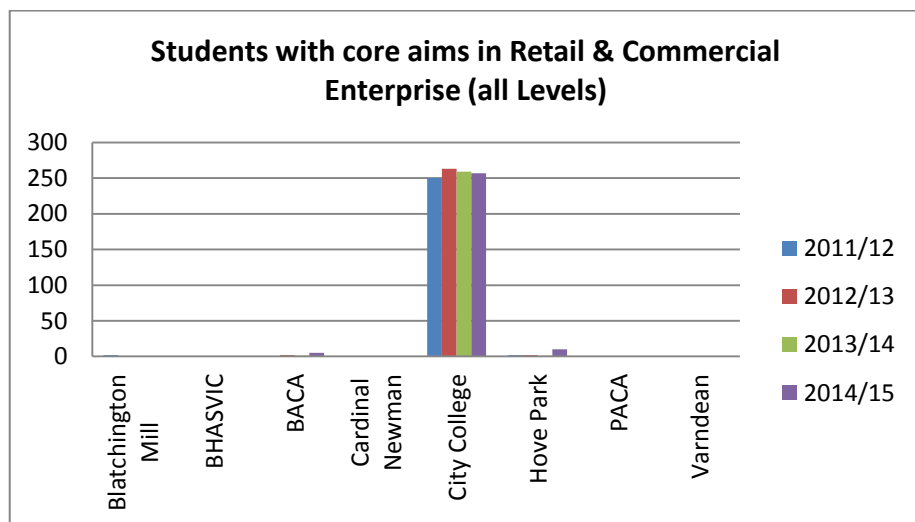
Sector Subject Area: Retail & Commercial Enterprise

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Food Technology (A Level)			Enterprise & Entrepreneurship (BTEC Level 3/BTEC Level 2)
Hove Park	BHASVIC	Varndean	City College
			Beauty Therapy (Level 1, Level 2, Level 3) Introduction To Culinary Skills (Level 1 Cert) Professional Cookery (Level 2 Dip) Professional Food & Bev. Service (Level 2 Cert) Advanced Professional Cookery (Level 3 Dip) Food & Bev. Service Supervision (Level 3 Dip) Complimentary Therapies (Level 3) Hair & Beauty (Level 1 Dip), Barbering VRQ (Level 2 Dip) Women's Hairdressing (Level 2 Dip, Level 3 Dip)

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90
D&T Food Technology			X	X						
Home Economics: Food			3	3						

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Retail and commercial enterprise includes:	Retailing and wholesaling
	Call centre operations
	Warehousing and distribution
	Service enterprises
	Hairdressing and beauty therapy
	Hairdressing
	Beauty therapy
Hospitality and catering	

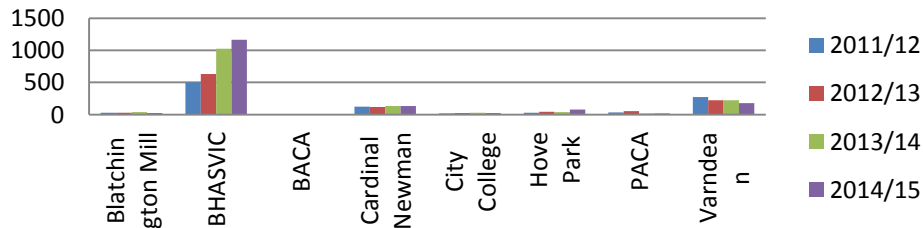
Sector Subject Area: Science & Mathematics

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Applied Science (A Level) Biology (A Level), Chemistry (A Level) Core Maths (A Level) Mathematics (A Level), Physics (A Level) Psychology (A Level)	Biology (A Level), Chemistry (A Level) Further Maths (A Level) Mathematics (A Level), Physics (A Level) Psychology (A Level) Statistics (A Level)	Biology (A Level) Chemistry (A Level) Mathematics (A Level) Physics (A Level) Psychology (A Level)	Biology (A Level) Psychology (A Level)
Hove Park	BHASVIC	Varndean	City College
Applied Science (Level 3 BTEC Dip/Ext Dip) Biology (A Level), Chemistry (A Level) Core Maths (A Level), Further Maths (A Level) Mathematics (A Level), Physics (A Level) Psychology (A Level/GCSE)	Biology (A Level) Chemistry (A Level) Further Maths (Double with Maths, A Level) Mathematics (A Level) Physics (A Level), Psychology (A Level)	Biology (A Level) Chemistry (A Level) Mathematics (A Level) Physics (A Level) Psychology (A Level)	Applied Science (Level 3 Dip & Ext Dip)

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	AFSM FSMQ
Additional Mathematics										X
Applied Science							29		4	
Biology			248	120						
Chemistry			228	108						
Mathematics			397	85						
Further Maths			55	49						
Physics			153	85						
Psychology			318	124						
Science: Electronics				7						

**Students with core aim in Science & Mathematics
(all Levels)**



Science and mathematics includes:	Science
	Psychology
	Mathematics and statistics

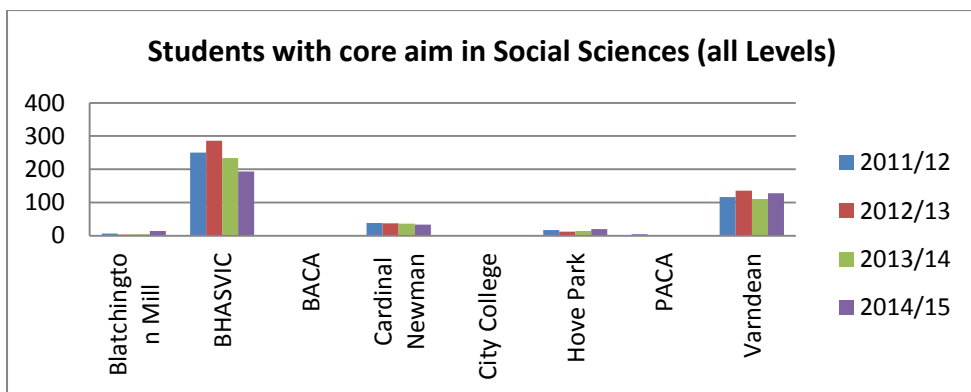
Sector Subject Area: Social Sciences

SIXTH FORM PROVISION 2016/7			
Blatchington Mill	Cardinal Newman	PACA	BACA
Economics (A Level) Geography (A Level) Government & Politics (A Level/Intermediate) Psychology (A Level) Sociology (A Level/Intermediate)	Economics (A Level) Geography (A Level) Politics (A Level) Psychology (A Level) Sociology (A Level)	Geography (A Level) Psychology (A Level) Sociology (A Level)	Psychology (A Level)
Hove Park	BHASVIC	Varndean	City College
Economics (A Level) Geography (A Level) Government & Politics (A Level) Psychology (A Level/GCSE), Sociology (A Level)	Economics (A Level) Environmental Studies (A Level) Geography (A Level), Politics (A Level) Psychology (A Level), Sociology (A Level)	Economics (A Level) Geography (A Level), Politics (A Level) Psychology (A Level) Sociology (A Level)	

Exams Taken 2014 (Level 3 only, L3VA 1 Year Overview)

Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90
Anthropology	15				18					
Citizenship				7						
Economics			124	70						
Geography			123	53						
Politics			113	34						
Psychology			318	124						
Science: Environmental			17	12						
Science In Society				58						
Sociology			179	70						
World Development			26	15						

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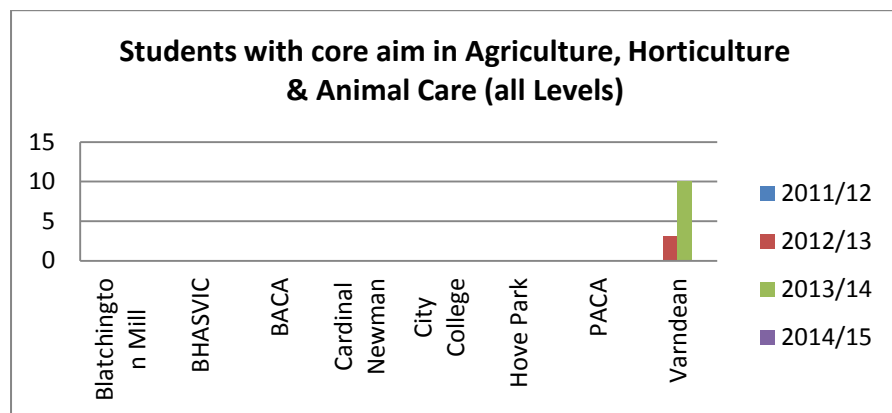
Social sciences includes:	Social sciences
	Geography
	Sociology and social policy
	Psychology
	Politics
	Economics
	Anthropology

