





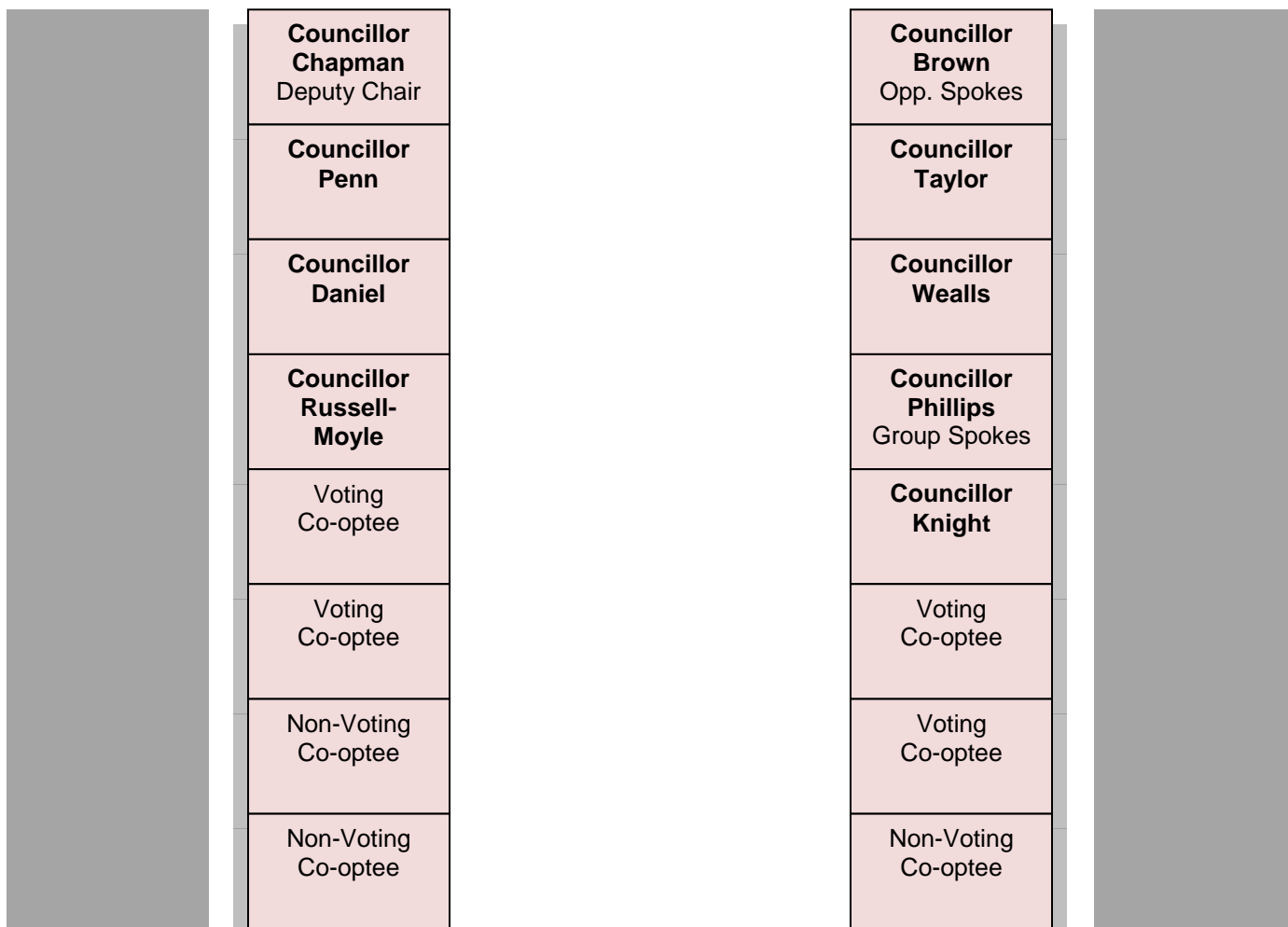
**Brighton & Hove
City Council**

Children, Young People & Skills Committee

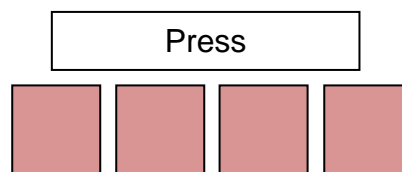
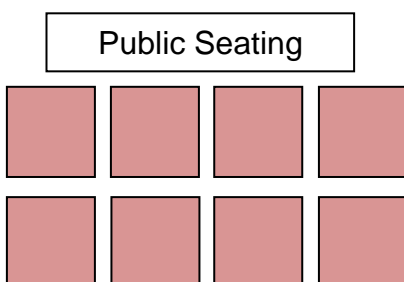
| | |
|---|---|
| Title: | Children, Young People & Skills Committee |
| Date: | 21 November 2016 |
| Time: | 4.00pm |
| Venue | Council Chamber, Hove Town Hall, Norton Road, Hove, BN3 3BQ |
| Members: | Councillors: Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group 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 |
| Contact: | Lisa Johnson Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk |
|  | The Town Hall has facilities for wheelchair users, including lifts and toilets |
|  | An Induction loop operates to enhance sound for anyone wearing a hearing aid or using a transmitter and infra red hearing aids are available for use during the meeting. If you require any further information or assistance, please contact the receptionist on arrival. |
| | FIRE / EMERGENCY EVACUATION PROCEDURE If the fire alarm sounds continuously, or if you are instructed to do so, you must leave the building by the nearest available exit. You will be directed to the nearest exit by council staff. It is vital that you follow their instructions: |
| | <ul style="list-style-type: none"> • You should proceed calmly; do not run and do not use the lifts; • Do not stop to collect personal belongings; • Once you are outside, please do not wait immediately next to the building, but move some distance away and await further instructions; and • Do not re-enter the building until told that it is safe to do so. |

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 |
|---------------------------|---------------------------|-----------------------------------|---------------|-----------------------------|



Public Speaker/
Officer Speaking



AGENDA

42 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.

43 MINUTES

1 - 20

To consider the minutes of the meetings held on:

- 19 September 2016 (Special meeting) (copy attached)
- 3 October 2016 (copy attached)

45 CALL OVER

(a) Items (48 – 53) will be read out at the meeting and Members

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

invited to reserve the items for consideration.

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

46 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 14 November 2016;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 14 November 2016.

47 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.

48 SCHOOL OFSTED PRESENTATION

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

49 SCHOOL MENTAL HEALTH PROJECT UPDATE

21 - 24

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

Contact Officers:

Tracey Williams, Assistant Principal Educational Psychologist

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

Kerry Clarke, Children, Young People & Schools Public Health Commissioner

*Gill Brooks, Children's Commissioning Manager
Brighton & Hove Clinical Commissioning Group*

Ward(s) Affected: All Wards

50 CHILDCARE SUFFICIENCY ASSESSMENT 25 - 100

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

*Contact Officer: Vicky Jenkins Tel: 01273 296110
Ward Affected: All Wards*

51 CHILDREN IN CARE - EDUCATION UPDATE 101 - 112

Presentation from the Virtual School Head Teacher (copy of presentation attached)

52 REDUCING THE DIFFERENCES IN PERFORMANCE FOR DISADVANTAGED CHILDREN AND YOUNG PEOPLE IN BRIGHTON AND HOVE 113 - 134

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

*Contact Officer: Ellen Mulvihill Tel: 01273 294410
Ward(s) Affected: All Wards*

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

53 UPDATE ON LGA SAFEGUARDING PEER REVIEW 135 - 140

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

*Contact Officer: Carolyn Bristow Tel: 01273 291288
Ward Affected: All Wards*

54 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 15 December 2016 Council meeting for information.

In accordance with Procedure Rule 24.3a, the Committee may determine

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

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

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

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

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

Electronic agendas can also be accessed through our meetings app available through www.moderngov.co.uk

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

If you have any queries regarding this, please contact the Head of Democratic Services or 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, 11 November 2016

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

4.00pm 19 SEPTEMBER 2016

COUNCIL CHAMBER, HOVE TOWN HALL, NORTON ROAD, HOVE, BN3 4AH

MINUTES

Present:

Councillor:

Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Daniel, Taylor, Penn, Wealls, Mitchell and Moonan

Co-optees:

Ms B Connor, Mr K Darvas, Ms K Kybble, Ms A Holt, Mr M Jones, Ms A Mortensen, and Mr A Muirhead

PART ONE

19 PROCEDURAL BUSINESS

19 PROCEDURAL BUSINESS

19(a) Declarations of substitutes

- 19.1 Councillor Mitchell for Councillor Bewick
Councillor Moonan for Councillor Russell-Moyle
Ms B Connor for Ms M Ryan
Mr A Muirhead for Mr B Glazebrook

19(b) Declarations of interest

- 19.2 There were none

19(c) Exclusion of press and public

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

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

20 CHAIR'S COMMUNICATIONS

The Chair stated:

We are all ambitious for our city's schools. We want every child to have a great education and a great school experience. Secondary school is where future careers can be shaped, where lifelong friendships form and where vital life skills are learned, inside and outside of the classroom. But it can also be when some children are left behind, leading to poor employment opportunities and social problems that can persist for generations. This is an issue where the political and the personal can be in contradiction. People's aspirations for the city or for education in general, can be very different when viewed from the perspective of your own child, or your own neighbourhood. No child is more important than another. We have a responsibility to support all our schools, so that they can ensure every child reaches their full potential.

School catchment areas inspire strong emotions precisely because they are so important. Successive administrations of all colours have struggled to resolve it. There is no perfect or obvious answer, but that is no reason to duck the issue. It is why each party has sought to come together on this working group to find the best answer we can, to understand the balance we have to strike, and take responsibility - on behalf of those that elect us - for making the difficult choices. That's why our mission over the coming months, and beyond, is to support all of our family of schools, to dispel any myths or incorrect assumptions some may make about our schools and to challenge those who put some of our schools and teachers down. We need to be here to support all our schools and highlight the good work that they do.

This year our secondary schools bucked the trend nationally and improved on their GCSE results, against a backdrop of a national drop in results. We need to build on that success, and give parents, children and schools the confidence that our aim is for all schools to achieve excellence.

The cross party working group brought councillors from all parties together, to agree and bring a proposal forward. We did that in the clear understanding that there will always be some parents and children disappointed by the results, just as some will be given opportunities that had previously been closed to them. There is no 'silver bullet', no perfect answer that satisfies everyone. That's why, when this group was formed, we set out six priorities to inform our decisions. We understood that no final proposal could satisfy all of them equally, but striking the best balance between them would ensure an equitable and deliverable outcome. One measure the group was clear on was to ensure those children from disadvantaged circumstances were not excluded. Hence we are proposing that eligibility for free school meals is taken into account. Throughout March and April we carried out over twenty engagement events with the public and presented three different ideas of how the admission arrangements could work. I attended twelve of these engagement meetings across the city and although it was clear that there were many different views, there were some common themes. This working group has taken the feedback from these events as evidence in our work, as well as evidence from head teachers, governors and councillors of all parties. The group has debated the issues extensively, and we have emerged with the proposals set out in the committee paper before us.

Considering the importance of this issue, and the efforts of those who took the time to contribute to this proposal, I hope it is something we can use to demonstrate to the public that all parties can work together, with shared goals, to improve both educational attainment and social mobility in the city. Of course, the council must not only address the schools children attend today, but how capacity can be extended in the future.

I was hoping that, today, we could put forward final proposals that would go out to formal consultation in a few weeks and so it is disappointing that the location of the new University of Brighton free school has not been confirmed. Understandably we cannot go out to formal consultation without a confirmed site for the new school. I can assure everyone that the council is working with the University of Brighton and external stakeholders, to confirm the site as soon as possible. Once the site is confirmed then this cross party working group will reconvene to discuss next steps.

Finally, I would like to record a few thanks from me and the group. It's important to thank the officers who have put a great deal of effort into this piece of work, by producing numerous documents and modelling different scenarios for the cross party working group to consider. They also organised and ran more than twenty engagement meetings across the city earlier this year. Thank you to the head teachers and governors that attended the admissions working group. Their experience and knowledge was incredibly valuable to the process. I would like to thank fellow councillors from all parties for their contributions to the working group, and the constructive way we have put party politics to one side in the interests of the city's young people.

It was noted that this was the last meeting of the Youth Council representative Krisztian Darvas. He thanked Krisztian for contributions to the Committee and wished him well for the future.

21 PUBLIC INVOLVEMENT

21a Petitions

21.1 The Committee considered the petition Brighton Kids Not Commuters which was presented to Council on 21 July 2016 by Naomi Campbell and Natalie Cowell.

The Chair stated:

I would like to thank Naomi Campbell and Natalie Cowell for their petition.

The working group have taken advice from a large number of respondents including the Brighton Kids Not Commuters campaign and the petition you have brought through council in July to this 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. In not taking forward the options put forward in the engagement phase I hope the petitioners can see evidence of the working group listening to their concerns.

21.2 RESOLVED: That the Committee noted the report.

21b **Written Questions**21.3 **(i) Secondary School Admission Arrangements**

Ms H Deeley presented the following question:

Why can't the whole consultation process be started again, (because the recent one was flawed and results massively skewed dependent on geographical location) looking at the real problem (social equality) and coming up with a better solution that actually is fair and offers ALL children in the city a choice rather than just a few ?

The Chair provided the following response:

Thank you for your question to the committee. Whilst I appreciate you feel that the consultation was flawed and skewed by the volume of respondents from certain parts of the city I can assure you that the working group that I have chaired have understood the pattern of responses received. However a full range of views have been discussed and considered. As the report states, we know we would not be able to please everyone. The working group's conclusions are the result of considering all views and opinions. The working party will reconvene when the site of the new school is known and any future change to admission arrangements will require a formal consultation when residents will be able to express their views.

Ms Heeley asked the following supplementary question:

How come the working party has drawn conclusions from the consultation and come up with new proposals based upon these results when they know they are skewed? How is that fair to the underrepresented areas.

The Chair provided the following response:

Whilst areas may have been underrepresented in the amount of responses received we have heard what all areas of the city have said. It is not possible to provide a system that meets all parent's wishes whether that be for choice, for certainty, for safe and reasonable journeys or to address social equality. The working group's conclusions have endeavoured to balance the aims and priorities of all those affected by school admissions. Any proposed change will be subject to formal consultation.

21.4 **(ii) Secondary School Admission Arrangements**

Ms S Fearn presented the following question:

Brighton University planned to provide a new school for children in the central and east of the city. How can the council's plan for this school to be placed into the existing central catchment offering those children three choices be fair for the children in the east who will continue to have only one "choice".

The Chair provided the following response:

We must await the confirmation of the permanent site for the new free school before final proposals are developed for future catchment areas.

In 2018 if, as expected, the school opens without a catchment area then the parents of children in the east will be able to state a preference for this school as well as their catchment school. The concerns expressed about choice for those in the east of the city have been heard and when the working party reconvenes I know the members will give it due consideration.

Ms Fearn asked the following supplementary question:

Does the chair person agree that these plans discriminate against the children of working families in east Brighton many of whom are on low incomes but are not entitled to free school meals simply because they work and that it would have been fairer to ALL children to adopt option B with a consensus of 65% representing a compromise for all.

The Chair provided the following response:

All our schools are on the journey of improvement that can be seen in some great results last year. Children in east Brighton have access to improving schools and in 2018 it is expected that they will have access to the new University of Brighton secondary school. The wish for more choice was heard by the working group alongside the views of others about extra journeys, distance to schools, safe routes to school, going to school with friends and maintain the community feel of schools. The working group will continue to explore the issues when the permanent site of the new school is known. However the need for compromise is a theme that I am sure will come up again.

21c Deputations

21.5 There were none.

22 MEMBER INVOLVEMENT

22a Petitions

22.1 There were none.

22b Written Questions

22.2 There were none.

22c Letters

22.3 There were none.

22d Notices of Motion

22.4 There were none.

23 SECONDARY SCHOOL ADMISSION ARRANGEMENTS 2018/9 AND 2019/20

23.1 See Item 24

24 SECONDARY SCHOOL ADMISSION ARRANGEMENTS 2018/9 AND 2019/20

24.1 The Committee considered the report of the Executive Director of Children's Services regarding the secondary school admission arrangements for 2018/19. The report was presented by the Assistant Director, Children's Services and the Head of School Organisation.

24.2 The report provided an update on the outcomes of the engagement phase, held earlier in the year, and the conclusions reached by the Cross Party School Organisation Working Group (CPSOWG) regarding proposed revisions to the admission arrangement for the city's secondary schools. The report noted that there was not yet confirmation of the permanent site for the new school, nor determined admission arrangements for schools that were their own admission authority. It had not therefore been possible to put forward proposals as part of city wide admission arrangement for September 2018.

24.3 The Legal Advisor confirmed the following:

- That the Committee would not be setting the admission criteria for 2018/19 at this meeting.
- That the Committee was noting that there would be no proposal for a formal consultation for the 2018/19 arrangements, for the reasons set out in the report.
- There would be a future paper setting out the arrangement for 2018/19 which would come to the Committee in due course.
- When the Committee did consider that report, it would be advised of the admission arrangements adopted by those schools whose admission arrangements were not set by the Local Authority.
- The report being considered at this meeting would not bind the Committee on future arrangements for 2019/20. The admission arrangements for 2019/20 would need to be set by February 2018, which would mean that any formal consultation would have to commence in Autumn 2017.
- The Committee would only be bound if it agreed Recommendation 2.6 in the report, which related to Free School Meals being included in any formal consultation on future admission arrangements.

24.4 Ms Mortensen noted that the majority of the responses to the public engagement had come from those residing within the current catchment area for Dorothy Stringer and Varndean, and was concerned that the opinions of those from other parts of the city, particularly East Brighton who had contributed less to the public engagement, would not hold as much weight. The Head of School Organisation confirmed that all responses were considered equally by the CPSOWG.

- 24.5 Councillor Phillips thanked officers, Councillor Chapman and fellow members of CPSOWG, for all the work undertaken to date. Councillor Phillips said she supported the proposal to consider the introduction of priority for pupils in receipt of Free School Meals. The Assistant Director, Children's Services said that the CPSOWG had looked at how the needs of the more challenged families in the city could be met, and the current legislation allowed Admission Authorities to introduce priority to those in receipt of Free School Meals.
- 24.6 Councillor Phillips was concerned that a permanent site for the new school had not yet been confirmed. She noted that it may be necessary to open a temporary secondary school whilst the site of a permanent school was agreed, and asked for assurance that any temporary school would not use portacabins. The Head of School Organisation said that temporary accommodation may have to be used, but if there were portacabins they would be of a high standard. The Executive Director Families, Children and Learning said that it was very disappointing that a permanent site had not yet been confirmed, and at the moment it was too early to comment on any temporary site or what facilities would be available.
- 24.7 Councillor Brown thanked Councillor Chapman, officers and fellow members of the CPSOWG for their work to date. Councillor Brown said it was regrettable that no permanent site had yet been confirmed and the uncertainty that that created. The Conservative group noted that the schools currently under the most pressure were within central part of the city, and it therefore made sense to place the new school there. However, that would then mean that there would be three schools in one catchment area, and the option of putting that school as a dual catchment school with Longhill was preferable. There was consensus amongst the CPSOWG to introduce a priority in the admission criteria for those in receipt of Free School Meals. The current admission criteria allowed for random allocation for over subscribed school, and that would continue to be supported by the Conservative Councillors. Councillor Brown noted that the admission criteria for those schools that were their own admission authority had not been agreed, and hoped that that did not indicate any problems. The Assistant Director, Children's Services confirmed that those schools were keen to continue working with the Local Authority, and it was simply that their admission criteria had not been confirmed at this stage.
- 24.8 Councillor Mitchell shared the disappointment that the site of the new school could not yet be confirmed and hoped that that would be resolved as soon as possible. As a Councillor for East Brighton, she thanked officers for their engagement with those in that part of the city.
- 24.9 Councillor Wealls referred to Free School Meals and asked if the percentage of places were not taken up within catchment areas, and so some were allocated to those out of catchment, whether that would deny some children who lived in the area a place. The Head of School Organisation said that the expectation was that it would not dislodge any catchment area child from being offered a place. Councillor Wealls asked that that scenario be tested thoroughly.
- 24.10 Councillor Wealls asked that if Brighton Aldridge Community Academy (BACA) and Portslade Aldridge Community Academy (PACA) did not agree to use the Local Authority's admission criteria that Councillors be notified. The Assistant Director,

Children's Services confirmed they would. She added that the Authority had regular partnership meetings with those schools and they had reiterated that they wanted to continue to work with the Council.

24.11 Councillor Taylor said that he represented the Withdean ward, and wanted to thank officers for their engagement with local residents. He was concerned that there was a bulge year approaching of children due to start secondary school and he was concerned that no site for the new school had been agreed. He hoped it would be resolved soon to alleviate any uncertainty over school places. The Chair reassured Councillor Taylor that the Authority was working hard to locate a site for the new school.

24.12 Ms A Holt noted that there was a Green Paper on future education, and was concerned that if schools were not reaching the desired level of attainment there could be pressure for the new school to be a Grammar School. Ms Holt asked that the CPSOWG factor in the Green Paper during their discussions. The Chair said that the Green Paper was still in its infancy and would be considered in due course.