Other Subjects In L3VA 1 Year Overview (Level 3 only) not included in categories above:

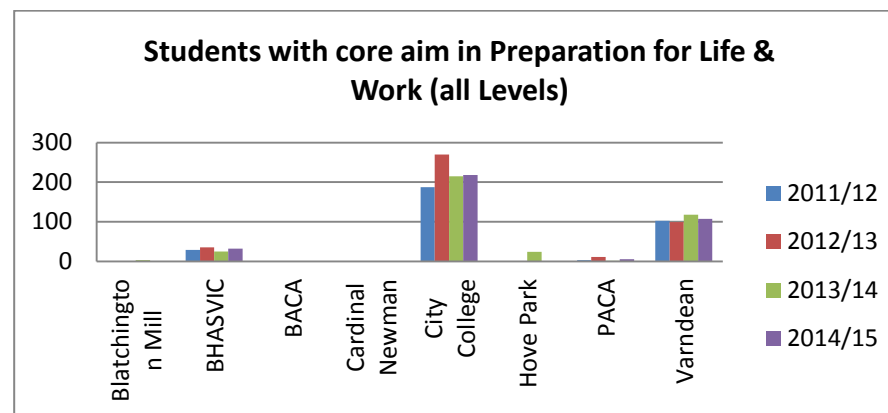
Subject (s)	A Level VQ	A Level Double VQ	A Level	AS Level	AS Level VQ	BTEC Cert	BTEC SubDip	BTEC Dip	BTEC ExtDip	BTEC Dip90
Horse Management									X	

Other Further Education & Skills Areas Not Included in categories above:

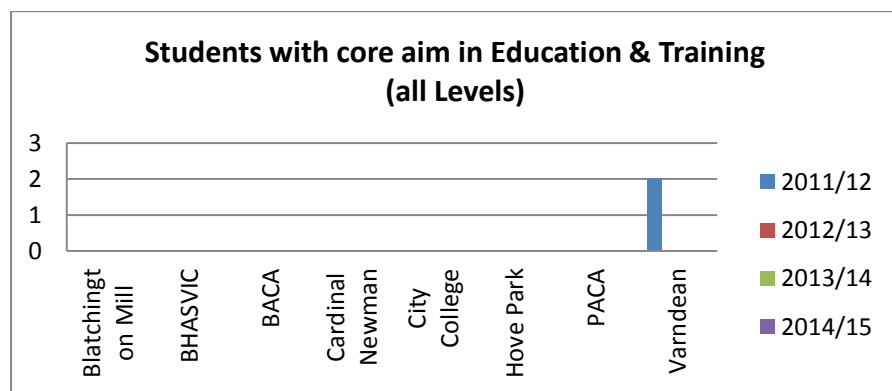
- Agriculture, Horticulture & Animal Care



- Preparation For Life & Work



- Education & Training



- Family Learning
- Community Development
- Construction, Planning & The Built Environment
 - **City College** offering Construction Multi Skills (Level 1) and Building Maintenance, Multi Trade Operations (Level 2)
 - **BACA** offering Maintenance Operations (Apprenticeship, Level 1 & 2 City Guilds).
 - ***BACA Construction Specialist Academy** beginning in 2017

2014/15 A level Percentage of Entries, A*-A and A* to E grades achieved. Includes state-funded colleges and sixth forms. Year: 2014/15 (provisional)

Subject	% Entries						% A*-A Grades						% A*-E Grades					
	England	Brighton & Hove difference from state-funded sector	State-funded sector	Brighton and Hove	East Sussex	West Sussex	Brighton & Hove difference from state-funded sector	England	State-funded sector	Brighton and Hove	East Sussex	West Sussex	Brighton & Hove difference from state-funded sector	England	All state-funded sector	Brighton and Hove	East Sussex	West Sussex
Biological Sciences	7.3%	0.2	7.2%	7.4%	7.1%	6.3%	7.0	27.9%	24.7%	31.7%	18.7%	22.9%	-1.2	98.5%	98.5%	97.2%	98.5%	97.2%
Chemistry	6.1%	0.4	5.9%	6.3%	3.0%	5.2%	5.5	33.0%	28.7%	34.2%	25.7%	30.9%	-0.3	98.8%	98.7%	98.4%	100.0%	98.1%
Physics	4.2%	-0.5	3.9%	3.4%	3.1%	4.1%	12.4	31.4%	27.2%	39.5%	12.4%	23.7%	-2.4	97.8%	97.6%	95.2%	99.3%	96.2%
Other Science	0.5%	0.1	0.6%	0.6%	1.5%	1.3%	-13.4	24.7%	23.0%	9.7%	17.4%	26.3%	-14.1	98.0%	98.0%	83.9%	97.1%	95.6%
Mathematics	10.8%	-1.1	10.2%	9.1%	8.2%	9.5%	12.8	42.6%	38.1%	50.9%	24.8%	39.0%	0.5	98.7%	98.6%	99.1%	96.9%	99.3%
Further Mathematics	1.8%	-0.1	1.5%	1.5%	1.0%	1.7%	26.8	57.5%	53.5%	80.3%	42.6%	55.9%	-0.5	99.1%	99.1%	98.6%	100.0%	100.0%
Design and Technology	1.5%	-1.2	1.5%	0.3%	0.7%	2.2%	x	16.4%	13.6%	x	-	11.7%	1.6	98.6%	98.4%	100.0%	100.0%	95.9%
Computing	0.6%	0.5	0.7%	1.2%	1.7%	0.8%	0.0	16.3%	15.2%	15.3%	12.8%	17.3%	0.1	96.7%	96.6%	96.6%	89.7%	88.0%
ICT4	0.9%	-0.5	0.9%	0.4%	1.4%	0.6%	-8.8	9.2%	8.8%	0.0%	9.0%	6.9%	-2.4	97.4%	97.4%	95.0%	91.0%	100.0%
Home Economics	0.0%	0.0	0.0%	0.0%	0.1%	x	x	15.8%	13.4%	x	0.0%	x	x	97.9%	97.0%	#DIV/0!	75.0%	x
Accounting and Finance	0.3%	0.0	0.4%	0.3%	0.3%	0.4%	x	12.4%	11.5%	x	0.0%	x	-8.3	95.7%	95.8%	87.5%	100.0%	100.0%
Business Studies	3.2%	-1.2	3.2%	2.0%	4.1%	3.6%	-6.6	14.6%	13.7%	7.1%	12.4%	13.4%	-1.8	98.6%	98.7%	97.0%	96.4%	98.8%
Economics	3.5%	0.3	2.9%	3.3%	1.8%	2.8%	-4.9	31.7%	25.6%	20.8%	10.6%	17.5%	-0.7	98.9%	98.8%	98.1%	98.8%	97.2%
Geography	4.5%	-1.0	4.3%	3.2%	4.6%	3.6%	2.5	28.2%	24.7%	27.2%	15.7%	21.3%	-1.3	99.4%	99.4%	98.1%	99.1%	97.8%
Government and Politics	1.8%	0.9	1.6%	2.5%	1.2%	1.8%	-4.0	28.4%	23.7%	19.7%	17.5%	18.1%	-0.4	98.9%	98.7%	98.4%	100.0%	99.4%
History	6.5%	0.9	6.6%	7.5%	6.3%	5.5%	8.0	24.7%	20.5%	28.5%	10.2%	20.2%	0.2	99.5%	99.5%	99.7%	99.7%	100.0%
Law	1.3%	0.7	1.5%	2.2%	1.2%	2.3%	-1.7	18.4%	18.4%	16.7%	x	18.9%	-1.8	97.1%	97.1%	95.4%	89.1%	97.1%
Psychology	7.0%	0.1	7.7%	7.8%	8.1%	6.5%	7.4	17.7%	16.7%	24.1%	16.6%	21.4%	-1.6	98.0%	97.9%	96.3%	96.3%	98.6%
Sociology	3.9%	-0.2	4.5%	4.4%	5.1%	3.8%	12.3	18.0%	17.8%	30.2%	24.1%	14.2%	-1.8	98.5%	98.5%	96.7%	96.2%	99.1%
Other social studies	0.5%	1.6	0.5%	2.1%	2.0%	0.5%	8.9	19.4%	17.1%	26.0%	16.3%	x	1.1	97.1%	96.9%	98.0%	91.3%	97.7%
Art and Design	5.4%	4.9	5.4%	10.3%	10.6%	8.0%	14.6	28.3%	25.0%	39.6%	18.0%	25.6%	0.7	99.3%	99.3%	100.0%	99.2%	99.7%
Drama	1.6%	-0.2	1.6%	1.4%	2.2%	2.4%	10.7	15.9%	12.1%	22.7%	12.5%	9.8%	-0.8	99.4%	99.3%	98.5%	98.1%	99.5%

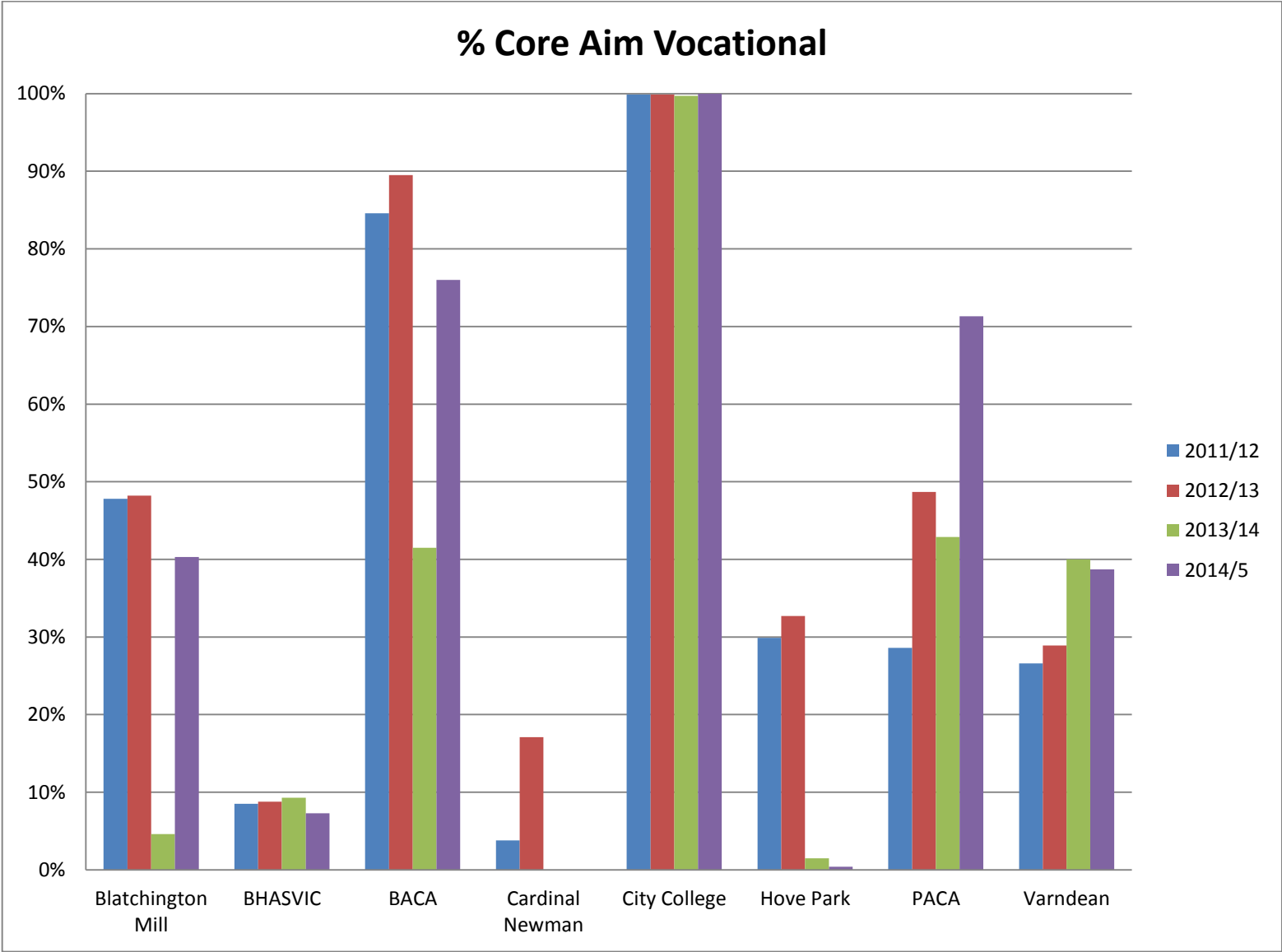
Subject	% Entries						% A*-A Grades						% A*-E Grades					
	England	Brighton & Hove difference from state-funded sector	State-funded sector	Brighton and Hove	East Sussex	West Sussex	Brighton & Hove difference from state-funded sector	England	State-funded sector	Brighton and Hove	East Sussex	West Sussex	Brighton & Hove difference from state-funded sector	England	All state-funded sector	Brighton and Hove	East Sussex	West Sussex
English	10.7%	-0.6	11.5%	10.9%	10.5%	12.6%	10.6	19.7%	17.2%	27.8%	20.8%	15.6%	-0.2	99.7%	99.6%	99.4%	99.4%	99.8%
M/F/T Studies5	2.5%	-0.5	2.9%	2.4%	3.6%	4.3%	8.7	10.5%	10.0%	18.6%	5.4%	8.4%	0.6	99.4%	99.4%	100.0%	100.0%	100.0%
Other Communication Studies	1.3%	0.9	1.5%	2.3%	2.1%	2.2%	9.6	12.9%	12.5%	22.1%	5.1%	11.0%	0.4	99.6%	99.6%	100.0%	99.0%	100.0%
French	1.2%	0.3	1.0%	1.3%	0.8%	0.8%	2.7	38.7%	32.7%	35.5%	28.9%	21.1%	-1.1	99.6%	99.5%	98.4%	100.0%	100.0%
German	0.5%	0.1	0.4%	0.5%	0.4%	x	-9.6	38.6%	32.7%	23.1%	22.2%	x	0.6	99.5%	99.4%	100.0%	94.4%	x
Spanish	1.0%	0.2	0.8%	1.1%	1.0%	0.9%	-6.3	35.5%	29.4%	23.1%	8.7%	28.2%	0.5	99.6%	99.5%	100.0%	97.8%	96.5%
Other modern languages	1.0%	0.2	0.6%	0.9%	0.6%	0.7%	5.4	53.5%	44.6%	50.0%	71.4%	41.8%	1.7	98.8%	98.3%	100.0%	100.0%	95.5%
Classical Studies	0.8%	0.7	0.6%	1.3%	0.6%	0.8%	9.3	35.8%	24.5%	33.8%	22.2%	14.7%	-0.1	99.0%	98.6%	98.5%	92.6%	93.3%
Religious Studies	2.8%	-2.4	2.7%	0.3%	1.2%	1.3%	17.4	24.4%	20.1%	37.5%	14.5%	22.6%	1.2	98.9%	98.8%	100.0%	98.2%	100.0%
Music	0.9%	0.2	0.8%	1.0%	1.2%	1.1%	-1.7	18.9%	14.0%	12.2%	5.4%	13.9%	-2.8	99.0%	98.7%	95.9%	100.0%	98.0%
Physical Education	1.7%	-0.9	1.7%	0.8%	2.4%	1.9%	15.1	15.9%	14.9%	30.0%	10.7%	18.0%	1.6	98.3%	98.4%	100.0%	99.1%	97.6%
General Studies	2.4%	-2.6	2.6%	0.0%	0.0%	0.0%	x	14.1%	13.7%	x	x	x	x	94.4%	94.4%	x	x	x
All Subjects		0.0	100.0%	100.0%	100.0%	100.0%	8.3	26.4%	22.7%	31.0%	17.0%	21.6%	-0.4	98.7%	98.6%	98.2%	97.9%	98.6%

Sixth Form Provision – Type Of Offer



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Sixth Form Provision – Type Of Offer



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Sixth Form Provision – Centre Data Overview 2014

Brighton & Hove City Council 2014	Post 16 Students	Ave. KS4 Pts on Entry	A Level APS (FTE)	A Level APE	Academic APS (FTE)	Academic APE	Vocational APS (FTE)	Vocational APE
LA Average 2014	-	44.4	775.4	217.0	791.3	217.7	433.3	214.5
Blatchington Mill	169	43.1	610.8 (32)	198.7 (C-)	609.7 (32)	198.3 (C-)	583.0 (19)	237.1 (D+)
BACA	34	39.9	X	X	X	X	310.9 (8)	175.0 (P+)
BHASVIC	2270	47.3	809.8 (840)	222.9 (C+)	812.2 (861)	223.4 (C+)	678.0 (68)	238.7 (D+)
Cardinal Newman	446	46.1	730.0 (148)	217.1 (C+)	733.2 (149)	217.8 (C+)	543.5 (23)	187.6 (M-)
City College	1975	39.4	1100.0 (1)	240.0 (B)	1100.0 (1)	240.0 (B)	371.1 (585)	211.8 (D-)
Hove Park	207	42.7	628.6 (33)	187.4 (D+)	630.5 (33)	187.8 (D+)	591.8 (4)	210.3 (D-)
PACA	68	44.0	631.9 (12)	185.6 (D+)	631.9 (12)	185.6 (D+)	708.0 (1)	221.3 (D)
Varndean	1436	44.4	749.1 (410)	208.8 (C)	798.9 (457)	211.3 (C)	549.0 (124)	212.8 (D-)

APS = The average point score per A Level/academic/vocational student (full-time equivalent). This measure is calculated over a 2 year period and only includes A Level/academic/vocational students finishing L3 study. It includes the best result for each A Level/academic/vocational subject, including those taken during Y12. The number of FTE students included in each measure is included in the parentheses.