24.13 Mr M Jones thanked everyone for their hard work in this matter. He said that the statistics of those in receipt of Free School Meals 2015 differed from the percentages used by the CPSOWG. The Head of School Organisation said the figures from 2015 were students who were at secondary school at that time, but the working group had been looking at primary school children who would be moving up to secondary school.

24.14 Mr Jones said that schools had different levels of attainment in GCSEs and suggested that unless all school/s in a particular catchment area were credible families may move to a different part of the city to attend an alternative school. The Assistant Director, Children's Services said that the CPSOWG had looked at many different options, and whilst schools did currently have different levels of attainment the focus was to improve the standards in all schools. Ms Mortensen added that all schools provided a good education, but it was important to improve the perception of some schools.

24.15 Krisztian Darvas asked if the views of children at primary school had been taken into account by the CPSOWG, and was advised that they had with 731 responses received from pupils in Years 3 and 4.

24.16 **RESOLVED:** That the Committee:

- (1) Noted the responses to the engagement activities which had helped to inform the current proposals developed by the Cross Party School Organisation Working Group for future admission arrangements.
- (2) Noted that, as their own admission authorities, Cardinal Newman Catholic School, King's School, the Brighton Aldridge Community Academy, Portslade Aldridge Community Academy and the new University of Brighton Academies Trust secondary school were responsible for their own admission arrangements.
- (3) Agreed that in view of the lack of greater certainty regarding the site of the new University of Brighton Academies Trust secondary school it would be premature to

make significant and potentially uninformed changes to the admissions arrangements for September 2018.

- (4) Requested that a report be provided to the Committee in due course in respect of progress in finding a site for the new school, including, if required, a temporary site so as to provide for the opening of the school in September 2018.
- (5) Noted that pending the identification of a suitable catchment to reflect the site of the school, the new University of Brighton Academies Trust secondary school had agreed (subject to approval from the DfE) to adopt admission arrangements for September 2018 which would provide for parents across the city to seek admission, but that those admissions arrangements would be the subject of further review for admissions in 2019 as the Trust were fully committed to being part of city wide co-ordinated admissions scheme.
- (6) Agreed that any future formal consultation in respect of admission arrangements should include the proposal for the introduction of a priority for pupils in receipt of Free School Meals.
- (7) Noted that a report to determine the admission arrangements for maintained community schools, for entry in September 2018, would be presented to this committee for consideration in due course.

25 ITEMS REFERRED FOR COUNCIL

25.1 **RESOLVED:** That no items be referred to Council

The meeting concluded at 5.30pm

Signed

Chair

Dated this

day of

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

4.00pm 3 OCTOBER 2016

COUNCIL CHAMBER, HOVE TOWN HALL, NORTON ROAD, HOVE, BN3 4AH

MINUTES

Present:

Councillors:

Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Daniel, Greenbaum, Miller, Page, Penn, Russell-Moyle and Simson

Co-Optees:

Ms B Connor, Mr B Glazebrook, Ms A Holt and Mr M Jones

PART ONE

26 PROCEDURAL BUSINESS

26 PROCEDURAL BUSINESS

26(a) Declarations of substitutes

- 26.1 Councillor Greenbaum declared that she was substituting for Councillor Knight
Councillor Miller declared that he was substituting for Councillor Taylor
Councillor Page declared that he was substituting for Councillor Phillips
Councillor Simson declared that she was substituting for Councillor Wealls
Ms B Connor declared that she was substituting for Ms M Ryan

26(b) Declarations of interest

- 26.2 Councillor Bewick declared that a personal but non pecuniary interest in Item 40 'Review of Post 16 (School Based) Provision in Brighton & Hove', as he was Managing Director of New York Training Limited. Although it was not clear that there would be any conflict, on the advice of the Monitoring Officer and to ensure there was no perceived conflict, he stated he would leave the room during that item.

Councillor Simson declared a personal but non pecuniary interest in Item 39 'Youth & Employability Trust Proposals', as she was a trustee of the Deans Youth Project.

Councillor Russell-Moyle declared a personal but non pecuniary interest in Item 39 'Youth & Employability Trust Proposals' as he was a trustee of the Crew Club.

Mr B Glazebrook declared a personal but non pecuniary interest in Item 39 'Youth & Employability Trust Proposals' as he was a trustee of the Youth Collective.

Mr M Jones declared a personal but non pecuniary interest in Item 33 'SEND Review Phase 2/Special School and Pupil Referral Unit Reorganisation' as his wife worked at Hillside School.

26(c) Exclusion of press and public

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

26.3 RESOLVED- That the press and public not be excluded

27 MINUTES

27.1 **RESOLVED:** That the Minutes of the meeting held on 6 June 2016 be agreed and signed as a correct record.

28 CHAIR'S COMMUNICATIONS

28.1 The Chair stated the following:

Councillor Russell-Moyle was welcomed to his first meeting of the Committee.

Children & Young People Now Awards 2016

We are delighted that three of the Council's Families, Children and Learning teams have been shortlisted as finalists in the 'Children & Young People Now' Awards for 2016:

- The breastfeeding team
- The Early Parenting Assessment Programme (EPAP)
- The 'Virtual School' for their work developing Adoption Support

The LGA Peer Review – Safeguarding

Over the last week the council has been engaged in an LGA peer review of Safeguarding, which has been a rigorous look at our processes and practice. I attended the feedback on Friday and I was very proud of the positive feedback about our Families, Children and Learning directorate. While there were a few things they thought we might want to do differently in the future, most of which we were already aware of, they were overwhelmingly positive about our direction of travel. Their view is that we are doing the right things and that the experience of children and young people as a consequence is

improving. They remarked at numerous points on our positive culture which involves us being reflective of our practice, open to learning and child focussed.

While we must, of course, never be complacent, we should be proud of the work our services are doing and the difference they are making to the lives of very vulnerable children and young people across the city.

Nurseries Review

A consultation with staff in four of the Council nurseries has concluded, and the response is being sent to staff today. The Council is committed to providing high quality childcare in its most disadvantaged communities. However it must ensure that the nurseries are run efficiently to improve their financial sustainability. The aim of the consultation was to reduce the Council subsidy by introducing a consistent and fair staffing structure and more efficient shifts so that the number of staff matched the number of children in the nurseries. Considerable work had been done on the original proposals to reduce any negative impact on staff including agreeing to voluntary severance and protecting pay for staff whose grade is reduced for three years. The new structure retains a graduate Early Years Teacher to ensure quality and introduces at least one apprenticeship post in each nursery. Work will now start on implementing the changes. There will continue to be discussions with staff about their future role in the new structure.

Primary School Standards

I would like to offer congratulations to all Head Teachers and school staff on a fabulous set of results for our primary children in the city this year. Brighton & Hove is now one of the top Local Authorities in England for its performance at Key Stage 2. Figures released by the Department for Education in September show that 58% of pupils in the city this year have achieved the expected combined overall standard in reading, writing and maths. This is against a national average of 52%, putting Brighton & Hove at joint 22nd nationally out of 150 local authorities. In addition, 7% of pupils have achieved an even higher overall standard in reading, writing and maths, against a national average of 5%. This is alongside strong sets of improved results in Early Years, Secondary (GCSE) and A and AS levels. This is a testament to the leadership of our Head Teachers/Principals and the hard work and skills of the teachers and support staff in our city schools, working in partnership with our council Local Authority teams. I'm proud of this collective drive across the Brighton & Hove Education Partnership to continue to improve outcomes for our children.

29 CALL OVER

29.1 The following items on the agenda were reserved for discussion:

- Item 33 - SEND Review Phase 2 / Special School and Pupil Referral Unit Reorganisation
- Item 34 - Youth Justice Strategy
- Item 38 - City Employment & Skills Plan 2016-2020
- Item 39 - Youth & Employability Trust Proposals
- Item 40 - Review of Post 16 (School Based) Provision in Brighton & Hove

30 PUBLIC INVOLVEMENT

30a Petitions

30.1 There were none

30b Written Questions

30.2 There were none.

30c Deputations

30.3 There were none.

31 MEMBER INVOLVEMENT

31a Petitions

31.1 There were none.

31b Written Questions

31.2 There were none.

31c Letters

31.3 There were none.

31d Notices of Motion

31.4 There were none.

32 OFSTED INSPECTION

32.1 The Committee noted the handout provided prior to the meeting, which advised that five schools in the city had recently been inspected by Ofsted. Downs View Special School had been rated as 'Outstanding', and Hove Junior, Woodingdean Primary, St Margaret's CE Primary and St May Magdalen RC Primary had all been rated as 'Good'.

As of 31 August 2016, 86% of schools in the city had been judged to be 'Good' or 'Outstanding'.

33 SEND REVIEW - PHASE 2

- 33.1 The Committee considered the report of the Executive Director Families, Children & Learning which set out the background and rationale for the proposed changes to special educational needs and disability (SEND) provision across the city. The report was introduced by Assistant Director, Health SEN and Disabilities.
- 33.2 In response to a question from Councillor Simson, the Assistant Director, Health SEN and Disabilities advised that many of the children who may have gone to Patcham House were now attending mainstream schools. Whilst Patcham House provided a good standard of education, secondary schools now had very good facilities for those with additional needs, and so children who attended there could receive both the necessary support and have access to a wider curriculum.
- 33.3 In response to questions from Councillor Page the Assistant Director, Health SEN and Disabilities advised that the proposed changes were not lead by a need to cut budgets but rather to run the service more efficiently. With regard to the provision for 19-25 year olds, there was no additional budget available so funding for that could be used from any potential savings. Any additional money would be retained for those with SEND.
- 33.4 In response to questions from Councillor Miller, the Assistant Director, Health SEN and Disabilities confirmed that those with complex needs and those with severe learning difficulties would not be in the same classroom. The proposed changes were intended to improve the integrated support for both pupils and their families. Downs View Link School would be included in the proposals.
- 33.5 In response to questions from Mr Jones, the Assistant Director, Health SEN and Disabilities confirmed that if the number of children with SEND increased more places would be made available at schools. Where possible, parents would be able to give a preference as to whether to send their child to a mainstream or special school. With regard to post 16 provision, the Authority wanted to be able to provide the best environment for all children and was currently working with Downs View School to ensure that that would be provided.
- 33.6 **RESOLVED: That the Committee agreed:**
- (1) That the following proposals should now go out to formal statutory consultation:
 - (i) Extending the age range of Hillside School from 4-16 years to 2-16 years, with a view to implementation in September 2017
 - (ii) Extending the age range of Downs View School from 3-19 years to 2- 19 years, with a view to implementation in September 2017
 - (iii) The closure of Patcham House School for children with complex needs in July 2018.
 - (2) That the outcome of the statutory consultation would be brought back to Children, Young People and Skills Committee meeting on 9 January 2017 in order for a decision to be made as to whether to proceed to the next step of the process, namely the publication of statutory notices.

(3) Noted that there would be a further period of informal engagement with relevant stakeholders regarding the most suitable model of provision for the proposed integrated hubs in the east and west of the city. The results of these discussions would be brought back to Children Young People & Skills Committee on 6 March 2017.

(4) That an options appraisal and further consultation on the location of a new integrated nursery would be conducted, and the outcome brought back to committee in January 2017.

(5) Noted that Homewood College school for children with social, emotional and mental health (SEMH) difficulties and the two Pupil Referral Units (the Connected Hub and Brighton and Hove Pupil Referral Unit) were progressing with the setting up of a Federation to provide an integrated hub for young people with SEMH under unified leadership and governance. Subject to agreement, capital funding would be set aside to upgrade the Homewood College site.

34 YOUTH JUSTICE STRATEGY

34.1 The Committee considered the report of the Executive Director Families, Children & Learning regarding the Youth Justice Strategy for Brighton and Hove for 2016/17. The report was introduced by the Head of Youth Offending Service.

34.2 In response to a question from Councillor Daniel, the Head of Youth Offending Service said that the reduction in young women in the youth justice system had been achieved by targeting all those at risk of re-offending, not just those who were Looked After Children which had previously been the priority.

34.3 In response to a question from Mr Jones, the Head of Youth Offending Service said that drugs were an issue in schools, and where possible problems were addressed before any offences were committed. This was achieved through a number of ways such as providing information and support through ru-ok and the Youth Offending Service, and through working with the police and passing on information from young people who may not wish to contact authorities themselves.

34.3 In response to a question from Councillor Brown, the Head of Youth Offending Service said that it was recognised that there was a disproportionate ratio of male and female volunteers. A male support worker had recently started, and the service was also looking to recruit more people from BME backgrounds.

34.5 In response to questions from Councillor Miller the Head of Youth Offending Service said that the average remand period had increased from 27 'bed nights' to 67, because two children had been remanded for a significant length of time. Both those children had cases in the Crown Court. That court tended to take longer to process cases, which in turn led to a longer stay in remand. With regard to those 'Never in LAC', there were some children who became Looked After Children following their involvement with the criminal justice system.

34.6 **RESOLVED:** That the Committee approved the Youth Justice Strategy for Brighton and Hove for 2016/17

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

- 35.1 **RESOLVED:** That the Committee noted the positive contents of the letter from Matthew Barnes, Her Majesty's Inspector, and were assured that there was a plan to take forward the small number of areas for further development as identified in the action plan provided with the report.

36 PROMOTING ATTENDANCE AND REDUCING PERSISTENT ABSENCE IN BRIGHTON AND HOVE SCHOOLS

- 36.1 **RESOLVED:** That the Committee noted the report and endorsed the focus across the city on improving attendance and reducing persistent absence in Brighton and Hove schools.

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

- 37.1 **RESOLVED:** That the Committee noted the Early Headlines Standards and Achievement report for the academic year 2015-2016.

38 CITY EMPLOYMENT & SKILLS PLAN 2016 - 2020

- 38.1 The Committee considered the joint report of the Executive Director Families, Children & Learning and the Executive Director for Economy, Environment & Culture. The report sought approval from the Committee for the City Employment & Skills Plan (2016-2020). The report was introduced by the Head of Skills and Employment (Families, Children and Learning).
- 38.2 Councillor Brown asked that regular updates on the plan be provided to the committee, and was advised they would.
- 38.3 In response to a suggestion from Councillor Miller, the Head of Skills and Employment (Families, Children and Learning) agreed that schools could provide more information about apprenticeships and said that over the coming year there would be a significant amount of work undertaken with secondary schools to promote apprenticeships as an alternative pathway to academic choices.
- 38.4 In response to a question from Councillor Miller regarding those from minority ethnic groups or who were disabled, the Head of Skills and Employment (Families, Children and Learning) said that there has been recent research regarding BME communities and people with disabilities and there would be a focus on supporting those groups and addressing issues which impacted on their ability to obtain employment.

38.5 In response to a question from Councillor Page, the Head of Skills and Employment (Families, Children and Learning) confirmed that the Department for Works & Pensions (DWP) were one of the agencies involved with the City Employment and Skills Plan.

38.6 **RESOLVED:**

That the Committee:

(1) Noted the final City Employment & Skills Plan and the steps that would be taken to deliver the Strategic Map

(2) Recommended the Plan to Council for adoption.

39 YOUTH & EMPLOYABILITY TRUST PROPOSALS

39.1 Following a declaration of interest in this item, Councillor Bewick left the room during consideration of the report and Councillor Chapman took the role of Chair.

39.2 The Committee considered the report of the Executive Director Families, Children & Learning, regarding the Youth and Employability Trust proposals. The report was introduced by Head of Skills and Employment (Families, Children and Learning), and the Services Manager Youth and Communities.

39.3 Councillor Daniel said that discussions had been held with the opposition parties, and it was felt that more information should be provided on the business plan before the Committee could agree the recommendations in the report. It was suggested that recommendations 2.1.1, 2.1.2 and 2.1.3 be deferred, and only recommendations 2.4 and 2.5 be recommended to the Policy, Resources and Growth Committee.

39.4 Councillor Brown agreed with the comments of Councillor Daniel, and said the Conservative Group supported the idea of a trust but felt that there was insufficient information in the proposals put forward, and that the business case should be more detailed before recommendations 2.1 – 2.3 could be agreed.

39.5 Councillor Greenbaum noted that the intention was to only have one trustee from the Local Authority, and suggested that could lead to a lack of democratic accountability, and asked that a councillor from all parties be members of the trust. The Executive Director Families, Children & Learning said that the membership of the trust had not yet been decided and could be discussed at a later date.

39.6 The lawyer confirmed that the existing Youth Services Contract ended in July 2017, and it was therefore essential that the procurement process be undertaken in order to secure the continuity of service provision.

39.7 Councillor Daniel proposed an amendment to recommendation 2.1.5, the proposal was seconded by Councillor Brown:

Amended recommendation 2.1.5:

That delegated authority be granted to the Executive Director of Families, Children & Learning to award and let the contracts for this procurement for a period of three years which contracts shall contain a provision providing for the transfer of those contracts to the Youth Employability Trust in the event that the Trust is established in due course.

39.8 The Committee voted on and agreed the amendment to recommendation 2.1.5. The Committee voted on the recommendations and agreed to defer 2.1.1, 2.1.2 and 2.1.3, and agreed to accept 2.1.4 and the amended 2.1.5.

39.9 **RESOLVED: That the Committee agreed:**

That the Children, Young People & Skills Committee recommend that the Policy, Resources and Growth Committee approve the following recommendations:

(1) That delegated authority be granted to the Executive Director of Families, Children & Learning: to enter into a competitive procurement process to secure the provision of youth services on a neighbourhood open access based model and youth work supporting vulnerable young people for a period of three years commencing on 1 April 2017 in order to secure the continuity of service provision in the shorter term

(2) That delegated authority be granted to the Executive Director of Families, Children & Learning to award and let the contracts for this procurement for a period of three years which contracts shall contain a provision providing for the transfer of those contracts to the Youth and Employability Trust in the event that the Trust is established in due course.

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

40.1 The Committee considered the report of the Executive Director Families, Children and Learning regarding the Review of Post 16 based provision in Brighton & Hove. The report was introduced by the Head of Skills and Employment (Families, Children and Learning).

40.2 In response to a question from Councillor Page, the Head of Skills and Employment (Families, Children and Learning) confirmed that schools had been engaged throughout the process and had welcomed the Post 16 Data Pack.

40.3 In response to a question from Councillor Miller, the Executive Director Families, Children and Learning said that the Council had carried out the review and shared the results with schools, but it would be for the governing bodies of schools to make any final decisions.

40.4 In response to a question from Mr Jones, the Head of Skills and Employment (Families, Children and Learning) said that schools were addressing the gap in attainment for those in receipt of Free School Meals through initiatives such as providing extra tuition for those struggling with core subjects such as Maths and English.

40.5 In response to a question from Councillor Russell-Moyle the Head of Skills and Employment (Families, Children and Learning), confirmed that schools and academies

understood the need for collaboration and that there was a real commitment amongst them to work together.

40.6 The Chair said that the next step would be for officers to convene meetings with the schools, and invited a representative from each of the parties take part in those meetings. The Chair confirmed that a progress report would be brought to a future meeting of the Committee.

40.7 RESOLVED:

That the Committee noted:

- (1) The governing bodies of schools and academies consider the future financial viability of their sixth form provision
- (2) Where the long term financial circumstances of a sixth form was likely to be challenging, then each school or academy should have a plan to address those challenges. Strategies might include realistic plans for securing greater numbers via collaboration with aspects of provision with other institutions, or possible merger with another provide to achieve scale of provision.
- (3) Governing bodies and schools review their specialisms to meet the needs of their learners, especially the more vulnerable young people.
- (4) Schools and academies continue to build stronger relationships with local employers to ensure students have the skills need for future employment.

41 ITEMS REFERRED FOR COUNCIL

41.1 **RESOLVED:** That no items be referred to Council.

The meeting concluded at 7.20pm

Signed

Chair

Dated this

day of

| | |
|--------------------------|---|
| Subject: | Improving Mental Health provision in Secondary Schools – Evaluation of a Pilot in three Secondary Schools 2015-2016 |
| Date of Meeting: | 21 November 2016 |
| Report of: | Pinaki Ghoshal, Executive Director, Families, Children & Learning |
| Contact Officers: | Tracey Williams, Assistant Principal Educational Psychologist Tel: 01273 293481 Kerry Clarke, Children, Young People & Schools Public Health Commissioner Tel: 01273 295491 Gill Brooks, Children’s Commissioning Manager Brighton & Hove Clinical Commissioning Group Tel: 01273 574635 |
| Wards affected: | All |

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to inform the Committee about the evaluation by the University of Sussex and the Educational Psychology Service of the jointly commissioned Emotional Health and Wellbeing pilot project in schools.
- 1.2 Joint commissioners of the pilot project are the Council’s Families, Children & Learning Directorate and Public Health with the Clinical Commissioning Group (CCG).

2. RECOMMENDATIONS:

2.1 Decisions, recommendations and any options

- 2.2 The Committee is asked to note the impact from the joint work on:
- improving the emotional health and wellbeing of children and young people;
 - promoting early identification and providing effective interventions;

- reducing the need for referrals to the Child and Adolescent Mental Health Service (CAMHS).