APE = The average point score per A Level/academic/vocational entry. This is calculated as the total points score A Level/academic/vocational students finishing L3 study divided by the total volume of A Level/academic/vocational entries, calculated over a 2 year period. APE expressed as a grade is shown in the parentheses.

Sixth Form Provision – Centre Data Overview 2015

Brighton & Hove City Council 2015	Post 16 Students	Ave. KS4 Pts on Entry	A Level APS (FTE)	A Level APE	Academic APS (FTE)	Academic APE	Vocational APS (FTE)	Vocational APE
LA Average 2015	-	44.8	776.4	220.5	790.6	220.9	497.5	220.9
Blatchington Mill	154	43.4	676 (31)	185.6 (D+)	675.9 (31)	185.5 (D+)	693.7 (27)	227.4 (D)
BACA	52	41.0	540.0 (1)	180.0 (D)	540.0 (1)	180.0 (D)	606.9 (12)	220.7 (D)
BHASVIC	2352	47.3	825.4 (965)	227.7 (B-)	826.7 (991)	227.8 (B-)	758.2 (78)	244.6 (D+)
Cardinal Newman	447	46.5	715.4 (160)	212.6 (C)	717.9 (162)	213.2 (C)	640.2 (15)	217.3 (D-)
City College	2025	40.8	X	X	X	X	417.6 (497)	218.2 (D-)
Hove Park	259	42.2	661.3 (54)	195.5 (C-)	660.4 (55)	194.9 (D+)	416.6 (7)	205.0 (M+)
PACA	124	44.2	694.9 (10)	188.7 (D+)	694.9 (10)	188.7 (D+)	701.6 (17)	214.7 (D-)
Varndean	1460	43.4	699.2 (355)	210.8 (C)	759.7 (400)	213.5 (C)	554.7 (137)	212.9 (D-)

Cell coloured green (increase) and pink (decrease) to show comparison against 2014 figures

APS = The average point score per A Level/academic/vocational student (full-time equivalent). This measure is calculated over a 2 year period and only includes A Level/academic/vocational students finishing L3 study. It includes the best result for each A Level/academic/vocational subject, including those taken during Y12. The number of FTE students included in each measure is included in the parentheses.

APE = The average point score per A Level/academic/vocational entry. This is calculated as the total points score A Level/academic/vocational students finishing L3 study divided by the total volume of A Level/academic/vocational entries, calculated over a 2 year period. APE expressed as a grade is shown in the parentheses.

Sixth Form Provision – Centre Entries and Fails (2015 - L3VA)

Qualification Type

Brighton & Hove City Council 2014	A Level Entries	A Level Fails	AS Level Entries	AS Level Fails	BTEC Cert Entries	BTEC Diploma Entries	BTEC SubDip Entries	BTEC ExtDip Entries	BTEC Dip90 Entries	OCR CT Cert Entries	OCR CT Dip Entries	OCR CT ExtDip Entries	OCR CT Int Dip Entries	OCR CT SubDip Entries	IB Entries	IB Fails
National Fails 2015		1.8%		22.1%												6.8%
LA Average		1.8%		21.2%												0.0%
Blatchington Mill	77	2.6%	51	29.4%	19		68									
BACA	3	0.0%			2	9	11	X								
BHASVIC	2858	1.9%	1186	16.8%	X	42	55	12		2	5		49			
Cardinal Newman	448	1.3%	123	26.0%		9	6	7								
City College	3	0.0%			6	22	81	55	16	2						
Hove Park	111	0.9%	63	33.3%	2		13									
PACA	32	3.1%	12	50.0%	2		6		2		9		19	5		
Varndean	866	1.7%	366	29.5%	12	70	80	14	X						38	0.0%

Failure rates are shaded in pink when they exceed the national average.

Provisional Key Stage 5 Data 2016

2016 Percentages						
	A-Level (or equivalent)			AS-Level (or equivalent)		
Centre	% A* to B	% A* to C	% Pass	% A* to B	% A* to C	% Pass
BHASVIC	62.7%	83.9%	99.1%	57.1%	75.9%	94.0%
Varndean College	56.0%	81.0%	98.1%	38.1%	58.8%	86.7%
Blatchington Mill	45.0%	71.0%	96.0%	29.7%	51.6%	81.3%
Cardinal Newman	46.1%	70.3%	98.0%	64.8%	72.4%	95.2%
Hove Park	39.0%	67.6%	97.3%	17.2%	31.9%	71.4%
PACA	37.9%	55.2%	100%	32.5%	52.5%	82.5%
BACA	25.0%	25.0%	100%	9.1%	18.2%	45.5%
B&H	58.4%	80.8%	98.6%	44.9%	64.0%	88.5%
National (UK)	52.8%	77.5%	98.1%	41.6%	62.9%	90.0%

Small numbers of entries in some of the school sixth forms mean that a small drop in the number of passes or higher grades results in an apparently high percentage change

All data is provisional and unvalidated

Provisional Key Stage 5 Data 2016 compared to 2015 data

Change 2015 to 2016						
	A-Level (or equivalent)			AS-Level (or equivalent)		
Centre	% A* to B	% A* to C	% Pass	% A* to B	% A* to C	% Pass
BHASVIC	-3.0%	-0.6%	+1.0%	+6.5%	+4.0%	+1.1%
Varndean College	+3.4%	+3.9%	+0.7%	-2.2%	-2.5%	-0.7%
Blatchington Mill	-2.2%	+0.2%	-3.5%	+7.7%	+8.1%	-2.5%
Cardinal Newman	-2.2%	-5.7%	-0.8%	+31.1%	+18.0%	+5.3%
Hove Park	+9.4%	+11.8%	-1.0%	-4.3%	-3.4%	+6.3%
PACA	+0.3%	-14.7%	+1.1%	+22.0%	+29.7%	+14.1%
BACA	-17.1%	-43.4%	+5.3%	-22.9%	-36.5%	-39.9%
B&H	0.0%	+0.1%	+0.5%	+1.4%	-1.4%	-0.5%
National (UK)	0.0%	+0.3%	0.0%	+0.9%	+0.6%	+0.7%

Small numbers of entries in some of the school sixth forms mean that a small drop in the number of passes or higher grades results in an apparently high percentage change

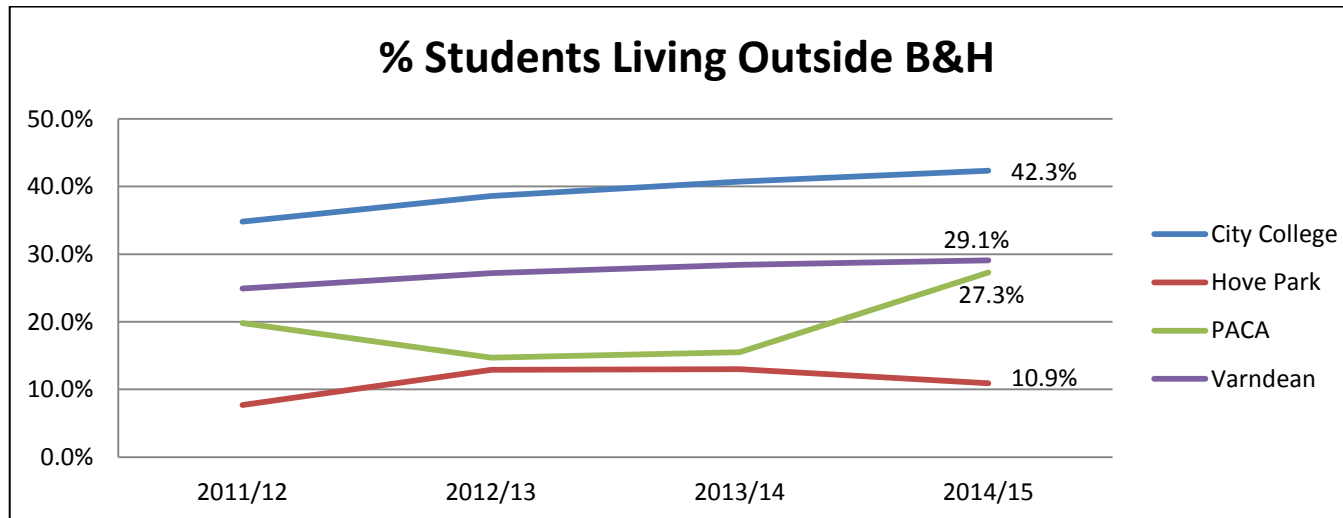
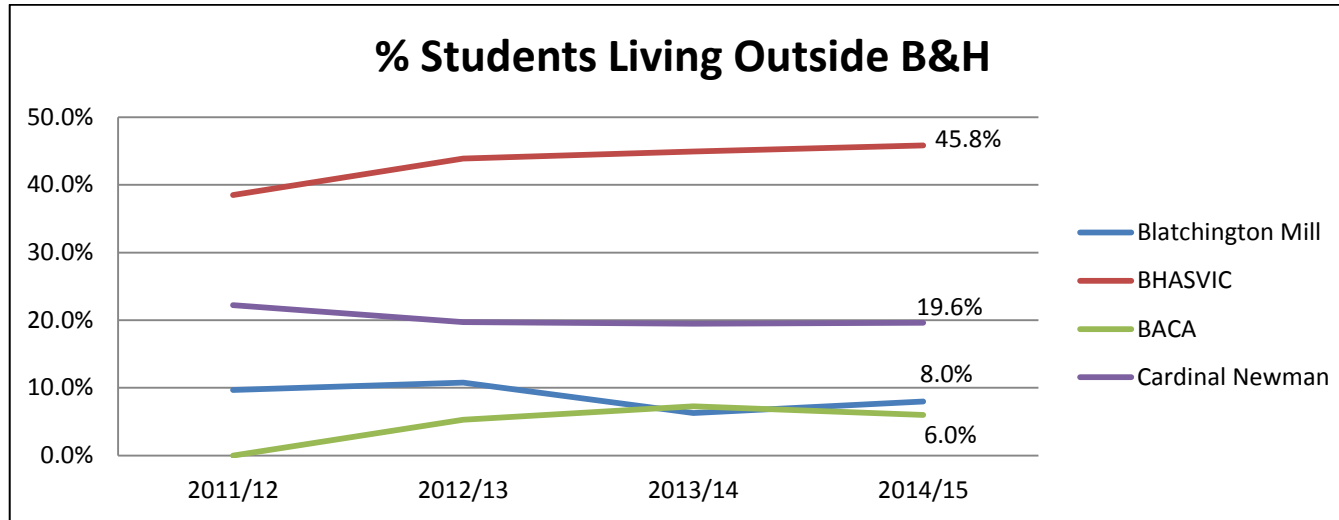
All data is provisional and unvalidated

Sixth Form Provision – Home Locations of Students attending A Level Provision at Institutions in Brighton & Hove

School	% Brighton & Hove	Remaining Locations
Blatchington Mill School and Sixth Form College	92%	East Sussex (1%), West Sussex (7%)
Brighton Aldridge Community Academy (BACA)	94%	East Sussex (4%), West Sussex (2%)
Brighton Hove & Sussex Sixth Form College (BHASVIC)	54%	East Sussex (17%), West Sussex (29%), Other (0%)
Cardinal Newman Catholic School	80%	East Sussex (6%), West Sussex (14%), Other (0%)
City College	58%	East Sussex (22%), West Sussex (19%) Other (1%)
Hove Park School & Sixth Form	89%	East Sussex (2%), West Sussex (9%)
Portslade Aldridge Community Academy (PACA)	73%	East Sussex (6%), West Sussex (20%), Other (1%)
Varndean College	71%	East Sussex (15%), West Sussex (12%), Other (1%)

For students resident in Brighton & Hove, 2275 of 2358 (96.5%) have one of the Brighton & Hove schools as their destination. 62 students have East Sussex as their destination, 17 have a West Sussex school and the remaining four are split between Slough (2), Lambeth (1) and York (1).

Sixth Form Provision – % Students Living Outside Brighton & Hov



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Sixth Form Provision – Sixth Form Retention Data

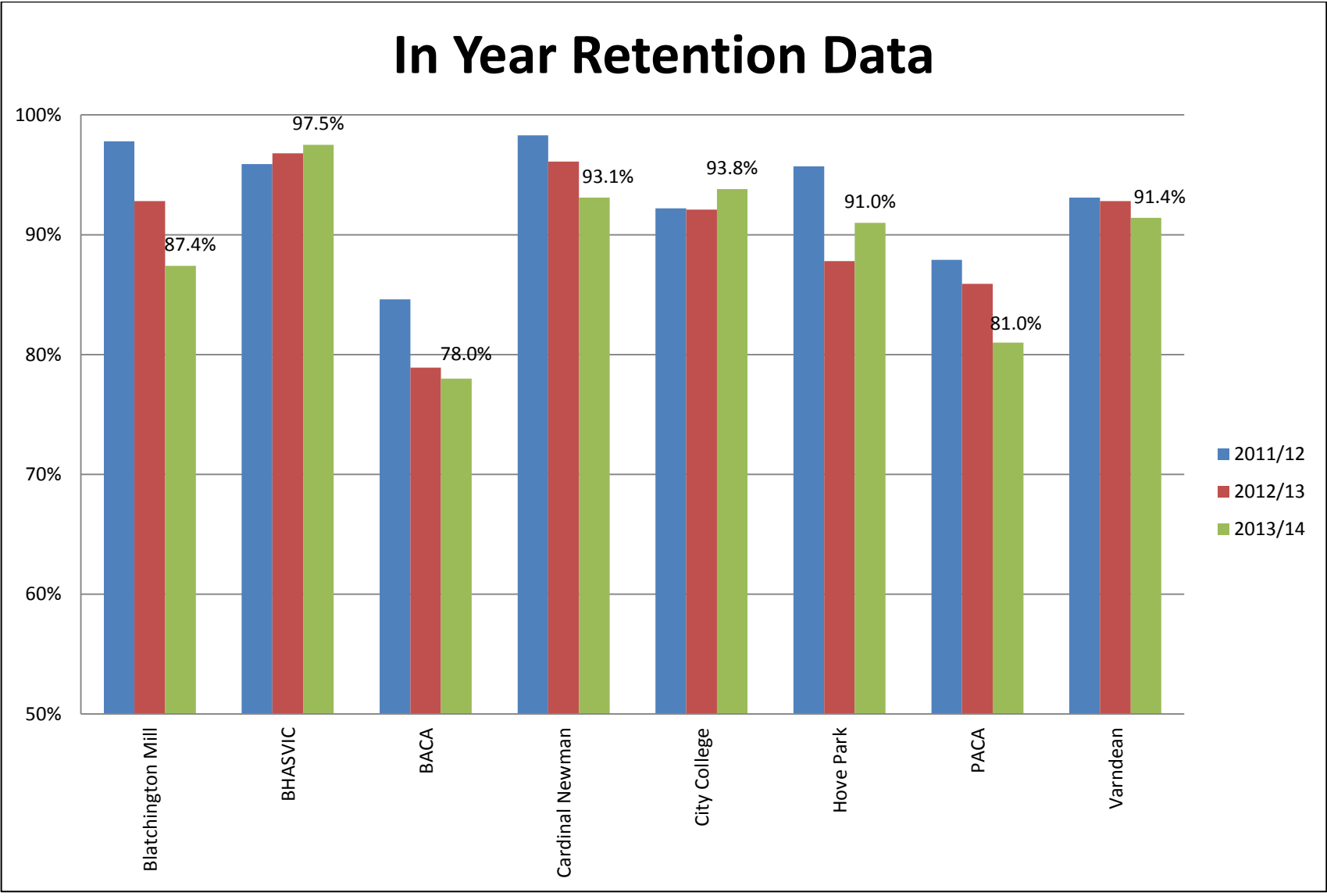
Sixth Form	2013/4		2014/5	
	Overall Retention	Transition Retention	Overall Retention	Transition Retention
BHASVIC	81%	86%	-	-
Blatchington Mill	63%	71%	58%	68%
PACA	16%	25%	64%	74%
Hove Park	69%	73%	66%	73%
Varndean	83%	93%	-	-
BACA	42%	62%	54%	78%
Cardinal Newman	79%	87%	82%	88%
City College	90%	-	-	-
LA Average*	62%	73%	71%	79%

Overall retention = The percentage of students who started year 12 in 2012/3 and completed year 13 in 2013/4.

Transition retention = The percentage of students who completed year 12 in 2012/3 and who started year 13 in 2013/4; ie the proportion who completed year 12 who continued on to year 13.