2.3 To approve the extension of the pilot offer to all secondary schools in the city by April 2017.

3 BACKGROUND

3.1 Relevant information

3.2 The Families, Children & Learning Directorate, Public Health and the Clinical Commissioning Group (CCG) worked in collaboration with schools and key stakeholders to identify a model for a health and wellbeing project in schools that would improve emotional health and wellbeing, prevent the escalation of mental health problems and reduce referrals to the Child and Adolescent Mental Health Service (CAMHS).

3.3 The model places a primary mental health worker from the tier 2 community CAMHS team up to half the week in each pilot secondary school to work with the school pastoral team directly. As part of the requirements of the pilot, the school has to identify a mental health lead from within the school to act as the main liaison point for the primary mental health worker and to coordinate the support for emotional and mental health across the school.

3.4 A range of intended outcomes were identified for the pilot and the University of Sussex was engaged to evaluate the pilot against these outcomes with support from in the council's Educational Psychology Service. The evaluation report is attached.

3.5 Three secondary schools were selected to join the pilot: Cardinal Newman Catholic School, Dorothy Stringer High School and Patcham High School. In addition, Cardinal Newman added funding to increase an element of the offer for their school.

3.6 The first phase took place from September 2015 to July 2016. The pilot was led by a senior primary mental health worker with support from Public Health and the Educational Psychology Service.

3.7 Primary Mental Health Workers from the tier 2 Community CAMHS service supported the pilot schools to:

- engage and listen to the views and needs of pupils
- improve work with parents / carers
- develop staff skills in the area of emotional/ mental health
- provide targeted support for pupils

3.8 Through this pilot the following was achieved in each school:

- the development of an internal 'triage' system to provide support and guidance to staff and agree priorities for primary mental health worker involvement
- provision of training, workshops, drop-ins, consultations for students, parents and school staff

- targeted support for identified individual pupils
- 3.9 The Educational Psychology Service coordinated the new support arrangement in each school by:
- mapping the support available for mental health and well-being;
 - training and consulting with school leaders.
- 3.10 The findings of the pilot identify a number of significant strengths in how the three schools implemented and embedded a primary mental health worker as part of their support for pupils' emotional/ mental health.
- 3.11 The importance of having a school lead who co-ordinates and champions the work of the primary mental health worker and the wider programme of work on mental health and well-being at all three schools was identified as key.
- 3.12 Compared to the other secondary schools in the city, the evaluation report states the number of referrals to the Child and Adolescent Mental Health Service at tiers 2 and 3 was reduced over the period of the pilot.
- 3.13 The evaluation report also notes progress made towards developing a whole-school approach to emotional health and wellbeing that engages all stakeholders.
- 3.14 The Educational Psychology Service provided a valuable forum for reflecting on practice, exploring progress and resolving challenges faced in the work on emotional health and wellbeing.
- 3.15 Next steps in terms of widening the pilot will involve sharing the learning from the evaluation and implementing recommendations for further improvement of the model.
- 3.16 From November 2016 there will be opportunity for all secondary schools to be involved in the next phase of the pilot:

From 1st November 2016, Longhill High School and Blatchington Mill School.

From 1st January 2017, Hove Park School and Varndean School.

From April 2017, Brighton Aldridge Community Academy, Kings School and Portslade Aldridge Community Academy will have the opportunity to be involved

- 3.17 A key challenge in terms of capacity and resource will be to extend this offer to primary schools, special schools and colleges.

4. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

Finance:

- 4.1 The pilot is jointly funded by CCG, Public Health and Families, Children & Learning Directorate.

Finance Officer consulted: Steve Williams

Date: 31.10.2016

Legal Implications:

Legal:

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

Lawyer consulted: Serena Kynaston

Date: 31.10.2016

Equalities Implications:

Equalities:

- 4.3 Making appropriate support and provision for children and young people with mental health needs is key to enabling them to achieve their potential and improving life outcomes.

Sustainability Implications:

Sustainability:

- 4.4 Improving provision for mental health provision in schools 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.
- 4.5 Budget pressures create challenges, but the objective of the ongoing priority to improve support and provision for children and young people is to ensure that services provided are effective, offer value for money and are sustainable into the future.
- 4.6 Families, Children and Learning Directorate, Public Health and Clinical Commissioning Group (CCG) worked together throughout the pilot and will continue to deliver, evaluate and monitor progress against the relevant actions.

SUPPORTING DOCUMENTATION

Documents in Members' Rooms

1. Evaluation from University of Sussex and Educational Psychology Service - Brighton and Hove CAMHS and Schools Link Scheme – Whole School Emotional Health and Well-Being Pilot (2015-2016). (Please note there is a summary of this document from page 23 of the evaluation report).

| | | | |
|--------------------------|---|--|--------------------------|
| Subject: | Childcare Sufficiency Assessment | | |
| Date of Meeting: | 21st November 2016 | | |
| Report of: | Director of Children's Services | | |
| Contact Officer: | Name: | Vicky Jenkins | Tel: 01273 296110 |
| | Email: | vicky.jenkins@brighton-hove.gcsx.gov.uk | |
| Ward(s) affected: | All | | |

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The report informs the committee about childcare sufficiency in Brighton & Hove, parents' views of childcare in the city and national policy developments regarding childcare. Local authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare in accordance with Section 6 of the Childcare Act 2006 (as amended), and make this report available and accessible to parents.
- 1.2 The report contributes to the priority to 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.

2. RECOMMENDATIONS:

- 2.1 That the Childcare Sufficiency Assessment at Appendix 1 is noted.
- 2.2 That work continues to prepare for the new entitlement to 30 hours free childcare for working parents of three and four year olds from September 2017 and note the additional administration this will necessitate by the local authority.
- 2.3 That parents, and particularly those facing disadvantage including low income families, continue to be supported, in particular by the Family Information Service, to take up their current and future statutory entitlements in relation to childcare provision and paying for childcare.
- 2.4 That work continues to implement the new national funding formula for the early years free entitlement for two, three and four year olds which maximises the funding passed on to providers from the early years block of the Designated Schools Grant.
- 2.5 To note that the CSA will be used to inform the development of an early years strategy for the city, to include access to high quality childcare, particularly for disadvantaged children.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 There will be a significant increase in eligibility for free childcare from September 2017 when three and four year old children of working parents will be entitled to an additional 15 hours of childcare a week (called “30 hours free childcare”). Brighton & Hove has been awarded “Early Innovator” status for this scheme and is offering support to providers from all sectors to meet this entitlement as well as undertaking specific projects around special education needs and disability (SEND), sufficiency, parental engagement and flexibility to prepare for September 2017.
- 3.2 There will be additional work for the local authority in administering the funding through eligibility verification, offering advice and guidance to parents and managing “grace periods” if children become ineligible.
- 3.3 The CSA did not find any *significant* gaps in childcare in terms of childcare quality, location of childcare, availability of childcare for children of different ages, childcare availability at different times, and childcare affordability, although parents were concerned about the high cost of childcare. In summary the findings were:
 - 3.3.1 Childcare in Brighton & Hove is of high quality, with a good range of different types of provision. It has shown flexibility in expanding to meet additional demand in providing Early Years Free Entitlement for two year olds.
 - 3.3.2 Childcare is not distributed evenly throughout the city, there being a lot more choice in some neighbourhoods than in others. However, most parents should be able to access provision which is reasonably convenient in terms of location.
 - 3.3.3 Childcare supply for pre-school children in Brighton & Hove has seen moderate overall growth in the last eight years. The increase in provision has mainly been in privately owned full day care.
 - 3.3.4 There has, however, been a significant fall in the number of childminders which exceeds the national reduction. However parents have not reported any difficulty in finding places with childminders. More work needs to be done to promote the role childminders can play in providing 30 hours free childcare.
 - 3.3.5 Nearly all primary schools provide breakfast clubs on or offsite. Most offer on or offsite after-school provision. There has been a small reduction in after-school clubs and holiday playschemes although in some cases new provision is being developed to replace that which has closed. A new “right to request” wraparound care may increase school-based provision and informing parents of this right, and working to establish appropriate provision was one of the recommendations of the Fairness Commission. The government’s guidance has been promoted to schools and the Family Information Service will continue to promote the “right to request” to parents.
 - 3.3.6 Take up of Early Years Free Entitlement by two year olds from low income families in the city is significantly higher than the national average (88 per cent in compared with 68 per cent in England as a whole. Council run nurseries provide a high percentage of places for two year olds (19 per cent) and the Family

Information Service has played a key role in supporting parents to take up their entitlement.

- 3.3.7 Childcare costs have increased over the past two years by approximately 4.5 per cent. However, while the cost of childcare in Brighton & Hove is higher than that in England as a whole, it is lower than the average cost in the south east. Changes in support for childcare including the introduction of tax free childcare in April 2017, increased entitlement under universal credit and 30 hours free childcare should help parents with the cost of childcare.
- 3.3.8 Parents are generally very satisfied with their children's childcare, and on the whole it meets their needs. However, a significant percentage of parents are dissatisfied with the cost of childcare, and their level of dissatisfaction has increased since they were last surveyed in 2011.
- 3.3.9 The provision of childcare outside 8 am to 6 pm Monday to Friday has increased for pre-school children; however parents working non-traditional hours may continue to experience difficulty in finding the childcare for the hours they need.
- 3.3.10 Support for children with SEND to attend mainstream childcare continues to be strong and a total of 131 pre-school and 57 school-aged children received additional funding last year to access provision.
- 3.3.11 Parents are keen to use 30 hours free childcare. Some parents will increase their working hours and/or start work in order to be eligible.
- 3.3.12 Availability of sufficient childcare to meet the demand for 30 hours free childcare is unclear as some childcare providers may not commit to offering these places until the rate they will be paid is known. The Government consulted a national funding formula and published funding rates over the summer. Indications are that there will be a gap between the likely rate paid for EYFE and the rate providers charge parents who pay. This may mean that some providers will not offer 30 hours. To minimise this possibility work will continue to implement the new national funding formula for the early years free entitlement for two, three and four year olds to maximise the funding passed on to providers from the early years block of the Designated Schools Grant.
- 3.3.13 Work is continuing to promote 30 hours to providers and this includes working with maintained schools with nursery classes to review their offer to parents including considering working in partnership with other providers.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The recommendations follow statutory guidance which requires local authorities to report on how they are meeting their statutory duty to secure sufficient childcare.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Two parent surveys have been completed; one regarding childcare sufficiency (responses from 805 parents) and the other regarding 30 hours free childcare (responses from 1,431 parents). Twenty-five face to face interviews were carried out regarding 30 hours free childcare.
- 5.2 Childcare providers were consulted regarding their plans regarding provision of 30 hours free childcare from September 2017.
- 5.3 Head teachers of schools with nursery classes are being consulted regarding provision of 30 hours free childcare from September 2017.
- 5.4 Consultation with employers on 30 hours free childcare is planned in the next couple of months.

6. CONCLUSION

- 6.1 High quality childcare should continue to be supported in Brighton & Hove which is accessible to parents and meets statutory duties. This is particularly important for those facing disadvantage and low income families.
- 6.2 CSA findings should be promoted to childcare providers so that they can develop their provision to meet identified gaps

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 Funding for the Early Years Free Entitlement for eligible two, three and four year olds is from the Dedicated Schools Grant (DSG). The government has consulted on a new national funding formula and rates for April 2017 onwards and the Council has submitted a response to this. The results of the consultation are expected towards the end of the year.
- 7.2 The local authority is required to gain the approval of the Schools' Forum with regard to the amount of funding retained to resource central early years functions. Brighton & Hove currently retains a low rate compared to many local authorities and already meets the proposal in the Government's consultation document to pass-through 95% of early years funding to providers.

Finance Officer Consulted: Steve Williams

Date: 20/10/16

Legal Implications:

- 7.3 DfE Guidance "Early education and childcare" (issued September 2014) provides that Local Authorities should report annually to elected council members on how they are meeting their duty to secure sufficient childcare in accordance with Section 6 of the Childcare Act 2006 (as amended), and make this report available and accessible to parents. Local Authorities no longer have a duty to assess childcare sufficiency in their area since the repeal of section 11 of the Childcare Act 2006 in 2014.

Lawyer Consulted: Serena Kynaston

Date: 10.11.16

Equalities Implications:

- 7.3 The aim of EYFE for two year olds is to improve outcomes for disadvantaged children including those in low income families, with Special Educational Needs and Disabilities and children in care. An EIA was completed for EYFE for two year olds in 2015 and found that the scheme has a positive impact on the most disadvantaged two year olds in the city. An EIA will be completed for 30 hours free childcare.
- 7.4 All early years providers follow the statutory Early Years Foundation Stage which promotes equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Sustainability Implications:

- 7.5 The Childcare Sufficiency Assessment did not find any significant geographical gaps in childcare provision. In general families are able to access childcare in local community reducing the need for travel.

Any Other Significant Implications:

- 7.6 30 hours free childcare will contribute to the council's strategy to support parents into work and out of poverty by avoiding the benefits cap. It links with the council's work around welfare reform.

SUPPORTING DOCUMENTATION

Appendices:

1. Childcare Sufficiency Assessment 2016

Documents in Members' Rooms

1. Childcare Sufficiency Assessment 2016

Childcare Sufficiency Assessment

Brighton & Hove City Council

November 2016

Contents

| | |
|---|----|
| 1. Introduction | 5 |
| 2. National Policy Context..... | 6 |
| 3. Main Childcare Sufficiency Assessment Findings, Childcare Gaps and Recommendations | 7 |
| 3.1 Childcare Demand | 7 |
| 3.2 Childcare Quality..... | 8 |
| 3.3 Childcare Supply | 8 |
| 4. Childcare Gaps | 10 |
| 4.1 Income Gaps..... | 10 |
| 4.2 Type Gaps..... | 10 |
| 4.3 Age Gaps | 10 |
| 5. Recommendations..... | 11 |
| 6. Local Demographic and Employment Data..... | 12 |
| 7. Childcare Demand..... | 13 |
| 7.1 Parent Questionnaire | 13 |
| 7.1.1 Number of Responses | 13 |
| 7.1.2 Location of Respondents..... | 14 |
| 7.1.3 Profile of Respondents..... | 14 |
| 7.1.4 Employment of Respondents..... | 16 |
| 7.1.5 Respondents' Income..... | 16 |
| 7.1.6 Respondents' Children | 17 |
| 7.1.7 Age of Respondents' Children..... | 17 |
| 7.1.8 Use of Childcare by Respondents | 17 |
| 7.1.9 Main Reason(s) for Using Childcare | 19 |
| 7.1.10 Number of Hours of Childcare | 20 |
| 7.1.11 Distance from Home Travelled to Get to Childcare..... | 21 |
| 7.1.12 Satisfaction with Childcare..... | 21 |
| 7.1.13 Childcare Quality..... | 24 |
| 7.1.14 Childcare Location..... | 24 |
| 7.1.15 The Way in Which Child's Individual Needs are Catered For..... | 25 |
| 7.1.16 Childcare Opening Hours | 26 |
| 7.1.17 Childcare Affordability | 27 |
| 7.1.18 Childcare Choice..... | 28 |
| 7.1.19 Ease of Finding Childcare | 29 |

| | | |
|--------|---|----|
| 7.1.20 | Whether Childcare Arrangements Met Respondents' Needs | 30 |
| 7.1.21 | Childcare Arrangements Overall | 30 |
| 7.1.22 | Paying for Childcare | 33 |
| 7.1.23 | Help with Childcare Costs | 34 |
| 7.1.24 | Reasons for Not Using Childcare..... | 35 |
| 7.1.25 | Reasons for Not Using Childcare Responses for Children of All Ages..... | 36 |
| 7.1.26 | Consequences of Lack of Available Childcare | 36 |
| 7.1.27 | Future Childcare Needs..... | 37 |
| 7.1.28 | Future Childcare Need: Childcare Type | 37 |
| 7.1.29 | Future Childcare Need: Childcare Services | 38 |
| 7.2 | Family Information Service..... | 39 |
| 7.2.1 | Information for Parents About Childcare..... | 39 |
| 7.2.2 | FIS Brokerage | 40 |
| 8. | Childcare Quality..... | 41 |
| 8.1 | Childcare Quality and Ofsted Data..... | 41 |
| 8.1.1 | Early Years Ofsted Inspection Judgements | 41 |
| 8.1.2 | Early Years Ofsted Inspection Judgements in Brighton & Hove by Category | 42 |
| 8.1.3 | Ofsted Inspection Judgements for Out of School Childcare Providers..... | 42 |
| 8.1.4 | Childcare Quality Children's Centre Nurseries..... | 43 |
| 8.2 | Early Years Free Entitlement Quality Two Year Olds..... | 43 |
| 8.3 | Early Years Free Entitlement Quality Three and Four Year Olds..... | 44 |
| 9. | Childcare Supply..... | 46 |
| 9.1 | Childcare Definitions | 46 |
| | • Full day care | 46 |
| | • Sessional care..... | 46 |
| | • After-school clubs | 46 |
| | • Childminders | 46 |
| | • Breakfast clubs..... | 47 |
| | • Holiday playschemes..... | 47 |
| | • Maintained nursery school/class..... | 47 |
| 9.2 | Ownership of Childcare Provision | 47 |
| 9.3 | City-Wide Childcare Supply..... | 48 |
| 9.3.1 | Childcare Providers, by Type..... | 49 |
| 9.3.2 | Places for Children from Birth to Five..... | 50 |

| | | |
|------------|--|-----------|
| 9.3.3 | Access to Childcare for School-Age Children | 51 |
| 9.3.4 | Childcare Provision Penetration Rates Pre-School Children..... | 53 |
| 9.3.5 | Early Years Providers Offering EYFE for Three and Four Year Olds | 54 |
| 9.3.6 | Three and Four Year Olds Children Taking up Their EYFE..... | 54 |
| 9.3.7 | Early Years Providers Offering EYFE for Eligible Two Year Olds..... | 56 |
| 9.3.8 | Two Year Old Children Taking up Their EYFE | 56 |
| 9.3.9 | Two Year Olds' Eligibility for EYFE..... | 58 |
| 9.3.10 | At Home Childcare | 58 |
| 9.3.11 | Childcare Available in Non-Traditional Hours..... | 59 |
| 9.3.12 | Availability of Holiday Playschemes..... | 59 |
| 9.3.13 | Childcare for Disabled Children and Children with Special Educational Needs..... | 59 |
| 9.4 | Childcare Costs..... | 60 |
| 9.4.1 | Cost of Full Day Care | 61 |
| 9.4.2 | Cost of Sessional Care | 62 |
| 9.4.3 | Cost of Childminding..... | 63 |
| 9.4.4 | Cost of Holiday Playschemes and After-School Clubs..... | 63 |
| 9.4.5 | Cost of Breakfast Clubs | 64 |
| 9.4.6 | Cost of At Home Childcare | 64 |
| 9.4.7 | Childcare Costs: Regional and National Comparisons | 64 |
| 9.4.8 | Help with Childcare Costs | 66 |
| 9.5 | 30 Hours Free Childcare | 66 |
| 9.5.1 | Parental Demand for 30 Hours Free Childcare | 67 |
| 9.5.2 | Sufficiency of Provision for 30 Hours Free Childcare..... | 68 |

1. Introduction

This Childcare Sufficiency Assessment (CSA) was undertaken in accordance with the Department for Education's *Early Education and Childcare Statutory Guidance for Local Authorities, September 2014*. Local authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare in accordance with Section 6 of the Childcare Act 2006 (as amended), and make this report available and accessible to parents. Local authorities no longer have a duty to assess childcare sufficiency in their area as Section 11 of the Childcare Act 2006 has been repealed. However Brighton & Hove City Council has found the practice of assessing childcare supply and demand to be extremely useful in informing the childcare market and therefore the content of this report is similar to that of previous published CSAs.

The last CSA report was published in 2014 and the last report including a parental survey was published in 2011. Brighton & Hove City Council does not have the resources to publish a CSA annually.

The supply data for this CSA was collected from childcare providers between April and August 2016. A city-wide parental childcare demand survey was carried out between August and September 2016. In addition a separate survey of the city's parents about their views on 30 hours free childcare¹ was carried out in May to June 2016. Childcare providers were surveyed about 30 hours free childcare in November 2015.

This CSA was produced by
Vicky Jenkins, Childcare Strategy Manager – Free Entitlement
Alison Ghanimi, Project Manager – Early Innovators
Caroline Tudor – Performance Analyst – Children's Centres

Early Years and Childcare
Families, Children and Learning
Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove
BN3 3BQ

eyc@brighton-hove.gov.uk

¹ Working parents of three and four year olds will become entitled to 30 hours free childcare from September 2017

2. National Policy Context

Providing children with good quality education and care in their earliest years can help them succeed at school and later in life. The government has stated its aim to provide more good quality and affordable childcare which is easily accessible to parents in order to create more opportunities for parents who wish, or need, to work and raise children at the same time.

To this end there have been recent changes to childcare policy and legislation including

- extending free early learning places to around 40 per cent of all two year olds from September 2014
- allowing parents to pay a neighbour or relative not registered with Ofsted for up to three hours of childcare a day
- introducing childminder agencies as an alternative to childminders registering individually with Ofsted
- allowing childminders to work 50 per cent of their time away from their home
- encouraging more school nursery classes to lower their age range to include two year olds, and schools in general to extend provision from 8 am to 6 pm
- introducing early years pupil premium for disadvantaged children from April 2015
- removing specific ratio requirements for children in out of school provision as well as removing staff qualification requirements
- increasing childcare support available to lower-income families from April 2016, as part of Universal Credit
- consulting on the introduction of a national funding formula for the early years free entitlement from April 2017, as well as revised new early years and childcare statutory guidance for local authorities
- the introduction of a tax-free childcare scheme from April 2017 worth up to £2,000 per child each year, and £4,000 for disabled children
- planning a new workforce strategy for early years and childcare.