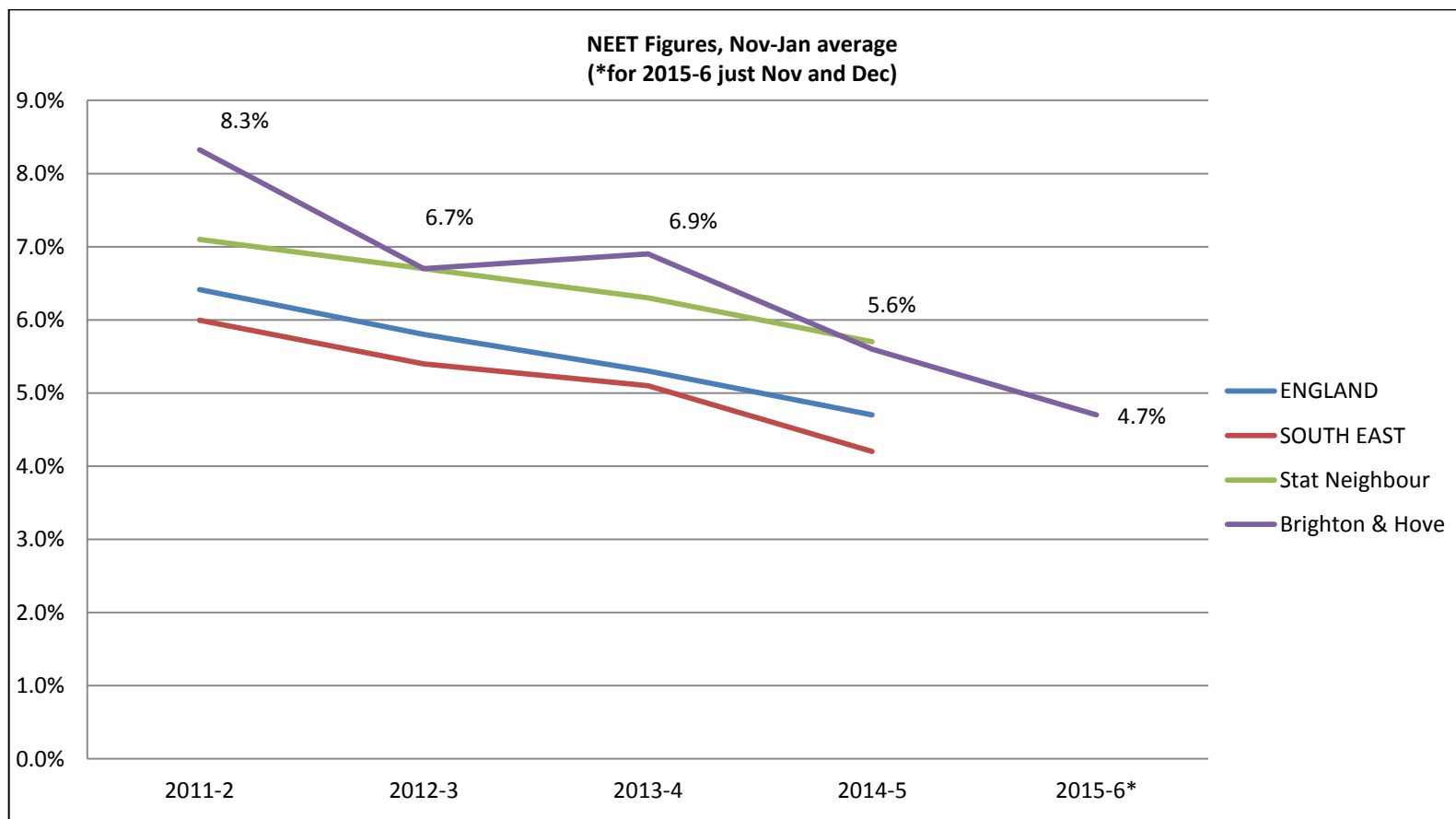
*LA Average does not include figures from BHASVIC, Varndean and City College

Sixth Form Provision – Sixth Form Retention Data



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Sixth Form Provision – NEET Rate Comparison



The percentage of 16-19 year olds classified as NEET has decreased over the last few years, decreasing from 8.3% in 2011-2 to 5.6% in 2014-5.

The full figures for 2015-6 will be available in late Feb/early March.

Sixth Form Provision – NEET Current Situation

Current Situation	June 14	Dec 14	Jun 15	Dec 15
Full Time Voluntary Work	17	16	18	9
Economically Inactive	2	0	0	1
Illness	39	33	44	36
Not Work Ready	30	24	32	28
Pregnancy	3	9	6	10
Seeking Employment Only – Refused Offer of Training	60	49	51	69
Seeking Employment or Training	220	233	157	138
Start Date Agreed EET	20	4	3	1
Supporting family – Teenage Parents	52	27	39	36
Supporting family – Young Carer	8	4	7	5
16-19 Start Date Agreed (Other)	0	0	6	0
Total	451	399	363	333

There has been a steady decline in the total amount of NEETS over the past year and a half. The main decrease has been in those seeking employment or training.

Sixth Form Provision – NEET Gender & Qualification Level

Gender	June 14	Dec 14	Jun 15	Dec 15
Female	213	197	174	163
Male	238	202	189	170
Total	451	399	363	333

Qualification Level	June 14	Dec 14	Jun 15	Dec 15
Higher Level	1	1	0	0
Advanced Level	6	8	3	8
NVQ2 or equivalent	148	160	114	104
Below NVQ2 or equivalent	223	170	177	153
No qualifications	39	32	36	32
Unknown	34	28	33	36
Total	451	399	363	333

Appendix 2 - Key areas of industrial growth in Brighton & Hove, and the provision offered at Sixth Form

Please note that many of the courses mentioned are only run if there is sufficient uptake:

Arts & Culture

- **Drama & Theatre Studies** is offered as an A Level at a number of providers, whilst **Dance** is offered at Cardinal Newman & PACA (A Level course), and Varndean & City College (BTEC). **Performing & Production Arts** is offered as a vocational course at City College, Blatchington Mill offers an A Level in **Performing Arts/Musical Theatre** and BHASVIC offers an A Level in **Performance Studies**.
- **Art & Design** courses are also widely available, including courses such as **Textiles, 3D Product Design** and **Graphic Design & Communication**. With the potential detrimental effect on arts subjects due to the new Ebacc, it is worth monitoring subject uptake over the next few years, to ensure that the needs of the local workforce can be met.

Leisure & Tourism

- **Sport** is offered as a study option at all 8 major Key Stage 5 providers in Brighton & Hove, with BHASVIC in particular offering a broad sport-related programme. There are football and boxing academies within City College, and football and cricket academies at BACA.
- **Travel & Tourism** is also offered at a number of providers, with Hove Park and Blatchington Mill offering an A Level course, whilst vocational options are provided at Cardinal Newman, Varndean and BACA. City College offers Level 2 courses in **Taking off into Travel, Moving on into Travel** and **Air Cabin Crew**.

Creative, Digital and IT

- **Information Technology** is offered as a course at most of the Sixth Form providers, with Computing and Computer Science also offered quite widely. BACA is a Digital Media Specialist Academy, and Cardinal Newman offer a Level 3 BTEC in Computing for Creative Industries.

Financial and Business Services

- **Business Studies** and **Law** A Levels are available at a number of the providers. **Accountancy** is available at BHASVIC and City College, with City College additionally offering apprenticeships in **Accountancy, Business Administration, Management** and **Team Leading**.

Environmental Industries

- **Biology** and **Geography** are widely available as A Levels, which can help towards a career in environmental industries. A potential gap is that **Geology**

is not offered as an A Level, and only BHASVIC offers a course in **Environmental Studies**.

Appendix 3 - Provision for SEND and FSM students post 16

SEN (Special Educational Needs) Support

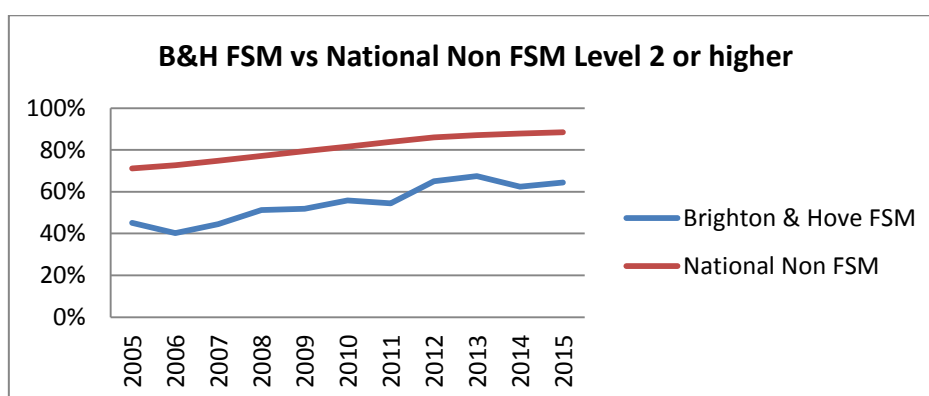
Over the past three years, the percentage of children with SEN at Blatchington Mill has increased, from 14.8% in 2014 to 19.0% in 2016. In the same period, Hove Park and PACA have shown the opposite trend, although at PACA we are looking at a small cohort size. Overall, 19.7% of students in Brighton & Hove schools had SEN in 2016, a decrease from 22.5% in 2014.

Looking at the Level 2 and Level 3 at age 19 SEN Gap between the Brighton & Hove SEN cohort compared to the national non-SEN cohort, the gap has closed significantly from 43% in 2010 to 29% in 2015. At Level 3 the improvement has not been quite as steep, but still has improved from 44% in 2010 to 39% in 2015.

FSM Attainment Gap – 19 year olds achieving Level 2 or higher

In 2015, the FSM attainment gap was 22.2%, above the previous year's figure of 22.8%, but short of the national average of 16.5%. Brighton & Hove have not had an attainment gap better than the national average since 2012, and the gap widened significantly between 2013 and 2014.

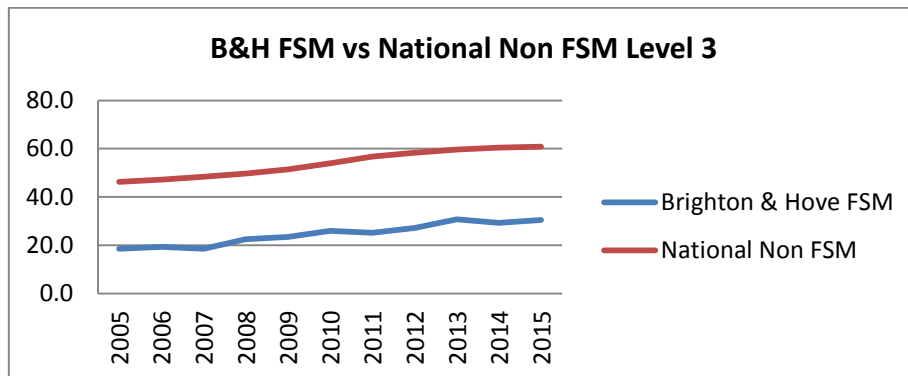
The below graph looks at how FSM young people in Brighton & Hove compare to Non FSM young people nationally. The gap has varied, but overall is narrowing over the last ten years:



FSM Attainment Gap – 19 year olds achieving Level 3 or higher

In 2015, the FSM attainment gap was 29.8%. This is a slight improvement on the previous year's figure of 30.1%, but short of the national average of 24.6%. Brighton & Hove have not had an attainment gap better than the national average since 2006, and the gap widened significantly between 2013 and 2014.

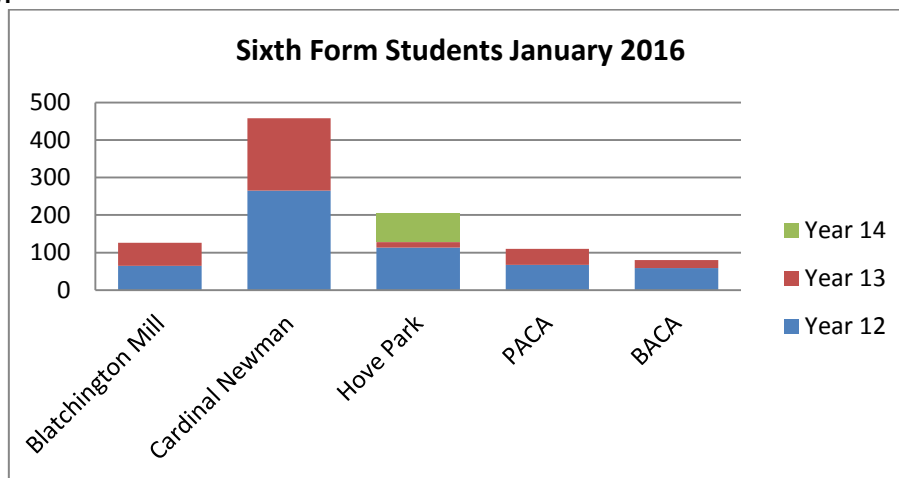
The below graph looks at how Free School Meal young people in Brighton & Hove compare to Non FSM young people nationally. The gap has varied but has widened slightly over the last ten years.



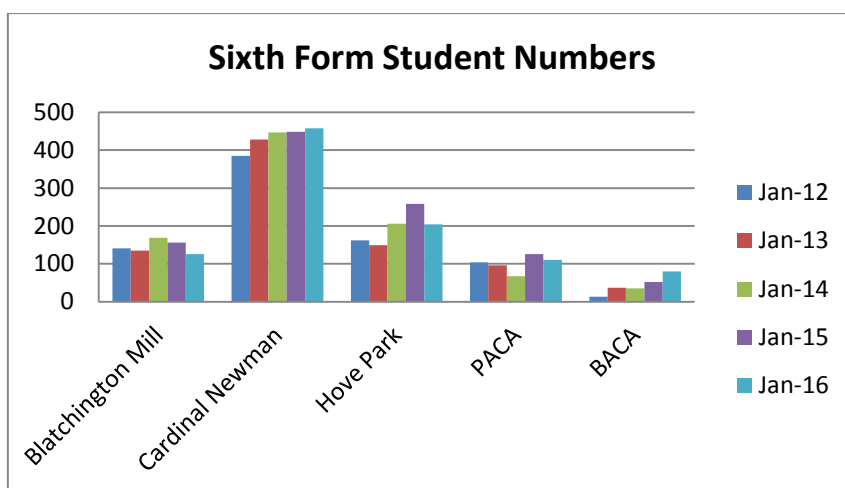
Appendix 4 - Quantity of current provision

Quantity – number of students

There were 978 students studying at school based Sixth Forms when the census was taken in January 2016. This can be broken down into 569 in Year 12 (58% of the cohort), 333 in Year 13 (34% of the cohort) and 76 in Year 14 based at Hove Park (8%).



Cardinal Newman has the greatest number of students, with 458 students studying there, and the school have stated that they expect this to increase to 520 students at the beginning of the next school year. BACA have also predicted an increase, rising from 80 to 130 students. Hove Park are expecting to stay at around 200 students, and PACA staying at around 100.



In general, students at school-based Sixth Forms have increased over the last five years, although there has been a slight decrease between 2015 and 2016. This data is taken from the January Census each year.

Looking to the future, feedback from LEPS, employers and local authorities has provided some information. In East Sussex, West Sussex and Brighton & Hove, secondary school numbers will reach their low point by 2018 and will increase year-on-year until at least 2031. The growth will filter through into post-16 by 2019 – based on ONS sub-national population projections. Figures do not take account of population due to housing growth, which may mean that the upwards trajectory of young people aged 16-19 in the area increases at a faster rate beyond 2020.

Appendix 5 - Value For Money

In June 2014, London Economics released a review that had been requested by the Sixth Form Colleges Association, undertaking a detailed analysis of the value for money achieved by different education providers in relation to academic provision for young people aged between 16 and 19. This link takes you to the full report:

http://www.sixthformcolleges.org/sites/default/files/London%20Economics_Value%20for%20money%20in%20Sixth%20Form%20education_FINAL%20REPORT.pdf

The analysis concluded that “students in Sixth Form Colleges are more likely to achieve higher levels of attainment than their peers in non-selective Maintained School Sixth Forms and Academy Sixth Forms”. This is despite information from the Education Funding Agency suggesting that the average funding per student at a Sixth Form College is lower than at Maintained School Sixth Forms. The full details of this report can be found in the appendix.

It is hard to measure conclusively whether these figures are reflected in Brighton & Hove, due to the small sample size, variance in prior attainment and differences between academic and vocational qualifications. In 2015, BHASVIC achieved the highest A Level average points score, but also had the highest prior attainment amongst their pupils. Varndean and Blatchington Mill had identical prior attainment for their pupils, and in Key Stage 5 results Varndean fared better for A Level results, but Blatchington Mill showed better results for vocational subjects.