In addition to the above there will be a significant increase in eligibility for free childcare from September 2017 when three and four year old children of working parents will be entitled to an additional 15 hours of childcare a week (called “30 hours free childcare”).

Brighton & Hove City Council has been awarded “Early Innovator” status for 30 hours free childcare and is offering support to providers from all sectors to meet this entitlement as well as undertaking specific projects around children with special educational needs and disabilities (SEND), sufficiency, parental engagement and flexibility to prepare for September 2017.

Brighton & Hove City Council is developing an early years strategy for 2017.

3. Main Childcare Sufficiency Assessment Findings, Childcare Gaps and Recommendations

There is a good supply of and demand for childcare in Brighton & Hove and the childcare market is relatively buoyant. Childcare is of high quality and take-up of the early years free entitlement for two, three and four year olds by parents is higher than national averages, particularly by parents of two year olds. Parents are generally very satisfied with childcare, although some are concerned about its cost. Parents welcome the introduction of 30 hours free childcare from September 2017, but it is not clear whether there will be sufficient supply.

3.1 Childcare Demand

From the 2016 parental survey it was found that

- Parents using childcare had a high level of satisfaction with their childcare arrangements overall, with 81 per cent very or fairly satisfied
- There were high levels of satisfaction with childcare quality, location, the way children's individual needs were catered for as well as childcare opening hours
- The majority of parents using childcare found it very or fairly easy to access (73 per cent) Most parents (98 per cent) using childcare reported that their childcare arrangements met their needs either fully or partly
- Most parents using childcare did so because they went to work
- Parents in Brighton & Hove using childcare appeared to spend more per week than parents nationally
- Childcare affordability is a concern for parents with 32 per cent fairly or very dissatisfied. Many parents (both users and non-users of childcare) commented on their need for affordable childcare
- While levels of dissatisfaction with childcare were generally very low, there was more dissatisfaction from parents using childcare for school-age children than amongst those using childcare for pre-school children
- Some parents said they would like childcare to be available at different times, most commonly during school holidays (19 per cent) between 7 am and 8 am (18 per cent) and after 6 pm (14 per cent). Only three per cent of parents wanted overnight childcare
- Most of those not using childcare stated that this was because they were at home with their children
- When parents not using childcare were asked about the consequence of lack of available childcare, in the majority of cases parents reported that this prevented them from returning to work
- In terms of future childcare services needed, parents indicated that they wanted childcare which was affordable and flexible, both to make it worthwhile working and to fit in with flexible and changing work schedules
- There was not a high enough response from parents of disabled children regarding childcare in order to make a clear assessment of their demand for and satisfaction with childcare

- There is a high level of demand for 30 hours free childcare with many parents (42 per cent) indicating that they would increase their hours of work or look for another job in order to become eligible.

3.2 Childcare Quality

- Childcare quality, based on Ofsted inspection judgements, is high compared with quality both regionally and nationally
- Childcare quality has improved since 2014, with the percentage of early years providers rated good or outstanding increasing from 85 to 88 per cent
- Quality is also high in the council-run children's centre nurseries, which tend to be located in the more disadvantaged areas of the city
- Two year olds in receipt of Early Years Free Entitlement (EYFE) attend high quality settings with 97 per cent having attended one rated good or outstanding
- Brighton & Hove has very high take-up of EYFE for two year olds, which is 20 per cent higher than the national average
- Three and four year olds also attend high quality settings with 95 per cent having attended one rated good or outstanding.

3.3 Childcare Supply

- Childcare supply for children aged from birth to five has shown a small increase
- The reduction in the number of childminders in Brighton & Hove is greater than the national reduction
- The reduction in the number of childminders has been balanced by an increase in the number of full day care providers
- There has been a small reduction in the number of places for school-age children; however in some cases new provision is under development
- The vast majority of primary schools offer before and after-school care, in some cases this being through a pick-up/drop off service away from the school site
- Childcare is not distributed evenly throughout the city, there being a lot more choice in some neighbourhoods than in others
- EYFE for two, three and four year olds is available at a wide variety of childcare settings including with childminders; the majority of three and four year olds attended privately-run provision
- While the maintained sector in the form of Brighton & Hove's children's centre nurseries and the two maintained nursery schools are a large provider of EYFE for two year olds, it is only offered in one primary school nursery class
- Children with SEND appear to have good access to childcare
- Childcare costs have increased by approximately five per cent in the past two years
- The cost of full day care in has increased by six per cent and the cost is higher than the average for England as a whole, but it is lower than the average cost in the south east
- The cost of holiday playschemes is significantly higher in Brighton & Hove than in the south east and England as a whole
- Forthcoming changes in support for childcare costs may improve affordability for parents; however childcare providers anticipate increased operating costs

- The childcare market has adapted to meet changing parental entitlement
- It is not clear whether childcare providers will be able or willing to offer 30 hours free childcare from September 2017 as the rate the government plans to offer is not as much as providers state they will need.

4. Childcare Gaps

There do not appear to be any major gaps in childcare provision in Brighton & Hove. However, the following are of note:

4.1 Income Gaps

- By far the most significant issue for parents was childcare affordability, and therefore this might be seen as an “income gap”. The cost of childcare can be a real issue for parents in low wage jobs or those seeking to start or return to work, particularly those living in the most disadvantaged areas of the city.
- Forthcoming changes may improve childcare affordability, but this is by no means certain.

4.2 Type Gaps

- The need for flexible childcare and that offered during a-typical hours, that is childcare offered outside Monday to Friday 8 am to 6 pm, was identified most by parents as well as childcare during the school holidays. Parents also wanted more choice of childcare.
- Although provision for pre-school children before 8 am and after 6 pm has increased parental demand still exceeds supply.
- The number of childminders has fallen significantly in Brighton & Hove and although parents have not indicated a specific difficulty finding a childminder this option may offer flexibility which is important to parents. There were also generally high satisfaction rates with childminders amongst respondents to the parent questionnaire.

4.3 Age Gaps

- There is limited setting-based provision for older children with SEND.
- It is not yet clear whether there will be sufficient childcare for the 30 hours free childcare entitlement for three and four year olds of working parents from September 2017

5. Recommendations

In order to address childcare gaps, the following actions should be taken

- Publicise the CSA findings to childcare providers so that they can develop their provision to meet identified gaps
- Promote 30 hours free childcare, tax free childcare and entitlement to other support with childcare costs through welfare benefits, including linking with partner agencies
- Maximise the funding for the Early Years Free Entitlement (EYFE) from the early years block of the Dedicated Schools' Grant which is passed on to early years providers as part of the new funding formula from April 2017
- Continue to promote the right of parents to request wraparound care in schools, and work to support schools to ensure that there is sufficient quality provision for children where there are gaps
- Encourage childcare providers to offer holiday care for pre-school children, as well as childcare which wraps around sessional care
- Renew the strategy to recruit, support and retain childminders
- Continue to offer inclusion support and at home childcare services which in particular meet the needs of children with SEND
- Support early years providers, in particular maintained settings where there is spare capacity, and sessional providers, to develop and change to offer 30 hours free childcare
- Ensure that access to high quality childcare provision, particularly for disadvantaged children, is part of the city's forthcoming early years strategy.

6. Local Demographic and Employment Data²

In the 2011 census the resident population of Brighton & Hove was estimated at 273,369 people, an increase of 25,552 since the 2001 census. The latest estimate, for 2012, is 275,800 residents with further growth projections of five per cent by 2021. The latest available data estimated that in 2014 there were 59,000 children and young people living in Brighton & Hove. The number of children and young people living here is predicted to reach 62,000 by 2020, an increase of approximately six per cent over the 2012 figure; however the proportion is predicted to remain static at 21 per cent. For children under five the population projections are more stable with 15,000 children under five in 2014 and this is projected to be 15,200 in 2020.

In Brighton & Hove, the number of live births per year is around 3,000.

The city's population is diverse with 25 per cent of school children from an ethnic minority background. Thirteen per cent of school-age children have English as an additional language. Twenty-six per cent of births are to mothers born outside the UK. The greatest proportion in 2013 was to mothers born in Eastern Europe (18 per cent), Middle East and Asia (six per cent) and Africa (five per cent). Until 2001 the most common country of birth outside of the UK was Bangladesh, but in more recent years those born in Poland have a greater number of births.

Seventy-two per cent of the city's residents are economically active, which is similar to the economic activity rate in the south east and slightly higher than that found in England (70 per cent).

Despite the number of households in the city increasing by more than 7,000 since the 2001 census the number of households with no adult in employment has fallen by 5,233 or 13 per cent. Brighton & Hove with 30 per cent has proportionally a similar number of households with no adult in employment as the south east (31 per cent) but fewer than found in England (33 per cent).

In terms of employment by industry, wholesale and retail trade (14 per cent), human health and social work (13 per cent) and education (12 per cent) are the industries employing the greatest number of city residents with 40 per cent of all workers employed in one of these three sectors.

Nearly two out of five residents (39 per cent) work in professional, associate professional or technical occupations. This is significantly high than found in the south east (33 per cent) and in England (30 per cent) and is an increase of 46 per cent (17,462 people) since the 2001 census.

Nearly one third of all residents in work (44,169 people, 32 per cent) work part-time. This is higher than the south east and England (both 29 per cent). Female workers are twice as likely to work part time as male workers, 44 per cent compared with 20 per cent.

² Data from 2011 census

7. Childcare Demand

7.1 Parent Questionnaire

In order to assess demand for childcare, a self-completion questionnaire was put on the council's online consultation portal and publicised through the schools' bulletin, the children's centres contact list, local childcare providers, the council's partner organisations and also posted repeatedly on various social media accounts. Eight hundred and five parents of children aged from birth to 14 (and up to 18 for children with special education needs and disabilities (SEND)) completed the questionnaire.

As with any self-selecting questionnaire, those who responded might have done so because they had a specific interest in or something to say about childcare, while those who did not respond might have been those who did not. Therefore there may be a bias in the data in favour of those using or having strong views about childcare.

In this CSA parents survey data is compared with the Brighton & Hove CSA parent survey carried out in 2011 and where possible and relevant contrasted with national data from government research into parental use of childcare which is now undertaken every two years, the latest of which is the *Childcare and Early Years Survey of Parents 2014 to 2015* Research Report DFE-SFR09. This research involves face to face interviews with a large sample (6,198) of parents across the country and so there are methodological differences which need to be taken into account when comparisons are made.

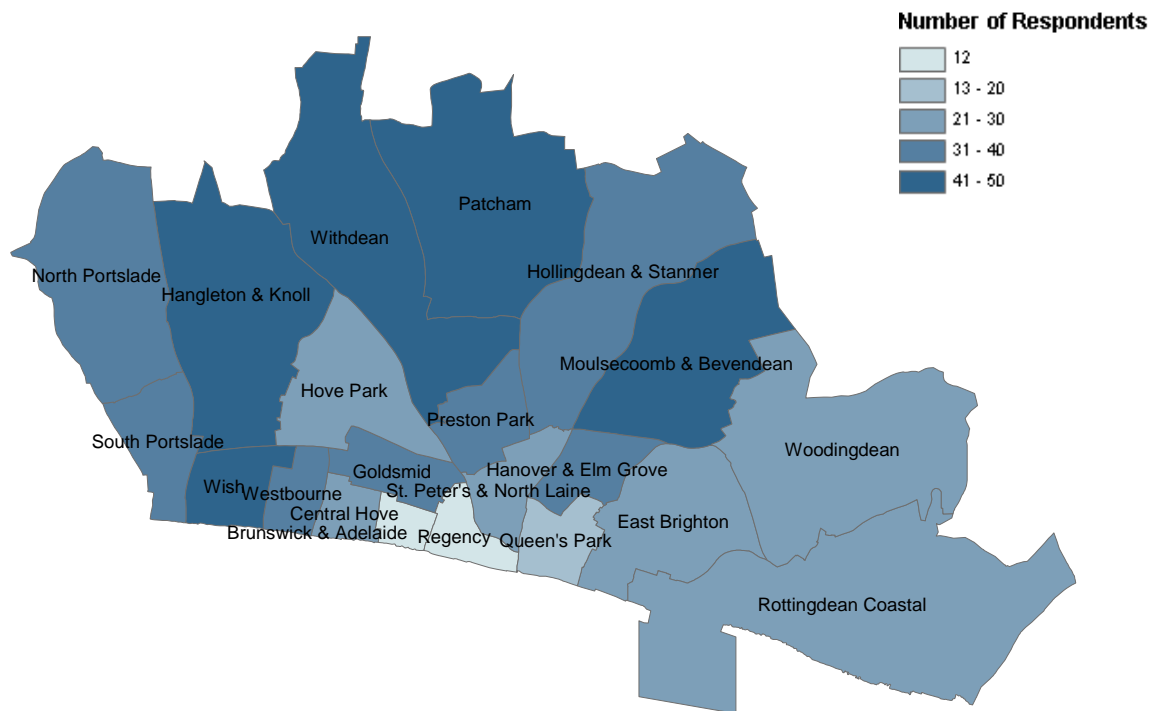
Data is analysed and presented by ward where appropriate. However it is acknowledged that parents will not necessarily operate within a ward alone; factors such as cost, judgements about quality and availability, as well as location-related factors will be considered by parents when they make childcare choices, including ease of travel, parking availability, bus routes, work places, siblings' schools, and natural and manmade features which may get in the way such as hills, main roads, and railway lines. The availability of public transport in Brighton & Hove means that parents may well be able to travel around the city to access childcare should they choose to do so. Therefore, although data is reported by wards, in some cases this has little relevance to actual childcare use or choice.

7.1.1 Number of Responses

Eight hundred and five parents completed the online questionnaire. This was less than half the number of responses from the 2011 CSA parent questionnaire (1,870), which was posted directly to the homes of 7,400 parents across the city. However, it is still a good rate of return for a self-completion questionnaire, particularly as the council had also publicised a government questionnaire on 30 hours free childcare for three and four year olds two months' earlier.

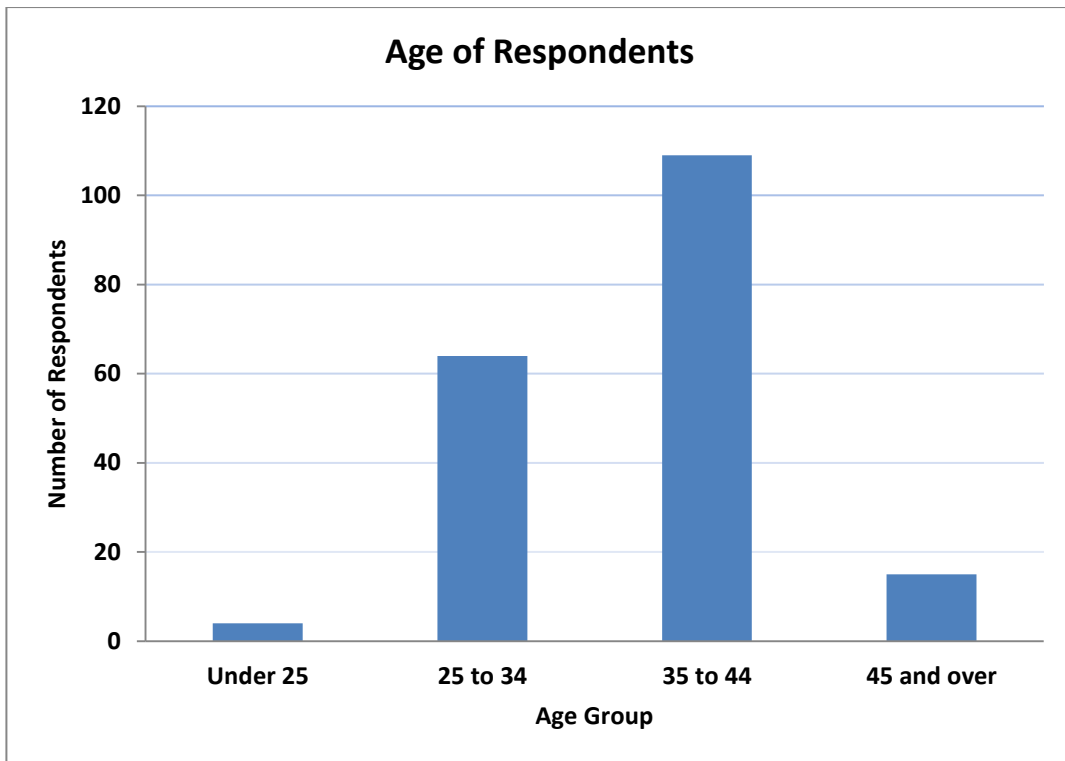
7.1.2 Location of Respondents

Responses came from parents across the city. Eighteen per cent did not give their postcode, or were unknown or out of area. Areas with higher response rates tended to be those areas of the city with the highest number of children aged under five.

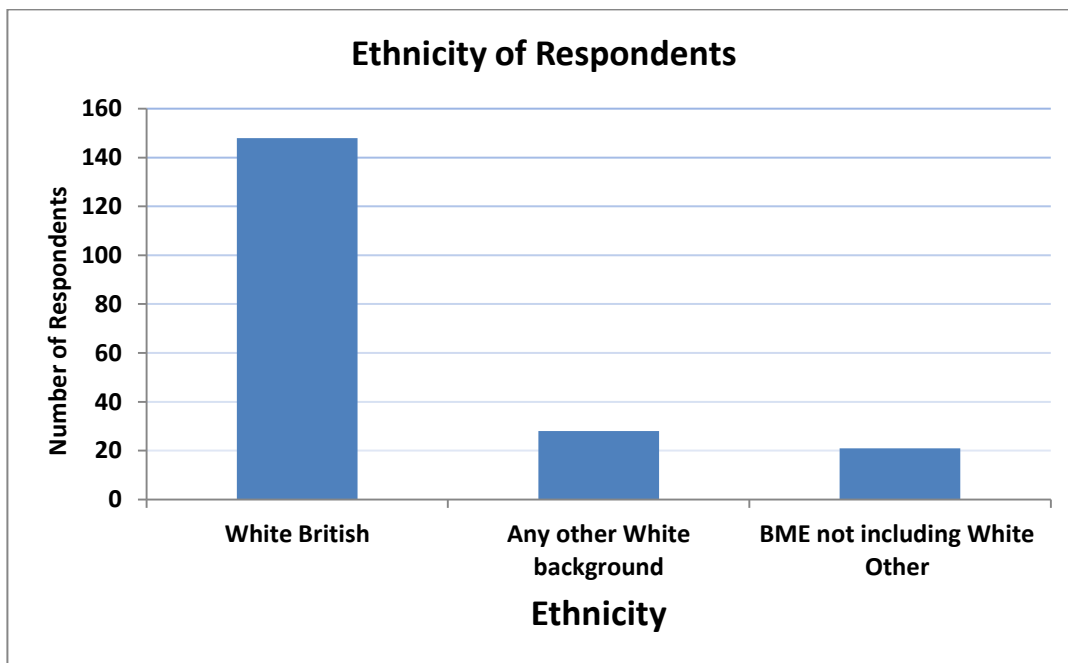


7.1.3 Profile of Respondents

Ninety-seven per cent of respondents who gave their gender identified as women. The majority (57 per cent) were aged between 35 and 44.



Seventy-five per cent gave their ethnicity as White British and 14 per cent gave their ethnicity as White Other. Eleven per cent gave their ethnicity as Black and Minority Ethnic (BME, not including White Other).



Five per cent of respondents described themselves as Lesbian, Gay or Bisexual. Fifty-two per cent described themselves as having no religion. Twenty-seven per cent identified as Christian and one per cent identified as Muslim. All other religions were less than one per cent.

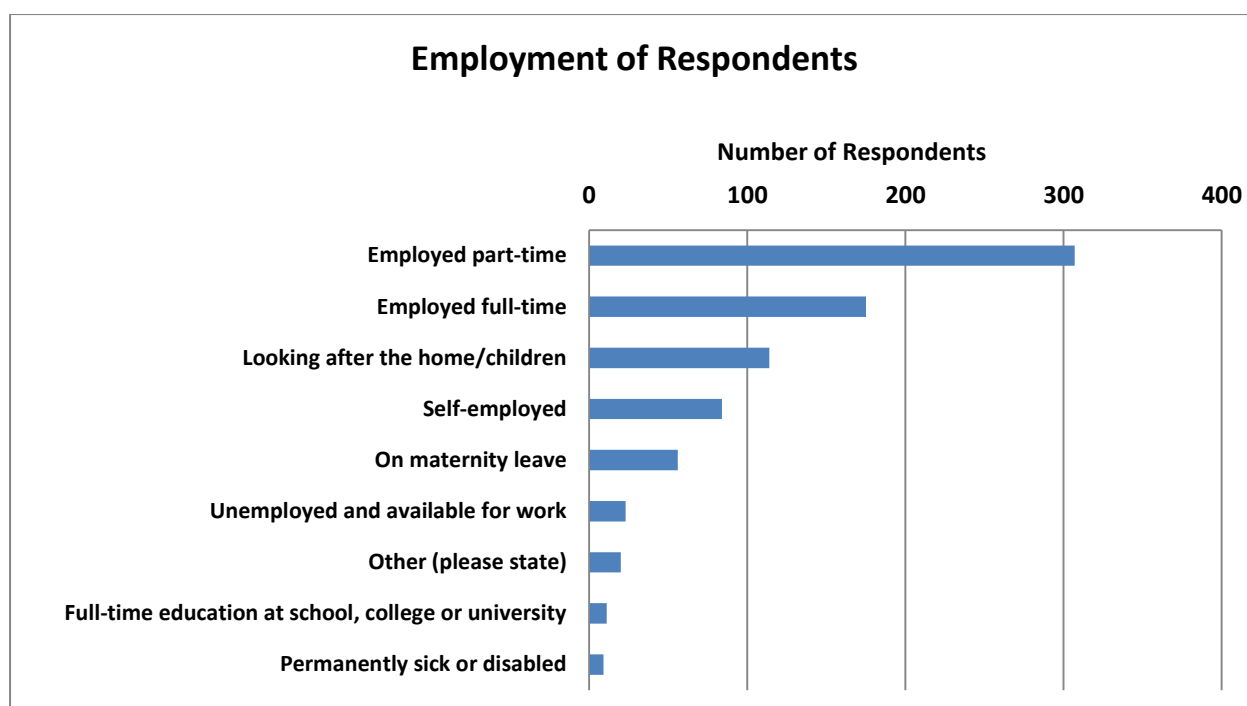
Fifteen per cent of respondents were lone parents. In Brighton & Hove 29 per cent of all households with dependent children are headed by lone parents³, and so they were under-represented in the survey.

Less than half of one per cent of respondents (four in total) were foster carers.

One per cent of respondents had a long-term illness or disability.

7.1.4 Employment of Respondents

The majority of respondents were employed part-time (38 per cent), followed by employed full-time (22 per cent). Fourteen per cent were looking after the home/children.



7.1.5 Respondents' Income

In order to get an indication of household income, respondents were asked whether they were in receipt of benefits including Working Tax Credit or Income Support.

Fourteen per cent of those who responded were in receipt of Working Tax Credit, with five per cent in receipt of Income Support. According to the most recent HMRC data (2015), nine per cent of lone parent families and one per cent of two parent families in Brighton & Hove receive the childcare element of Working Tax Credit.

The majority of families in receipt of Working Tax Credit used childcare which is likely to explain the large response from this group. The number of respondents in receipt of Income Support was quite low but these families are less likely to use childcare as they are either not working or working few hours.

³ 2011 Census

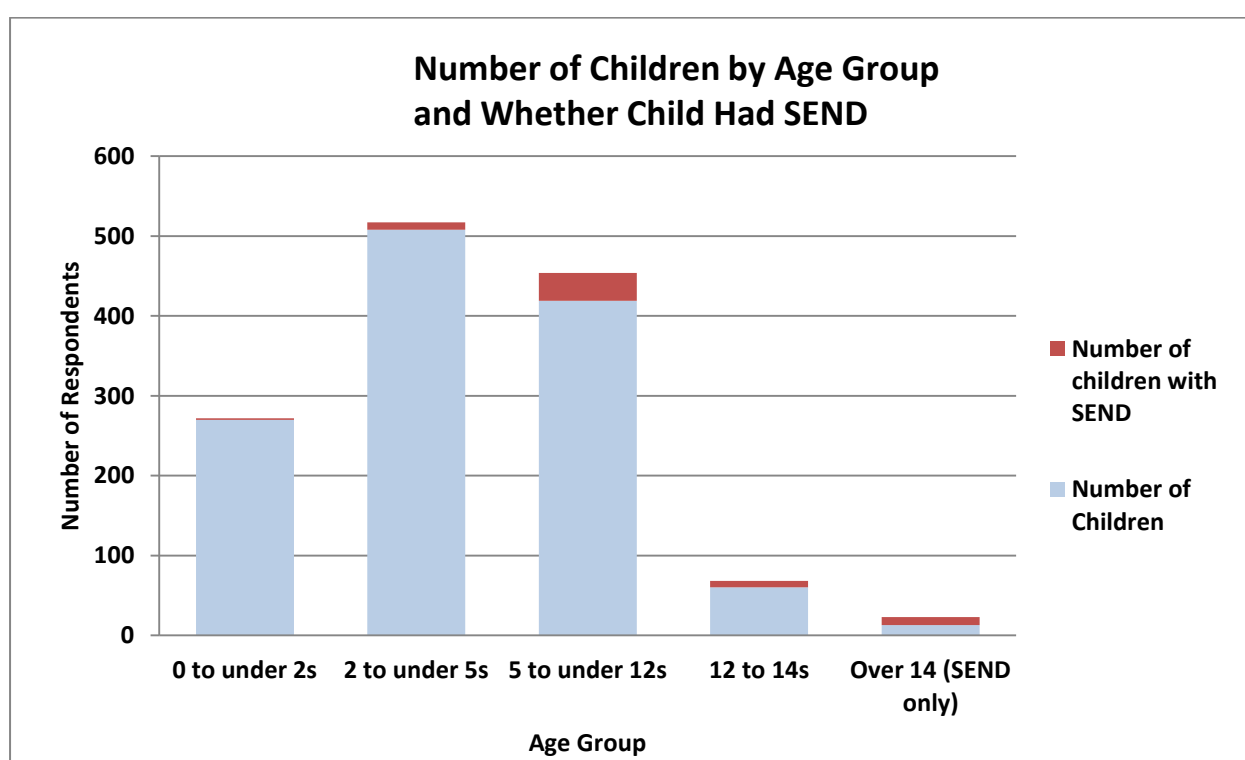
7.1.6 Respondents' Children

The average number of children of respondents was 1.7⁴ with the minimum one and the maximum five.

The total number of children of respondents was 1,338. Sixty-one per cent of all children were aged under five. Five per cent of children had a special educational need or disability (SEND). There was a very small number of children aged 14+ with SEND. This group has been omitted from the following analysis as it is statistically too small to draw meaningful conclusions.

7.1.7 Age of Respondents' Children

The distribution of respondents' children by age is shown below. The highest proportion was children aged two to four.



7.1.8 Use of Childcare by Respondents

Respondents were asked whether they were using any type of childcare, including that provided by friends or family (other than partner).

Eighty per cent of those who responded said that they used childcare. This is in line with national data (79 per cent)⁵, but a significant increase from the 65 per cent who said they used some form of childcare in the 2011 CSA parent survey.

Of those using childcare, 77 per cent were employed and 23 per cent were not employed.

⁴ The fertility rate in Brighton & Hove is 1.36 children per woman and 1.82 per woman in England and Wales (ONS, 2015)

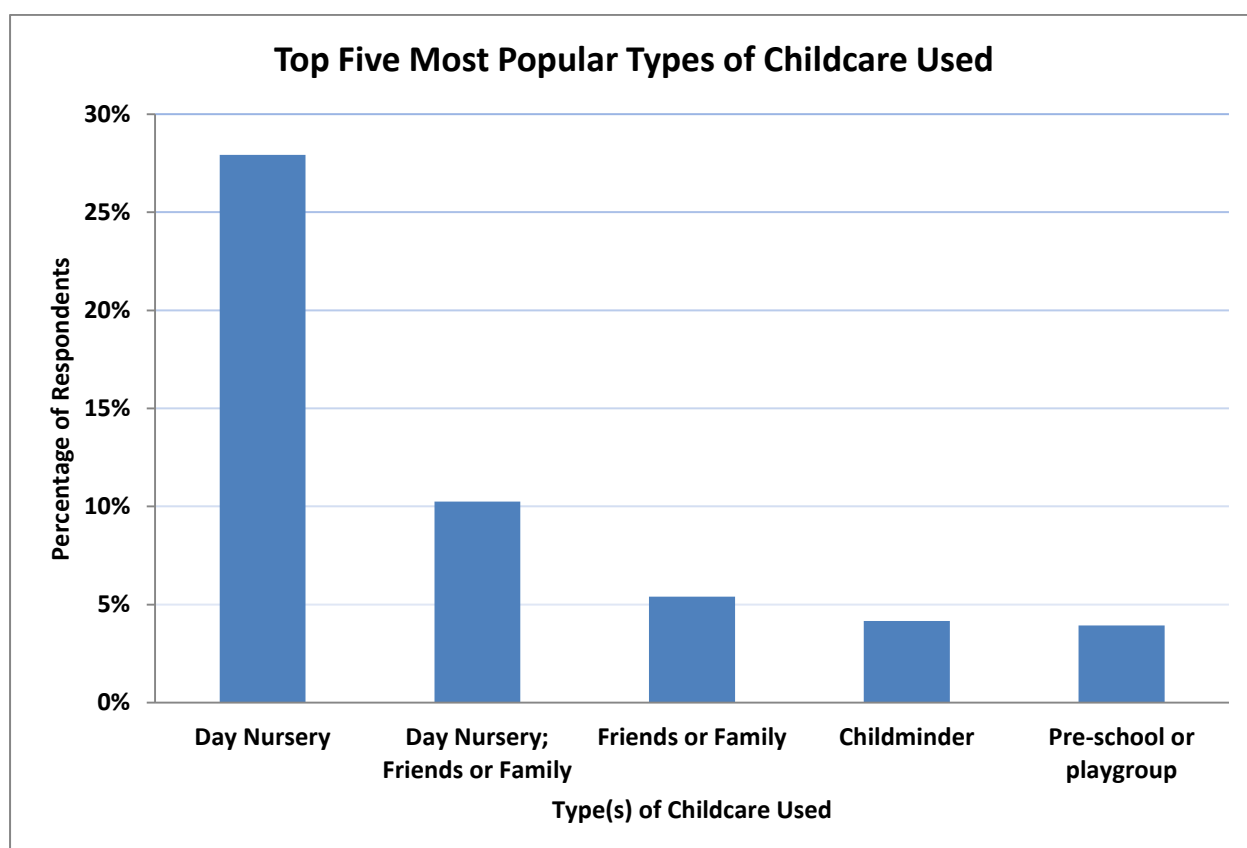
⁵ *Childcare and Early Years Survey of Parents 2014 to 2015* Research Report DFE-SFR09

Of those who were in receipt of a benefit, those receiving Working Tax Credit had the highest use of childcare (80 per cent), whilst those receiving Income Support had the lowest (55 per cent).

Those in receipt of Income Support who were using childcare tended to use a day nursery, followed by a pre-school or playgroup and then friends and family. For those in receipt of Working Tax Credit, they most commonly used a day nursery followed by friends and family.

The questionnaire did not ask respondents for their income. However, national data finds that families with higher incomes are more likely to use childcare, in particular formal childcare, compared with those on lower incomes.⁶

Respondents were asked to indicate all types of childcare used for their youngest, second youngest and third youngest child and where they chose more than one type, these have been grouped together in the analysis. The most frequent type of childcare used was a day nursery by 28 per cent of respondents. This compares with 35 per cent in 2011. The next most frequent type of childcare used was a combination of day nursery with friends or family (other than partner) used by 10 per cent, followed by friends or family used by five per cent.



⁶ National data shows a relationship between family income and the use of formal and informal childcare. Sixty per cent of children in families with an annual income of less than £10,000 received some form of childcare compared with 80 per cent of children in families with an annual income of £45,000 or more. *Childcare and Early Years Survey of Parents 2014-2015* Research Report DFE-SFR09

Childcare use by the age of child is shown below. The most commonly used childcare for pre-school children was day nursery. For primary school aged children it was after-school club or childminder followed closely by friends or family. The most commonly used childcare for children aged 12 and over was friends or family.

National data shows the most commonly used formal childcare provision was after-school clubs or activities on a school site by 38 per cent of all parents.⁷ This data also shows that 40 per cent of all parents used informal childcare, most commonly grandparents (26 per cent).

The most popular types of childcare used by child's age are shown below.⁸

| Age Group | Three most popular choices (ranked highest first) |
|--------------------|---|
| Under Two | Day nursery |
| | Day nursery; Friends or family |
| | Friends or family |
| Two to Four | Day nursery |
| | Day nursery; Friends or family |
| | Pre-school or playgroup |
| Five to Eleven | After-school club |
| | Childminder |
| | Friends or family |
| Twelve to Fourteen | After-school activity |
| | Friends or family |
| | Holiday activity |

7.1.9 Main Reason(s) for Using Childcare

Respondents were asked their main reason(s) for using childcare and were invited to tick as many of the options as they wanted and could add other reasons.

Overwhelmingly respondents stated that they used childcare because they went to work, with this being the response in 65 per cent of cases. The next most common reasons for using childcare given were: "Social or learning benefits for my children" (28 per cent) and "So that my children can take part in different activities" (24 per cent).

Respondents were also given the option to state other reasons.

"So I can have one to one time with each child."

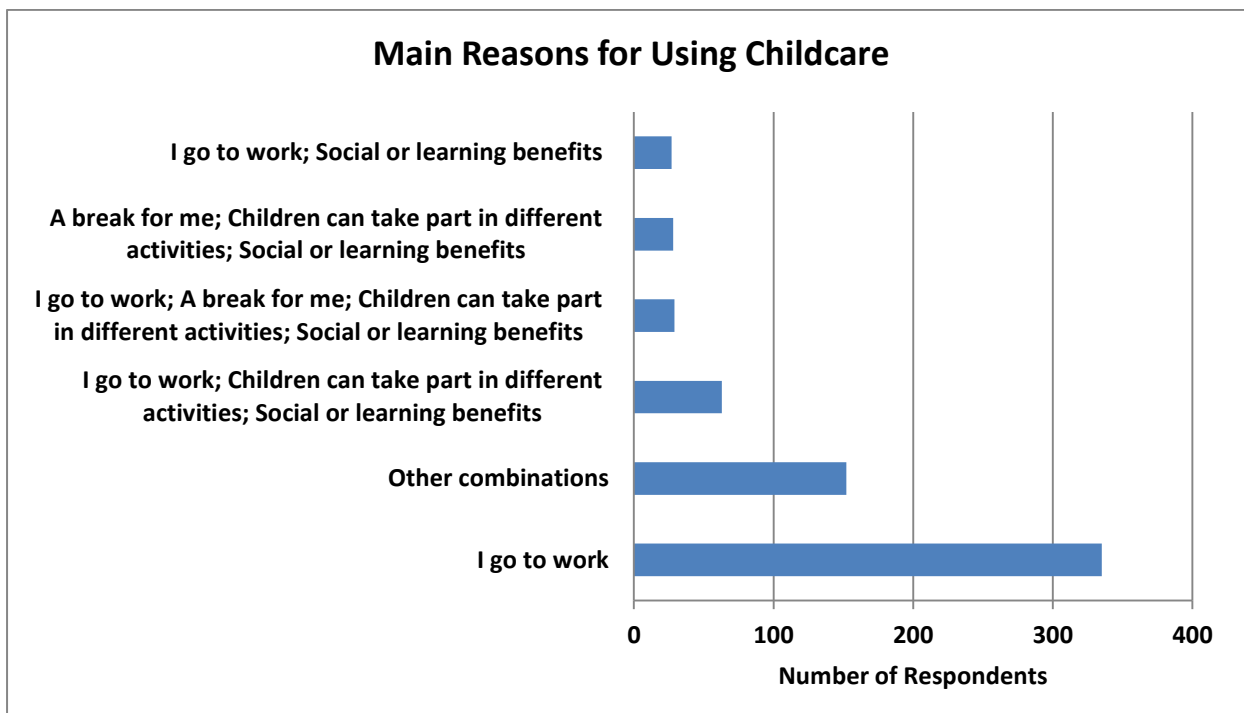
"Catch up on housework which is difficult to do with two toddlers."

"I'm disabled and I have to rest."

The top responses given are shown below, including where respondents had selected a combination of reasons.

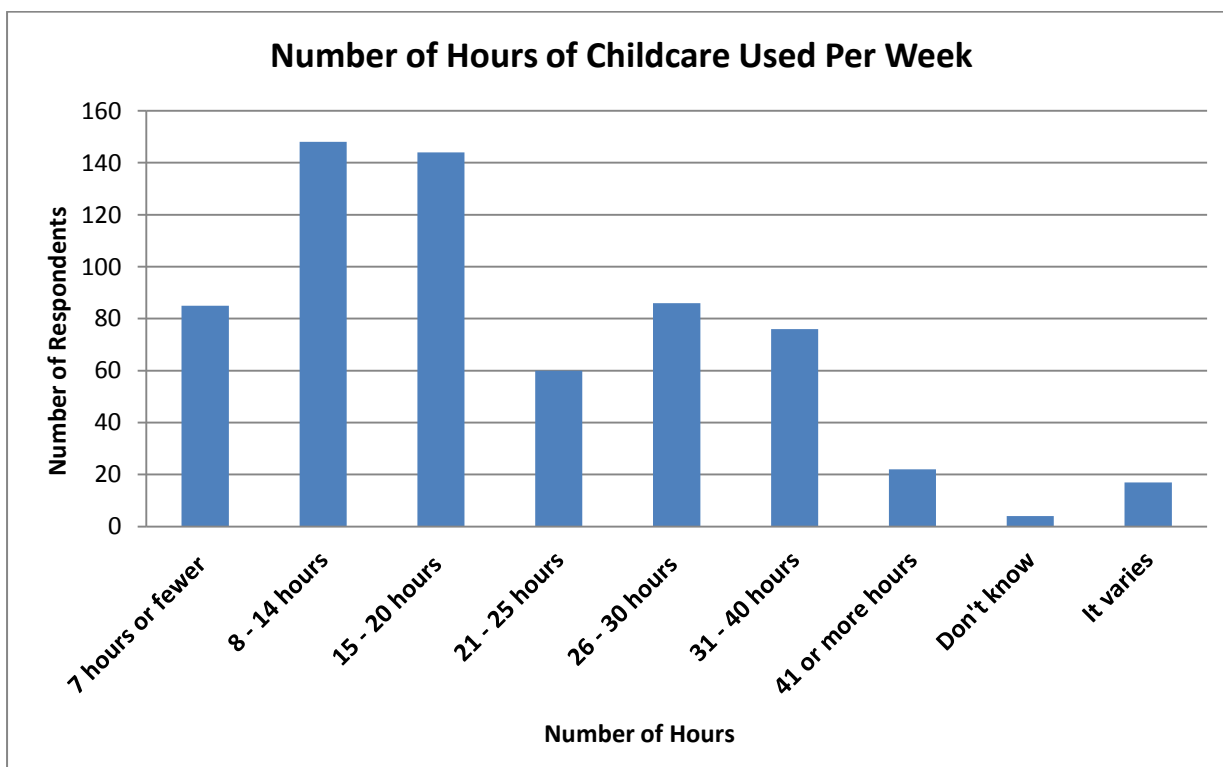
⁷ Childcare and Early Years Survey of Parents 2014 to 2015 Research Report DFE-SFR09

⁸ Note that some parents used more than one childcare type



7.1.10 Number of Hours of Childcare

Most children were in childcare for 20 hours or fewer a week (65 per cent), with only 13 per cent of children in childcare for more than 40 hours a week. It should be borne in mind that this data includes care by friends or family (other than a partner).



The data showed that pre-school children were spending 15 to 20 hours a week on

average in childcare, primary school age children were spending eight to 14 hours a week in childcare and seven hours or fewer at age 12+. This is largely in line with the national trend which shows that children receiving some form of childcare spent on average 11 hours being cared for per week and this increases to 25 hours for children aged three to four.⁹

7.1.11 Distance from Home Travelled to Get to Childcare

Most respondents (56 per cent) reported that they travelled less than one mile to get to the childcare they used most, with 36 per cent reporting that they travelled one to three miles and seven per cent travelling more than four miles.

The top five wards where respondents travel less or more than a mile to access childcare are shown below.

| Less than a mile | Per cent | More than a mile | Per cent |
|----------------------|----------|---------------------|----------|
| Hanover & Elm Grove | 95 | Patcham | 73 |
| Queens Park | 93 | North Portslade | 70 |
| Brunswick & Adelaide | 78 | Woodingdean | 63 |
| Westbourne | 74 | South Portslade | 60 |
| Goldsmid | 73 | Rottingdean Coastal | 56 |

7.1.12 Satisfaction with Childcare

Respondents were asked about satisfaction with the following elements of their childcare: affordability, location, quality, opening hours, the way their child's individual needs were catered for and the amount of choice available. They were also asked about their level of satisfaction with their childcare arrangements overall.