Appendix 6 - Quality of Provision

The below table shows a summary of results in 2015 from the Datadashboard, with the green shading reflecting improving results on the previous year, and the pink shading reflecting results lower than the previous year:

Brighton & Hove City Council 2015	Post 16 Students	Ave. KS4 Pts on Entry	A Level APS (FTE)	A Level APE	Vocational APS (FTE)	Vocational APE
LA Average 2015	-	44.8	776.4	220.5	497.5	220.9
Blatchington Mill	154	43.4	676	185.6	693.7	227.4
BACA	52	41	X	X	606.9	220.7
BHASVIC	2352	47.3	825.4	227.7	758.2	244.6
Cardinal Newman	447	46.5	715.4	212.6	640.2	217.3
City College	2025	40.8	X	X	417.6	218.2
Hove Park	259	42.2	661.3	195.5	416.6	205
PACA	124	44.2	694.9	188.7	701.6	214.7
Varndean	1460	43.4	699.2	210.8	554.7	212.9

APS = Average Points Score, APE = Average Points Per Entry

A Level results (Datadashboard 2015)

PERCENTAGES	A*	A	B	C	D	E	U
Blatchington Mill	3.1%	5.2%	21.6%	33.0%	24.7%	10.3%	2.1%
BACA	0.0%	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
BHASVIC	14.3%	22.2%	28.9%	19.1%	10.1%	3.7%	1.8%
Cardinal Newman	8.4%	11.7%	27.8%	28.7%	15.3%	6.9%	1.1%
City College	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Hove Park	8.1%	9.9%	16.1%	28.0%	26.7%	9.9%	1.2%
PACA	0.0%	9.4%	18.8%	40.6%	18.8%	9.4%	3.1%
Varndean	9.1%	15.0%	28.6%	25.2%	14.5%	5.7%	1.9%
TOTAL	12.0%	18.6%	28.1%	22.2%	12.5%	4.8%	1.7%

Achieving A* to B – 58.7% of A Level entries in Brighton & Hove in 2015 resulted in a grade of A*, A or B. BHASVIC, who were responsible for the majority of the entries, had notable success with 65.4% of entries achieving this level, including 14.3% achieving grade A*. Nationally, 52.8% of A Level entries achieved A*-B in 2015.

Failure rate – In Brighton & Hove, 1.7% of entries did not achieve A*-E, slightly better than the national figure of 1.9%. PACA (3.1%) and Blatchington Mill (2.1%) had the highest failure rates by this measure.

AS Level results (Datadashboard 2015)

PERCENTAGES	A	B	C	D	E	U
Blatchington Mill	6.7%	16.7%	21.4%	24.3%	12.9%	18.1%
BACA	0.0%	9.1%	0.0%	18.2%	18.2%	54.5%
BHASVIC	26.4%	23.2%	21.6%	13.3%	8.1%	7.4%
Cardinal Newman	17.7%	14.0%	20.5%	24.0%	13.5%	10.3%
City College	-	-	-	-	-	-
Hove Park	9.6%	12.4%	13.1%	15.5%	14.5%	34.9%
PACA	5.0%	8.3%	12.4%	26.4%	19.8%	28.1%
Varndean	19.3%	20.8%	21.0%	15.6%	10.7%	12.5%
TOTAL	22.1%	20.7%	20.6%	15.5%	9.9%	11.3%

Achieving A or B Grade – Over 40% of AS Level entries in Brighton & Hove resulted in an A or a B grade, with BHASVIC (49.6%) and Varndean (40.1%) having the highest percentages.

Failure rate – 11.3% of entries in Brighton & Hove did not achieve A-E, with Hove Park having notably disappointing results as 34.9% of entries resulted in a U, equating to 175 exams taken.

BTEC Results (Datadashboard 2015)

PERCENTAGES	D*	D	M	P
Blatchington Mill	39.8%	18.6%	14.2%	27.4%
BACA	35.7%	16.7%	28.6%	19.0%
BHASVIC	57.9%	21.4%	15.5%	5.2%
Cardinal Newman	19.4%	27.6%	14.3%	38.8%
City College	24.5%	26.3%	27.0%	22.2%
Hove Park	22.7%	27.3%	22.7%	27.3%
PACA	13.3%	0.0%	46.7%	40.0%
Varndean	16.4%	21.6%	33.9%	28.0%
TOTAL	28.3%	23.0%	26.0%	22.7%

Provision – All of the educational providers had students studying for vocational qualifications, although at BACA, PACA and Hove Park the numbers were very limited. BHASVIC achieved notable success as 168 students (57.9%) achieved a grade of D*.

Achieving D or D* - Over half of all BTEC entries in Brighton & Hove achieved a result of D or D*.

Appendix 7 – Early Information from the schools and colleges, A Level results day 2016

2016 Percentages						
Centre	A-Level (or equivalent)			AS-Level (or equivalent)		
	% A* to B	% A* to C	% Pass	% A* to B	% A* to C	% Pass
BHASVIC	62.7%	83.9%	99.1%	57.1%	75.9%	94.0%
Varndean College	56.0%	81.0%	98.1%	38.1%	58.8%	86.7%
Blatchington Mill	23.8%	56.4%	94.1%	29.7%	51.6%	81.3%
Cardinal Newman	46.1%	70.3%	98.0%	64.8%	72.4%	95.2%
Hove Park	39.0%	67.6%	97.3%	17.2%	31.9%	71.4%
PACA	37.9%	55.2%	100%	32.5%	52.5%	82.5%
BACA	25.0%	25.0%	100%	9.1%	18.2%	45.5%
B&H	57.6%	80.5%	98.6%	44.9%	64.0%	88.5%
National (UK)	52.8%	77.5%	98.1%	41.6%	62.9%	90.0%

Change 2015 to 2016						
Centre	A-Level (or equivalent)			AS-Level (or equivalent)		
	% A* to B	% A* to C	% Pass	% A* to B	% A* to C	% Pass
BHASVIC	-3.0%	-0.6%	+1.0%	+6.5%	+4.0%	+1.1%
Varndean College	+3.4%	+3.9%	+0.7%	-2.2%	-2.5%	-0.7%
Blatchington Mill	-23.4%	-14.4%	-5.4%	+7.7%	+8.1%	-2.5%
Cardinal Newman	-2.2%	-5.7%	-0.8%	+31.1%	+18.0%	+5.3%
Hove Park	+9.4%	+11.8%	-1.0%	-4.3%	-3.4%	+6.3%
PACA	+0.3%	-14.7%	+1.1%	+22.0%	+29.7%	+14.1%
BACA	-17.1%	-43.4%	+5.3%	-22.9%	-36.5%	-39.9%
B&H	-0.8%	-0.2%	+0.5%	+1.4%	-1.4%	-0.5%
National (UK)	0.0%	+0.3%	0.0%	+0.9%	+0.6%	+0.7%

Notes

* Small numbers of entries in some of the school sixth forms mean that a small percentage drop in the number of passes or higher grades results in an apparently high percentage change.

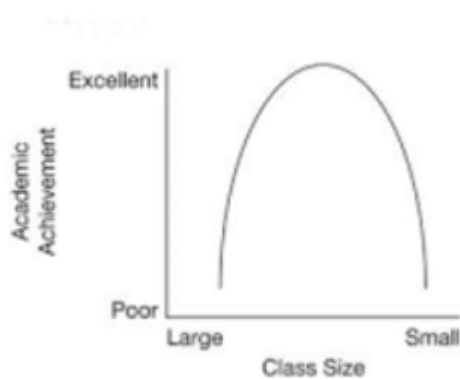
All data is provisional data

Appendix 8 – Effect of Class Size on Learning

Effects of Class Size on Learning

Research has shown that very large class sizes can be detrimental to learning, but there are also reasons why learning can be less efficient in very small class sizes as well.

Gladwell¹ states that “there is a point at which small class sizes do not produce better outcomes. They produce worse outcomes”, looking at how small classes can too easily be dominated by one person, and how teenagers may find them too intimate and it difficult for them to protect their autonomy, as well as issues with separating two young people who do not get along when the class size is small. Gladwell concludes that the graph best represents the effect of class size is an inverted U, with the optimum number of students in a class being dependant on other variables such as the subject matter and learning ability of the students:



Additionally, research by Dobbstein, Levin and Osterbeek² found that children need peers with a similar level of academic ability to get the best out of them academically, stating that the “number of similar pupils has indeed a significantly positive impact on performance”. This correlation appeared especially true in those students of weaker ability, and in small class sizes the opportunity to work with students of similar ability is evidently reduced.

¹ “David and Goliath: Underdogs, Misfits, and the Art of Battling Giants”, Gladwell, 2013

² “The causal effects of class size on scholastic achievement; distinguishing the pure class size effect from the effect of changes in class composition”, Dobbstein, Levin, Osterbeek, 2013