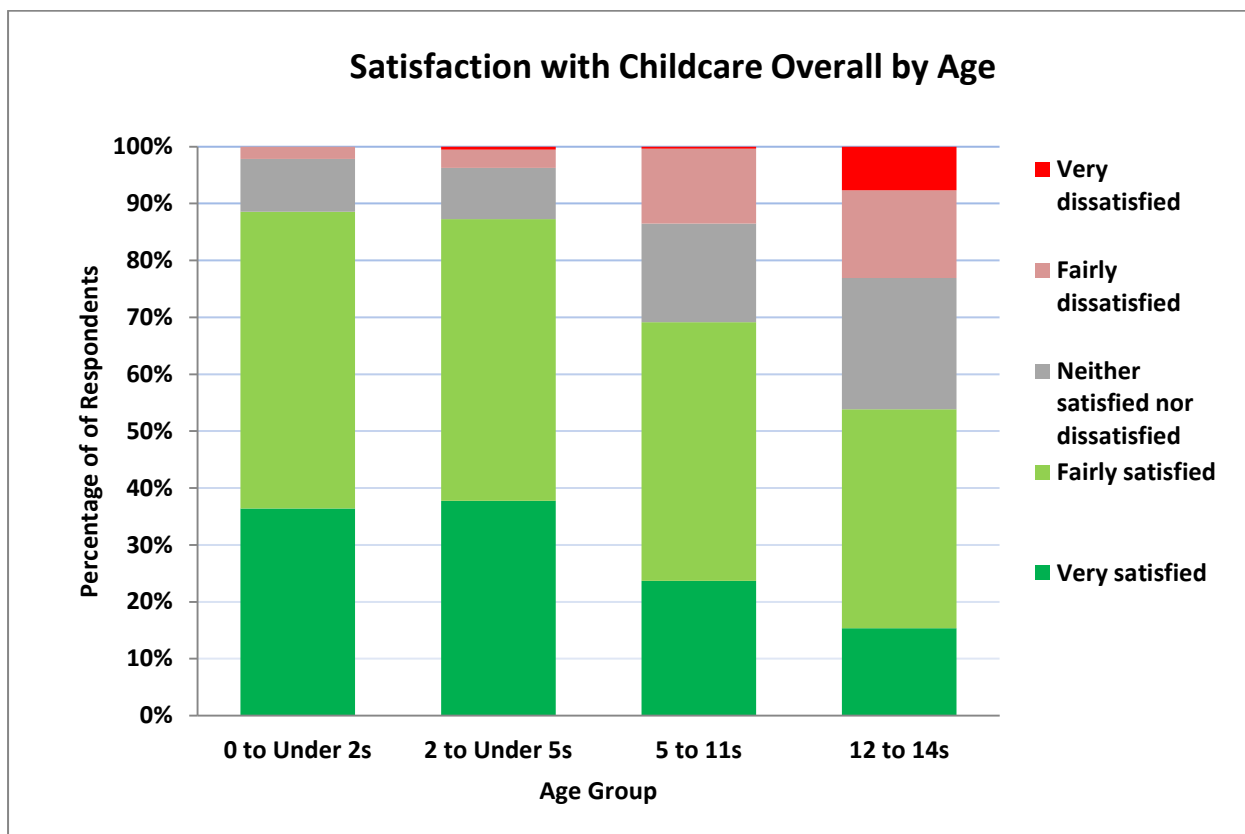
Respondents reported their satisfaction on a Likert scale of very satisfied, satisfied, neither satisfied nor dissatisfied, fairly dissatisfied and very dissatisfied.

Eighty-one per cent of respondents were very or fairly satisfied with their childcare arrangements overall (six per cent less than the 2011 survey which was 87 per cent), with seven per cent very or fairly dissatisfied.

The aspects of childcare that respondents were most satisfied with were the quality (93 per cent), location (90 per cent) and the way in which their child's individual needs were catered for (86 per cent). They were least satisfied with affordability of childcare (52 per cent) and choice (66 per cent).

The percentage of respondents who were satisfied with their childcare arrangements overall by child's age group is shown below. The least satisfied group were parents with children aged 12 to 14 but no meaningful conclusion can be drawn since the sample size for this group was statistically too small. However, it does show that respondents with children aged five to 11 were less satisfied than those with children aged under five.

⁹ *Childcare and Early Years Survey of Parents 2014 to 2015 Research Report DFE-SFR09* found that children aged three to four were in childcare (both formal and informal) for an average of 25 hours per week



Satisfaction in relation to childcare type is shown below. Where childcare type is reported upon parents may have been using more than one kind of childcare and so their reported level of satisfaction was with their childcare overall, not with a particular type. For example, a parent may have used a day nursery and a childminder but their response relating to childcare quality related to all types that they used.

| Fairly satisfied more than 50 per cent (light green) Very satisfied more than 50 per cent (dark green) | Affordability | Location | Quality | Opening hours | Individual needs | Choice |
|---|---------------|----------|---------|---------------|------------------|--------|
| Day nursery | | | | | | |
| Day nursery; Friends or family | | | | | | |
| Friends or family | | | | | | |
| Childminder | | | | | | |
| Pre-school or playgroup | | | | | | |
| School nursery class/nursery school | | | | | | |
| Childminder; Friends or family | | | | | | |
| After-school club | | | | | | |
| After-school club; Breakfast club; Friends or family | | | | | | |

| Fairly dissatisfied more than nine per cent (light red), Very dissatisfied more than nine per cent (dark red) | Affordability | Location | Quality | Opening hours | Individual needs | Choice |
|--|---------------|----------|---------|---------------|------------------|--------|
| Day nursery | | | | | | |
| Day nursery; Friends or family | | | | | | |
| Friends or family | | | | | | |
| Childminder | | | | | | |
| Pre-school or playgroup | | | | | | |
| School nursery class/nursery school | | | | | | |
| Childminder; Friends or family | | | | | | |
| After-school club | | | | | | |
| After-school club; Breakfast club; Friends or family | | | | | | |

Areas with the highest satisfaction¹⁰ were the location of childminders (84 per cent for childminders compared with 50 to 60 per cent “very satisfied” for other types of childcare), the quality of childminders (73 per cent compared with 50 to 60 per cent “very satisfied” for all other types of childcare), childminder opening hours (86 per cent compared with 40 to 60 per cent “very satisfied” for all other types of childcare) and the way in which childminders catered for the child’s individual needs (86 per cent compared to 20 to 60 per cent for all other types of childcare). Generally respondents seemed satisfied with quality of provision across all types of childcare.

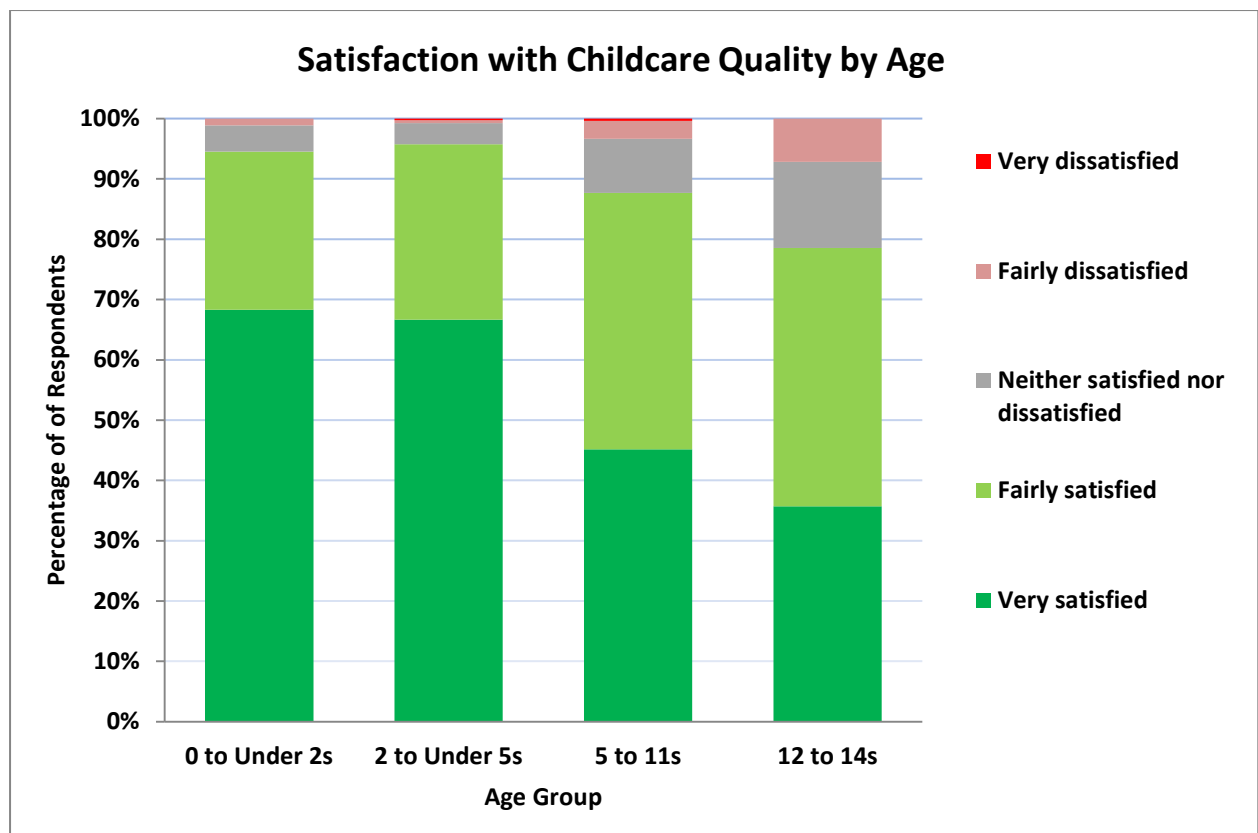
¹⁰ Respondents reporting that they were “very satisfied”

Areas with the least satisfaction were affordability of day nurseries, the location of childminders and the amount of choice of provider for those who used after-school and breakfast clubs.

However, satisfaction for these types of childcare was generally high overall, which was consistent with high satisfaction rates in the 2011 survey.

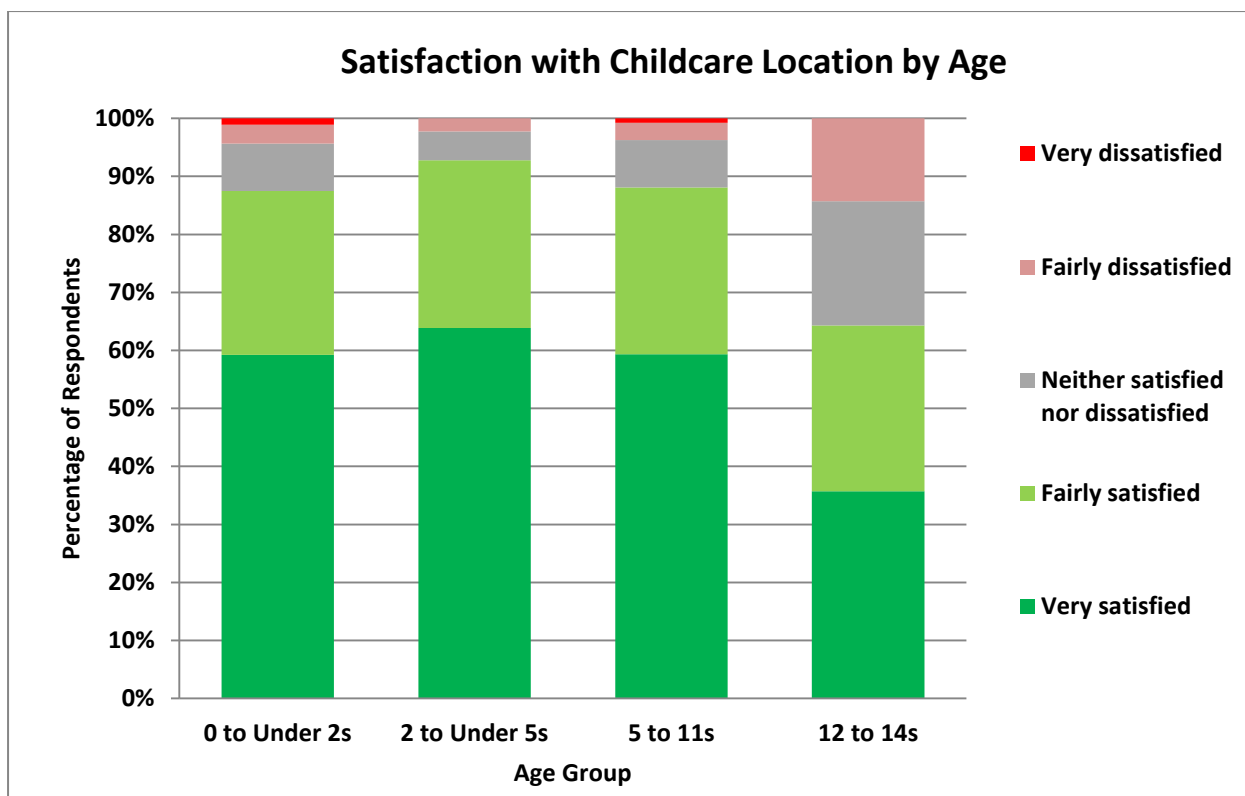
7.1.13 Childcare Quality

Ninety-three per cent of respondents reported that they were very or fairly satisfied with the quality of their childcare (the same as the 2011 survey), with only two per cent fairly or very dissatisfied. Those with children aged under five were the most satisfied.



7.1.14 Childcare Location

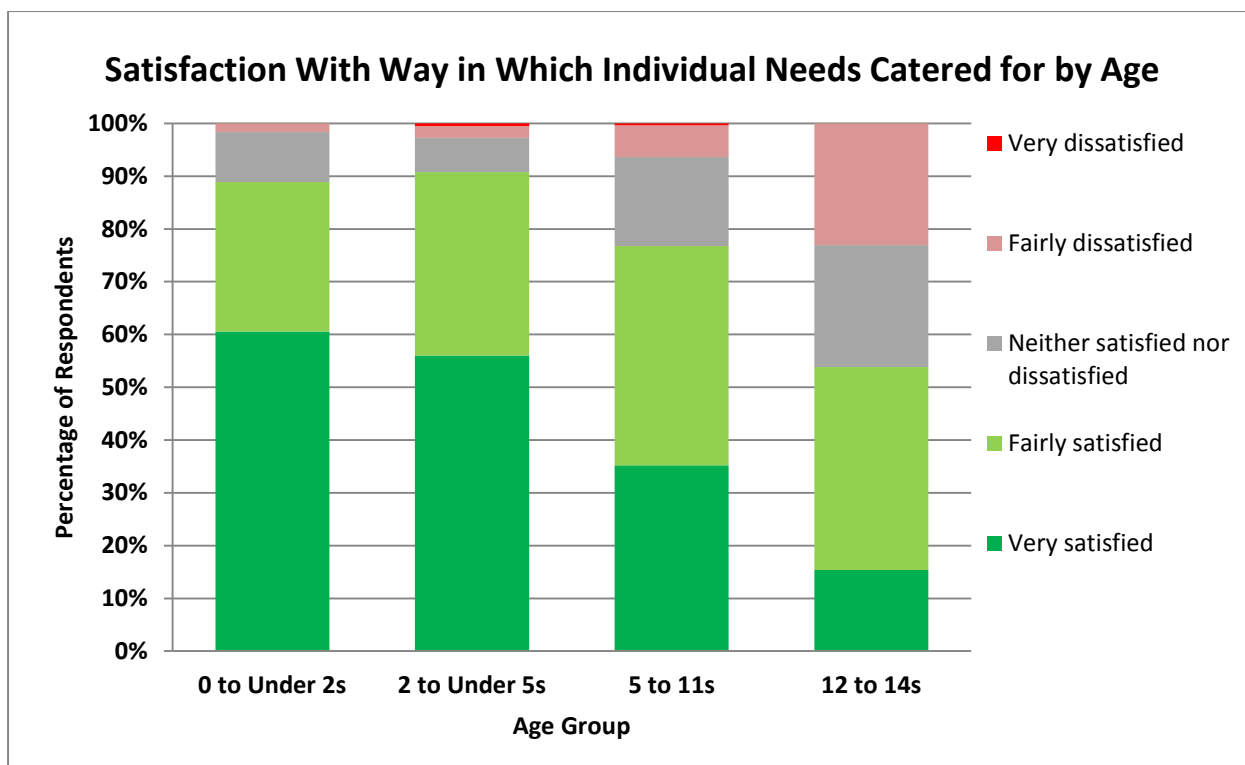
Ninety per cent of respondents were very or fairly satisfied with the location of their childcare (similar to the 92 per cent who were satisfied from the 2011 survey), with only three per cent fairly or very dissatisfied.



7.1.15 The Way in Which Child’s Individual Needs are Catered For

Eighty-five per cent of respondents were very or fairly satisfied with the way in which their child’s individual needs were catered for, with four per cent fairly or very dissatisfied.

Satisfaction was highest with pre-school children (90 per cent), reducing for primary school age children (77 per cent) and lowest for those with children aged 12 to 14 (53 per cent).

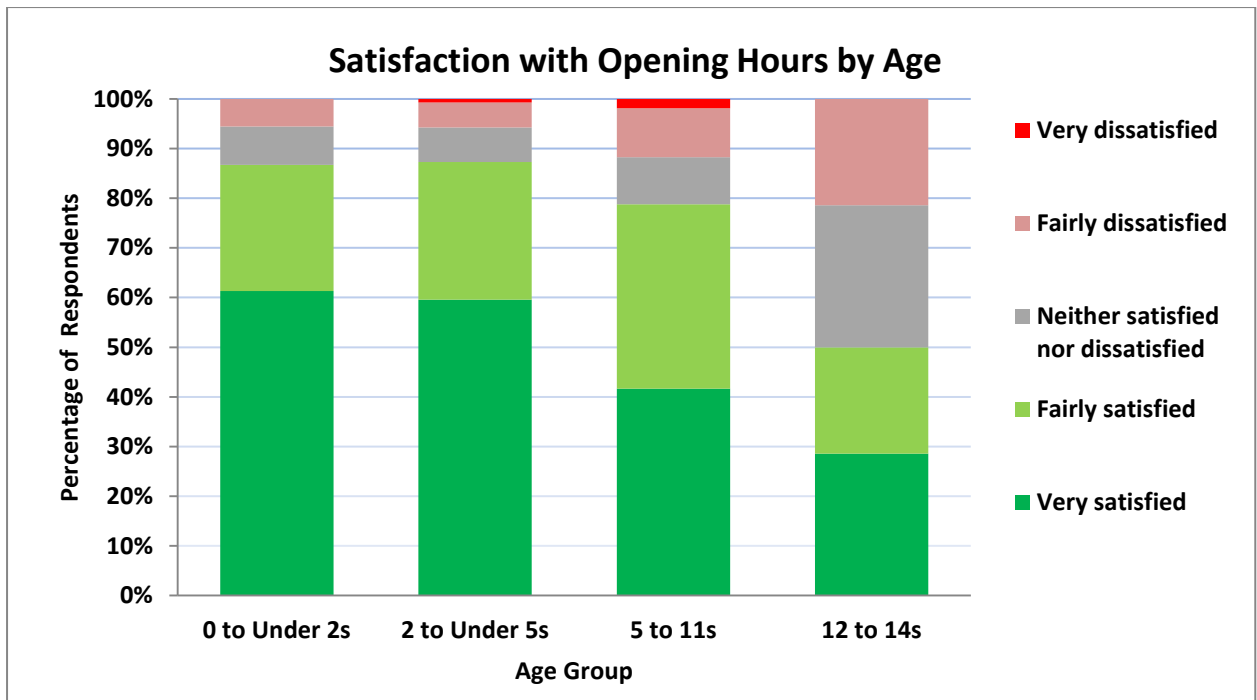


7.1.16 Childcare Opening Hours

Eighty-four per cent of respondents were very or fairly satisfied with childcare opening hours, with eight per cent fairly or very dissatisfied. This was a slight decrease in satisfaction from the 2011 parent survey (very or fairly satisfied 87 per cent and fairly or very dissatisfied six per cent).

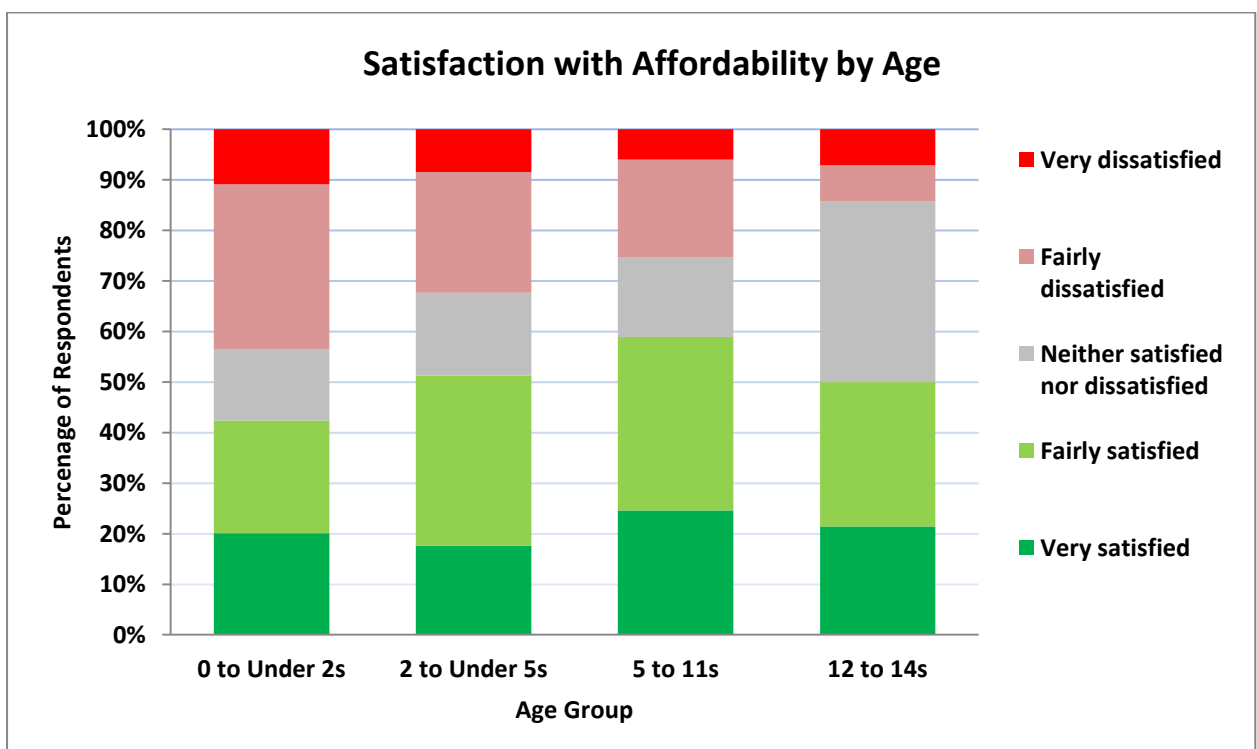
Satisfaction was highest for pre-school children (87 per cent), reducing for primary school age children (79 per cent) and lowest for those with children aged 12 to 14 (50 per cent).

“The childcare provision once your child starts school is limited. Breakfast clubs start very late 8am or 8.15am and some only have limited places. I start work at 7.30am so it is problematic.”



7.1.17 Childcare Affordability

Fifty-two per cent of parents were very or fairly satisfied with childcare affordability, with 32 per cent fairly or very dissatisfied. Generally, affordability was the main issue causing dissatisfaction as evidenced in both the statistics and the comments made by respondents.



A large number of parents who did and did not use childcare made comments at the end of the questionnaire about the cost of childcare.

“I would love to go back to work but just can't afford the childcare.”

“I had to give up my job after having my child as I would have been working to pay for someone else to bring him up. The cost of living is ever-increasing, wages are not going up really, and I would have been left with £30 after paying nursery fees and bus fare.”

“In general good provision but hugely expensive! There should be larger sibling discount.”

“It's exorbitantly expensive. My husband and I earn good salaries and due to the costs of nursery (over £100 per day for them both) we are projecting a deficit each month by the time we have paid mortgage and other bills.”

“More pre and after-school clubs available free or heavily discounted.”

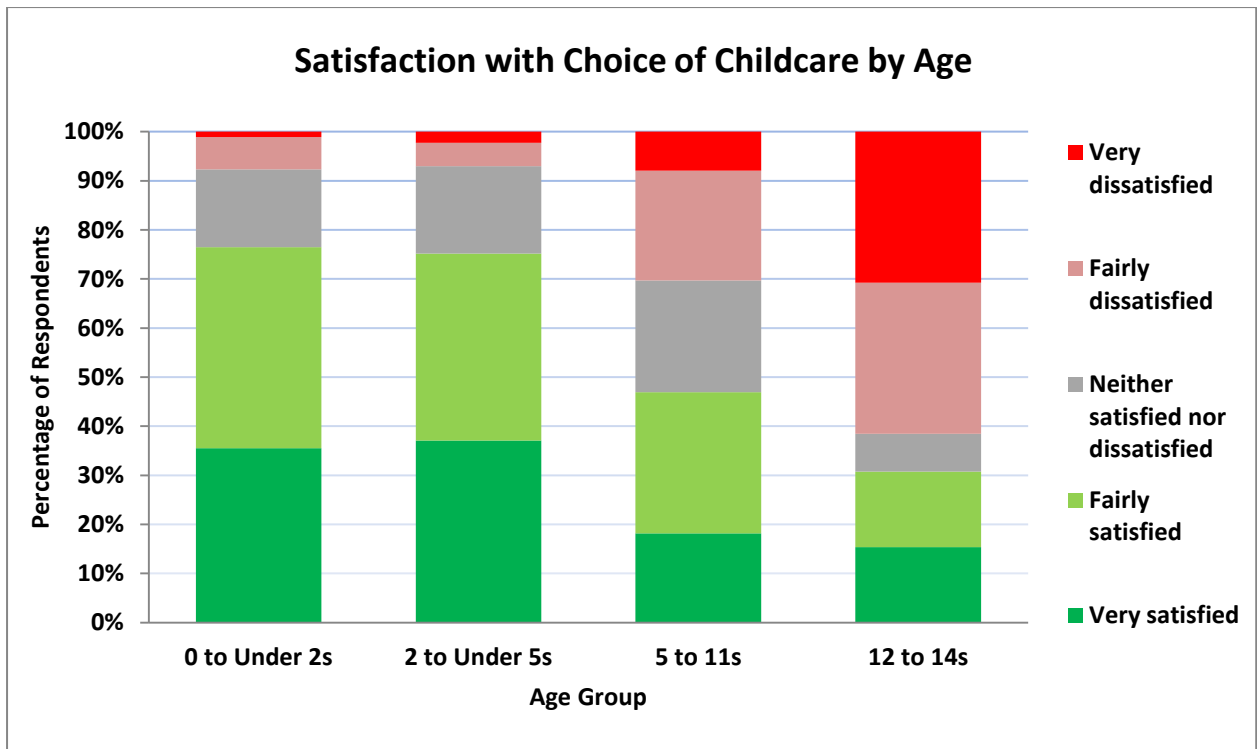
7.1.18 Childcare Choice

Sixty-six per cent of respondents were very or fairly satisfied with the amount of childcare choice available, with 15 per cent fairly or very dissatisfied (similar to the 2011 survey).

“Overall very satisfied with the nurseries I found in Brighton and Hove. We had a lot of choice for day nurseries.”

“More drop-in sessions such as PE etc after school around the Kemptown/Whitehawk area would be good. Most classes seem to be more so towards Hove.”

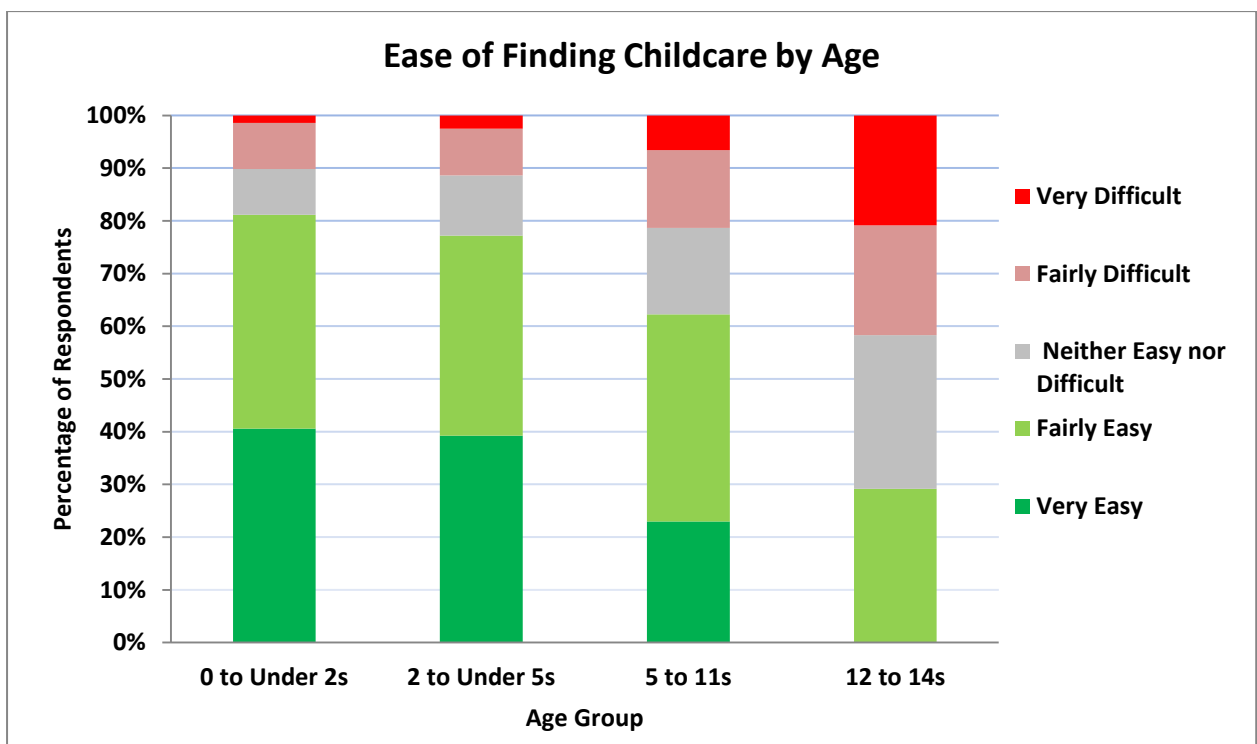
Satisfaction with choice was highest for pre-school children and dropped significantly for the primary school age group.



7.1.19 Ease of Finding Childcare

Seventy-three per cent of respondents found it very or fairly easy to find childcare. However 14 per cent reported that it had been fairly or very difficult.

The ease of finding childcare was analysed by child’s age group. Those with pre-school children said it was easier to find childcare. Those with children aged 12 to 14 found it least easy to find.

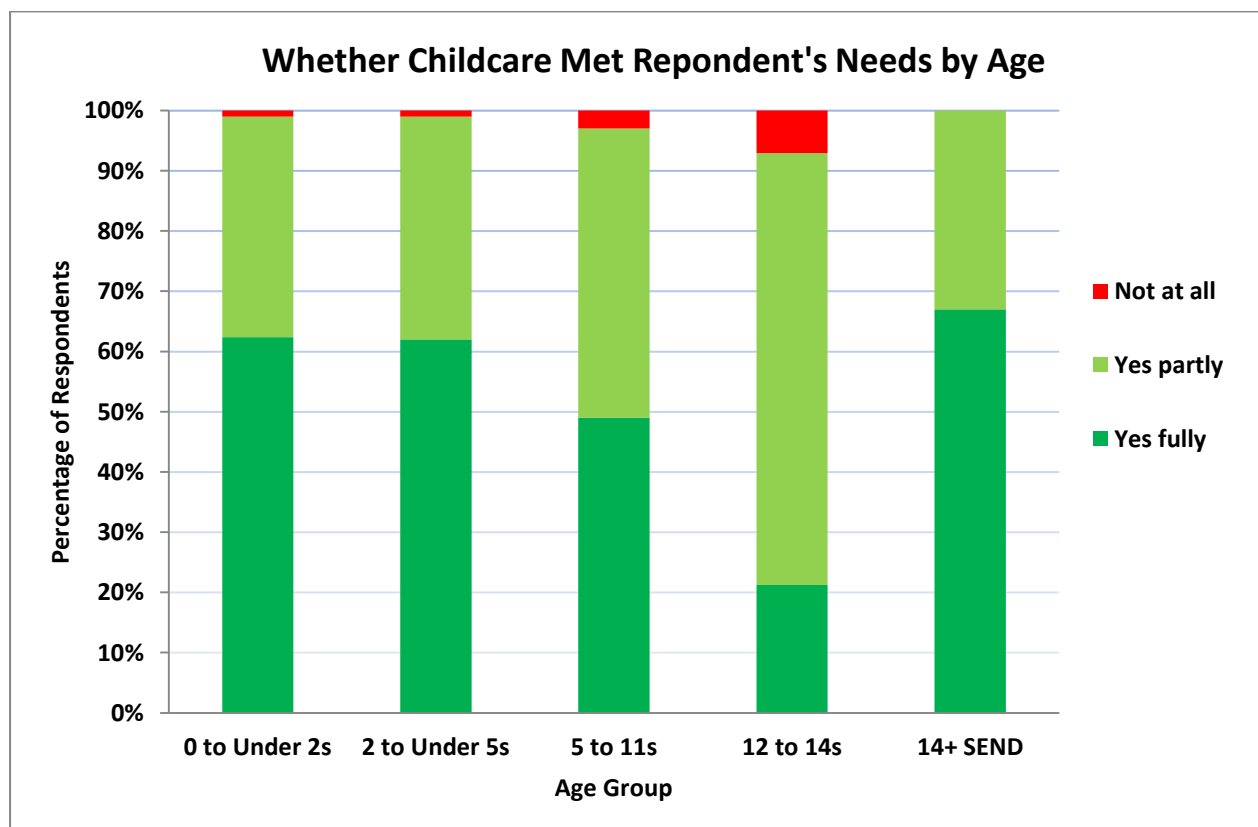


7.1.20 Whether Childcare Arrangements Met Respondents' Needs

Fifty-seven per cent of respondents reported that their childcare arrangements met their needs fully (seven per cent lower than the 2011 survey) with 41 per cent stating that they met their needs partly (seven per cent higher than the 2011 survey). Only two per cent reported that their childcare arrangements did not meet their needs (similar to the 2011 survey).

“The nursery we use is mostly to our liking which is good. There are also many nurseries to choose from in this area. On the downside, they are very expensive and only open 8 till 6. My husband and I both work full time in London so a nursery with the option of a later pick up or earlier drop off would be welcome.”

The extent to which childcare met respondents' needs was analysed by child's age group. More respondents with pre-school children tended to report that their childcare arrangements met their needs than those with primary school age children. Only 21 per cent with children aged 12 to 14 reported that childcare met their needs.

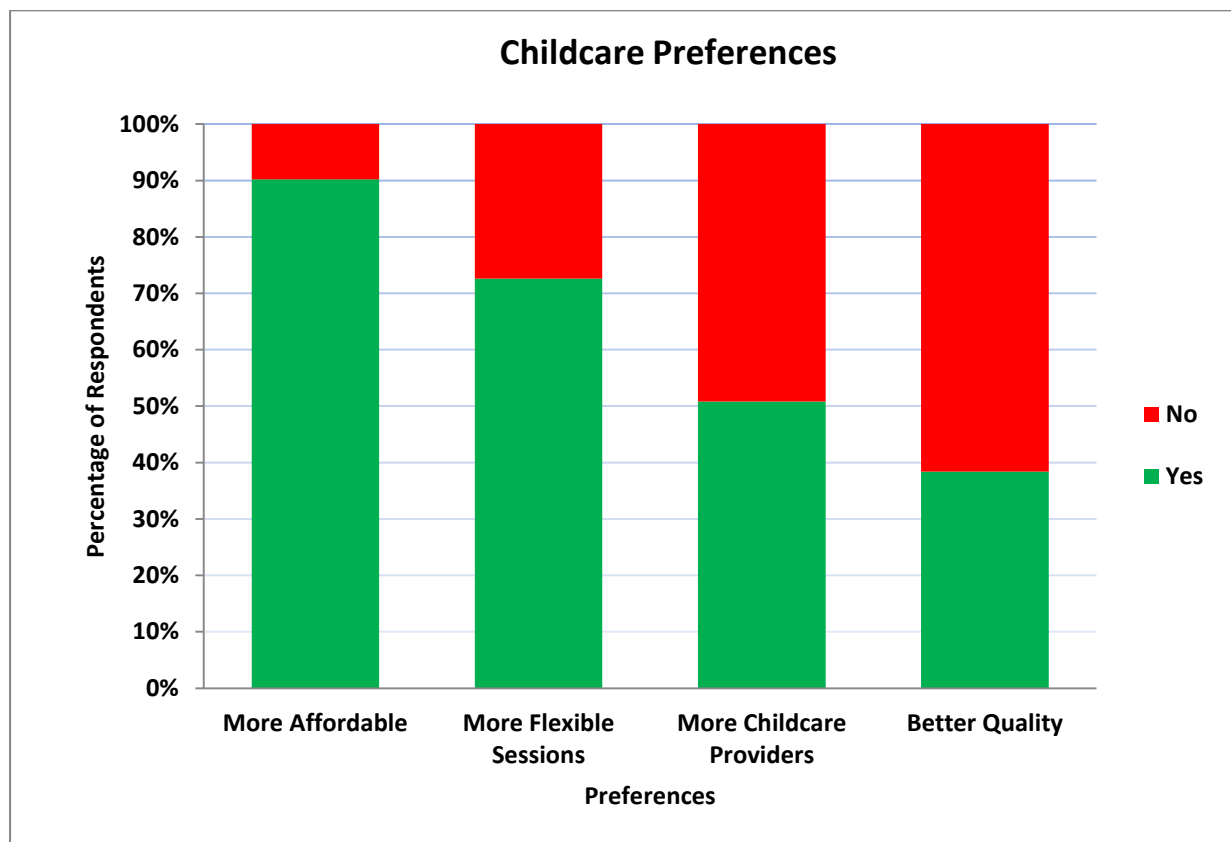


Similar to 2011, the types of childcare that respondents reported as least meeting their child's individual needs were after-school and breakfast clubs.

7.1.21 Childcare Arrangements Overall

Respondents were asked whether they would like any of the following: more flexible sessions, childcare to be more affordable, better quality childcare or more childcare providers to choose from. Respondents could select any of the choices.

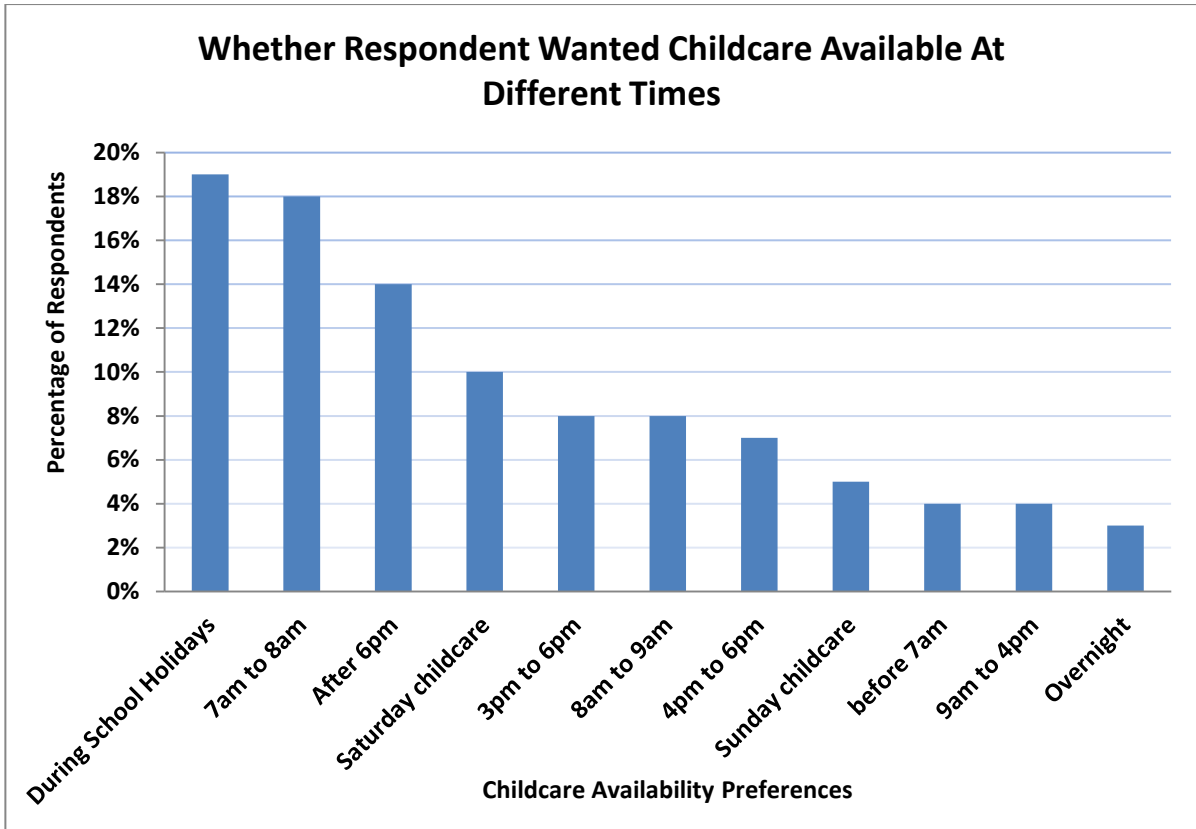
Ninety per cent of respondents wanted more affordable childcare, 73 per cent wanted more flexible sessions, 51 per cent wanted more childcare providers to choose from and 38 per cent wanted better quality childcare.



Respondents were asked if they would like their childcare to be available at different times and, if so, to tick all options that applied.

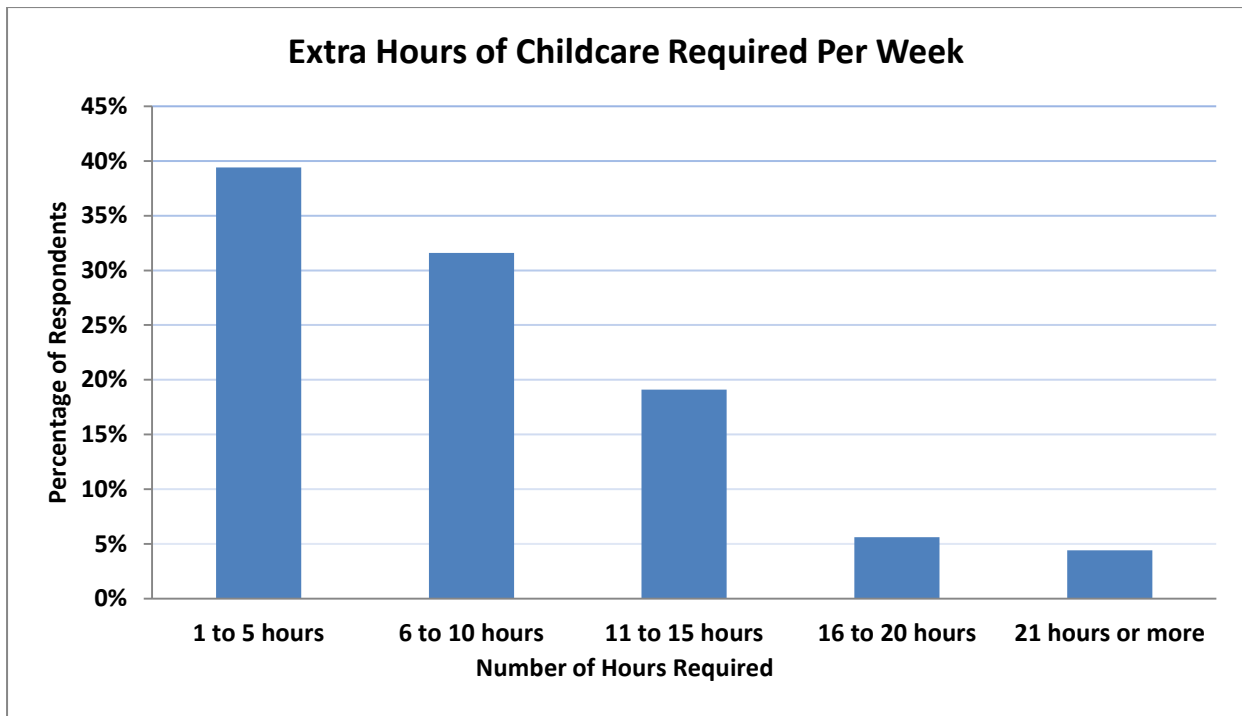
“Whatever is available now doesn’t suit workers on shift pattern.”

The number of responses for all options are shown below. The highest response was for childcare to be available during school holidays (19 per cent), followed by childcare between 7 am and 8 am (18 per cent) and childcare after 6 pm (14 per cent). The least popular options were overnight childcare (three per cent) and childcare from 9 am to 4 pm (four per cent). It is assumed the response to childcare from 9 am to 4 pm is low because parents are already using childcare between these times.



Thirteen per cent of respondents wanted childcare to be available at a different location and of these 64 per cent wanted childcare closer to home. Fourteen per cent wanted childcare closer to work or study and 10 per cent wanted childcare closer to a sibling's school.

Thirty-seven per cent of respondents wanted to use more childcare. Of those the majority (40 per cent) wanted an extra one to five hours per week followed by six to 10 hours per week (32 per cent). Few wanted 21 hours or more per week.

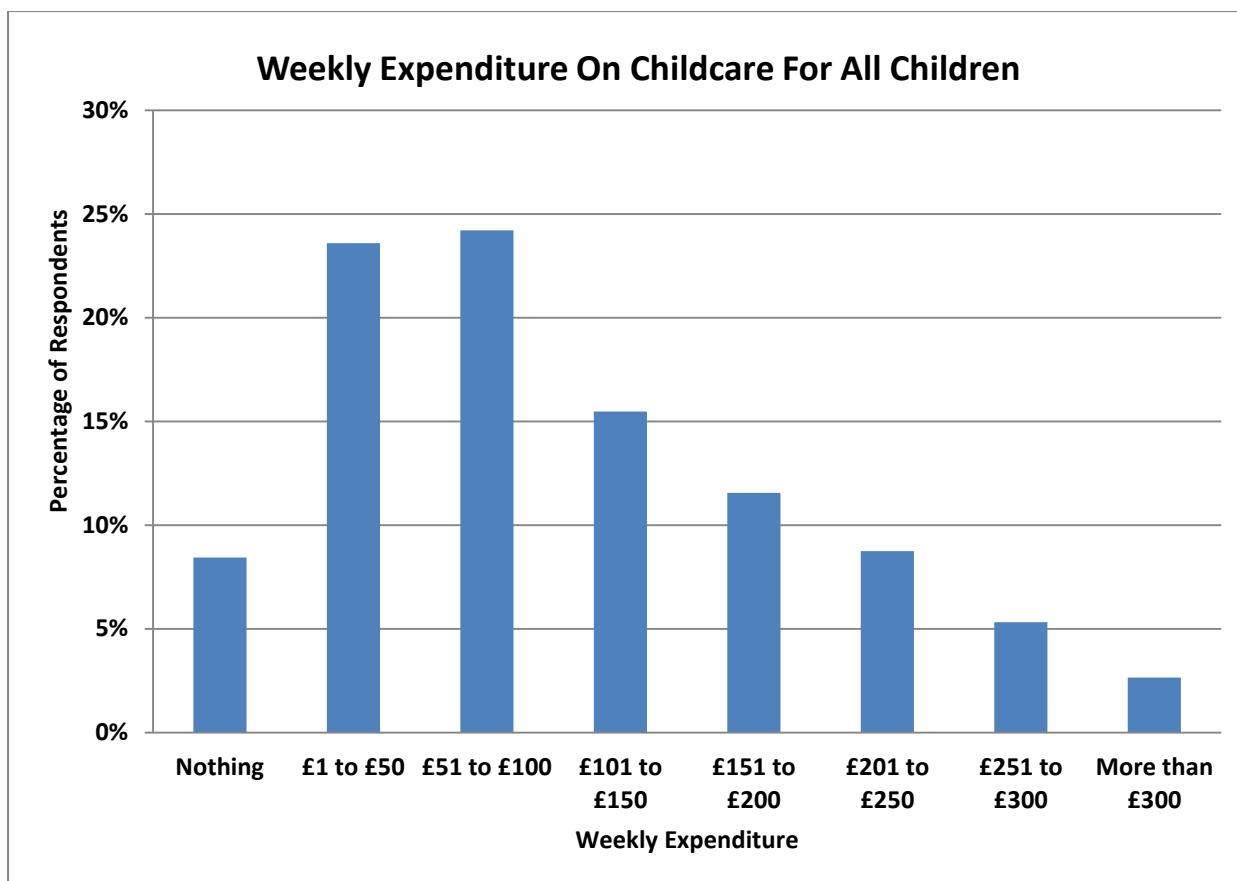


7.1.22 Paying for Childcare

Respondents were asked how much they spent on childcare in a typical week. Forty-eight per cent of respondents were paying less than £100 a week for childcare for all their children. This is considerably less than the maximum amount of £300 per week which can be claimed as the childcare element of Working Tax Credit.

These responses are only from those *using* childcare, but this may include informal childcare provided by friends and family for which parents are less likely to pay. It also includes parents of two, three and four year olds eligible for the early years free entitlement.

Twenty-nine per cent of respondents were paying more than £150 a week for their childcare. Eight per cent were paying more than £250 a week.



In terms of average cost paid, the mean average per week was £125 and the median was £75. This has increased since 2011 when the mean average was £78 and the median was £58 per week. National data shows that the mean average amount that parents pay per week for childcare is £53, whilst the median is £23.¹¹

This year's questionnaire offered cost ranges to choose from whereas the 2011 CSA survey provided a text box to put the exact amount. Therefore, it was not possible to calculate an exact mean average and median for comparison and instead mid ranges have been given.

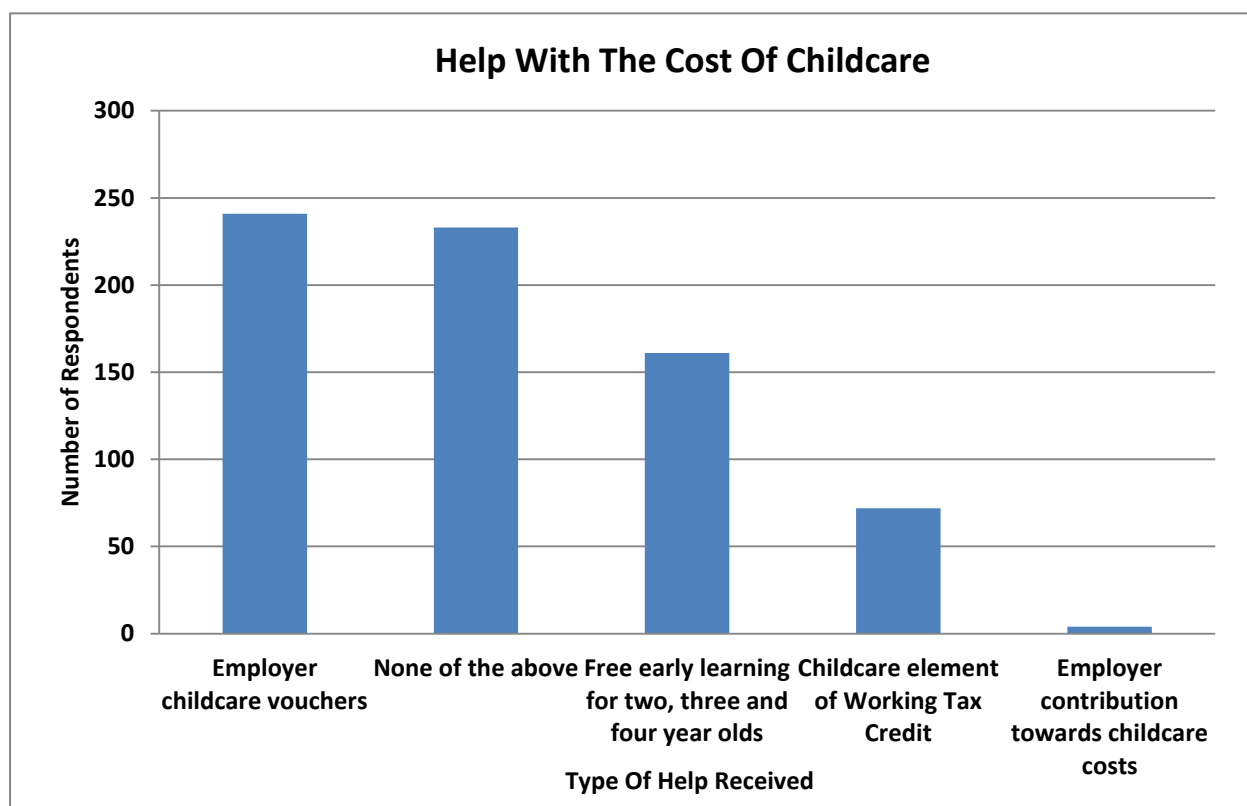
From this data it would appear that parents in Brighton & Hove are paying more each week for their childcare than is the case nationally. However, data for Brighton & Hove includes a larger percentage of younger children than the national data and this may partly account for the higher childcare costs. The number of respondents spending "Nothing" on childcare are likely to be under-represented in the results because these parents are less likely to respond to a self-selection survey about childcare.

7.1.23 Help with Childcare Costs

Thirty-three per cent of respondents did not get any help with childcare costs. However, 67 per cent did and of those, 34 per cent received employer childcare

¹¹ The mean weekly payment is much higher than the median because some families spend a very large amount on childcare (the mean is more influenced by outlying values than the median). *Childcare and Early Years Survey of Parents 2014 to 2015* Research Report DFE-SFR09

vouchers,¹² 23 per cent received early years free entitlement for two, three and four year olds, 10 per cent received the childcare element of Working Tax Credit, and one per cent received an employer contribution towards childcare costs. No respondents said that they were in receipt of Care to Learn.¹³



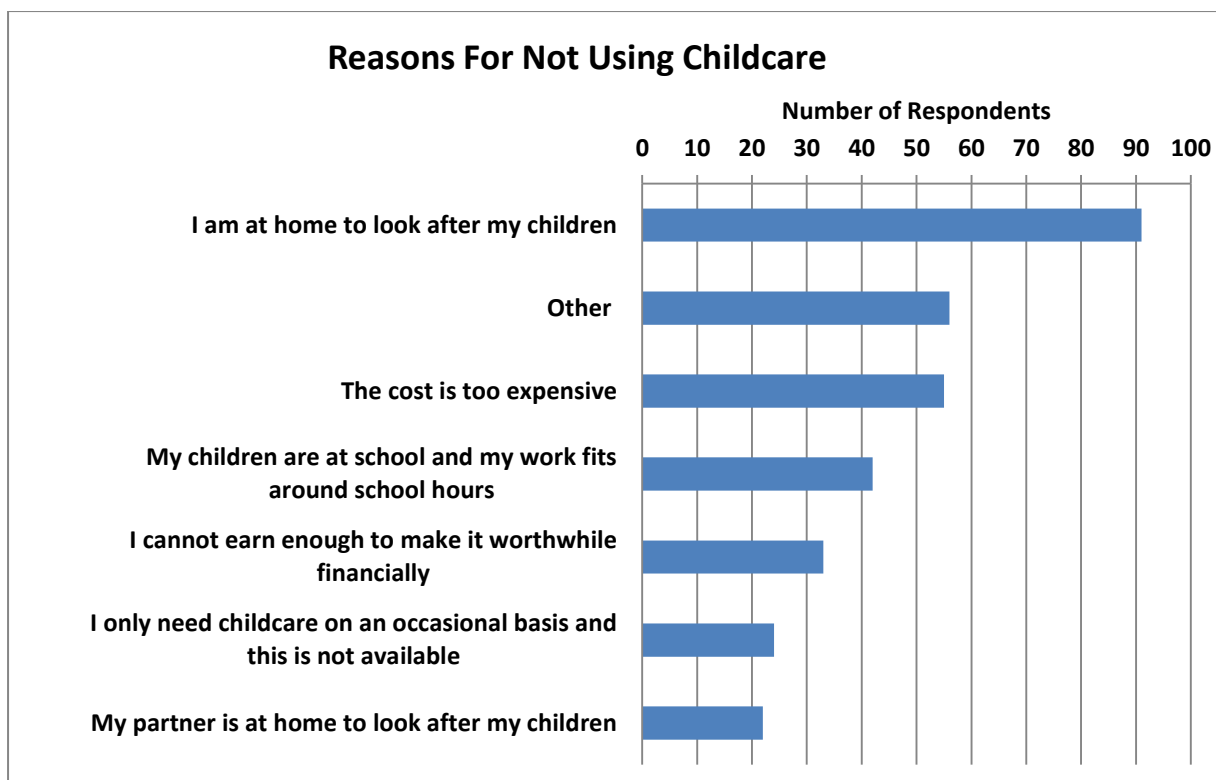
7.1.24 Reasons for Not Using Childcare

Respondents were asked about their reasons for not using childcare and were given a list of reasons and asked to tick up to three and rank in order of priority.

The most frequent response given was “I am at home to look after my children”. The next most common answers were “The cost is too expensive” followed by “My children are at school and my work fits around school hours”. Trends are similar to those in the 2011 CSA parent survey. Other answers selected by fewer than ten respondents have been added to those who selected “Other”.

¹² If an employer provides childcare vouchers which can be used by employees to pay for Ofsted registered childcare the employee does not have to pay Income Tax or National Insurance contributions on the first £55 per week. Childcare vouchers will eventually be replaced by tax free childcare

¹³ Care to Learn is for young parents (aged under 20) who are studying and helps towards childcare costs



National data indicates parental preferences and choice were the key factors in deciding whether or not to use childcare. Around two-thirds of parents said that they preferred to look after their children themselves rather than to use childcare. The most commonly cited barrier to using childcare, relating to constraints, was the cost of childcare.¹⁴

The Brighton & Hove survey did not distinguish between parents who were at home looking after their children through choice or because of a restriction such as the cost of childcare. In the national survey 12 per cent of parents stated that they were not using childcare because they could not afford it, which is less than the 17 per cent in Brighton & Hove who said that they did not use childcare because it was too expensive.

7.1.25 Reasons for Not Using Childcare Responses for Children of All Ages

For those with pre-school children, by far the most frequent response was “I am at home to look after my children”. This was followed by “The cost is too expensive”.

For those with children aged five to 11, the most frequent answer was “I am at home to look after my children”, followed by “The cost is too expensive” and “My children are at school and my work fits around school hours”.

7.1.26 Consequences of Lack of Available Childcare

This section looks at the consequences of lack of available childcare and the data is for those not using childcare.

¹⁴ *Childcare and Early Years Survey of Parents 2014 to 2015* Research Report DFE-SFR09

Respondents were given a list of options and could tick all that applied to them. Options included whether lack of childcare was preventing return to work, working longer hours, changing jobs, working more flexibly, from entering education or training, or other.

The most common answers were preventing parents from returning to work, working more flexibly and working longer hours.

“I am on maternity leave but when I return to work my partner will leave his job to look after our child as the cost of childcare exceeds his wage after tax and commuting costs are taken into account.”

“I can't work or attend training in London as that starts at nine and I need childcare from the time I would need to get on the train. My husband works nights in order to pick child up from school so can't also be there early in the morning.”

7.1.27 Future Childcare Needs

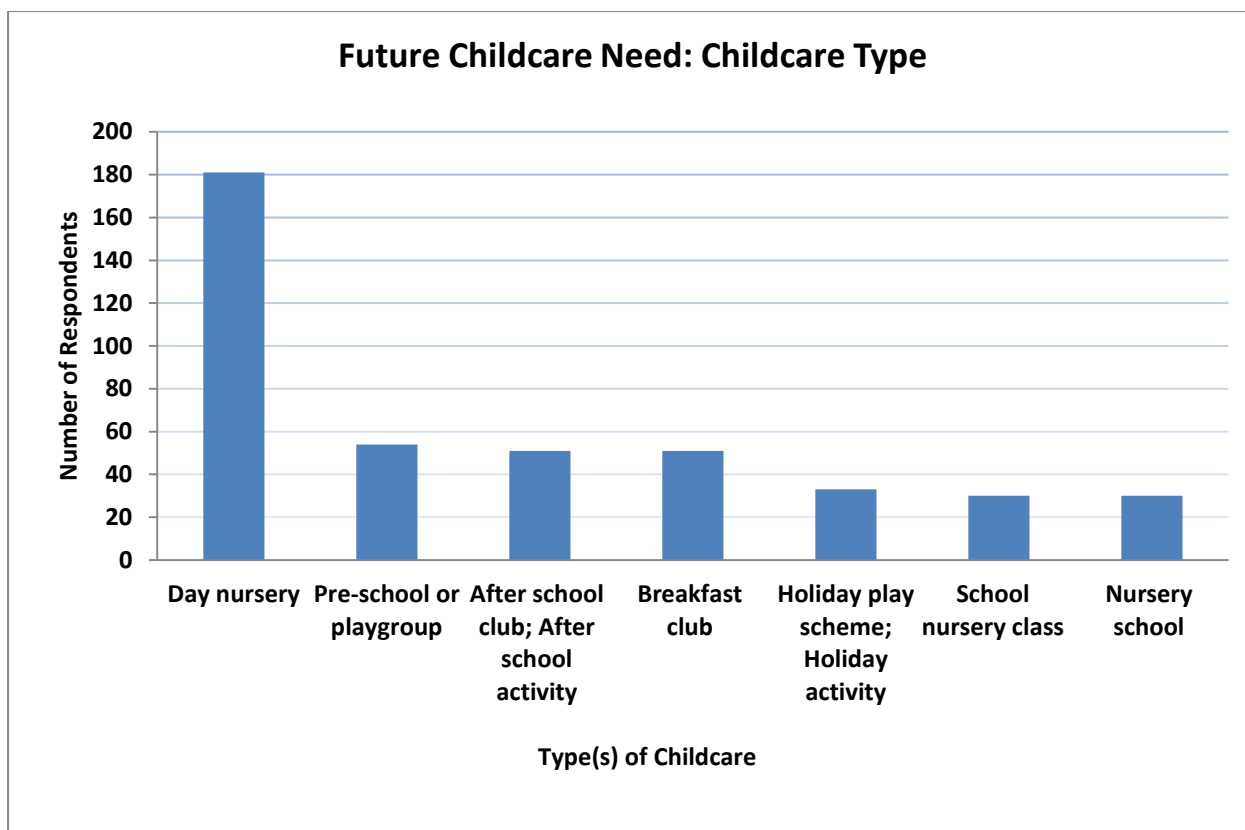
The responses to this section are from all respondents, including those who currently used childcare. The intention was to discover childcare needs in the next 18 months.

The data gives some indication of future demand for childcare. However, it does not indicate whether that childcare will be available to the parent in the future. For example, a parent with a four year old currently in full day care may know that they will need an after-school club in the next 18 months when their child starts school. They may already have secured a place in such a club at their child's future school. On the other hand, a parent may already have a school-age child and indicate their need for an after-school club because there is not one at their child's school, or there are no spaces available.

To a large extent, future childcare need will be determined by children growing older, rather than parents needing something that they cannot currently obtain.

7.1.28 Future Childcare Need: Childcare Type

Respondents were asked “Which of the following type(s) of childcare do you think you may need over the next 18 months?” Respondents could tick as many types as applied. The most popular selection was “Day nursery” (42 per cent).



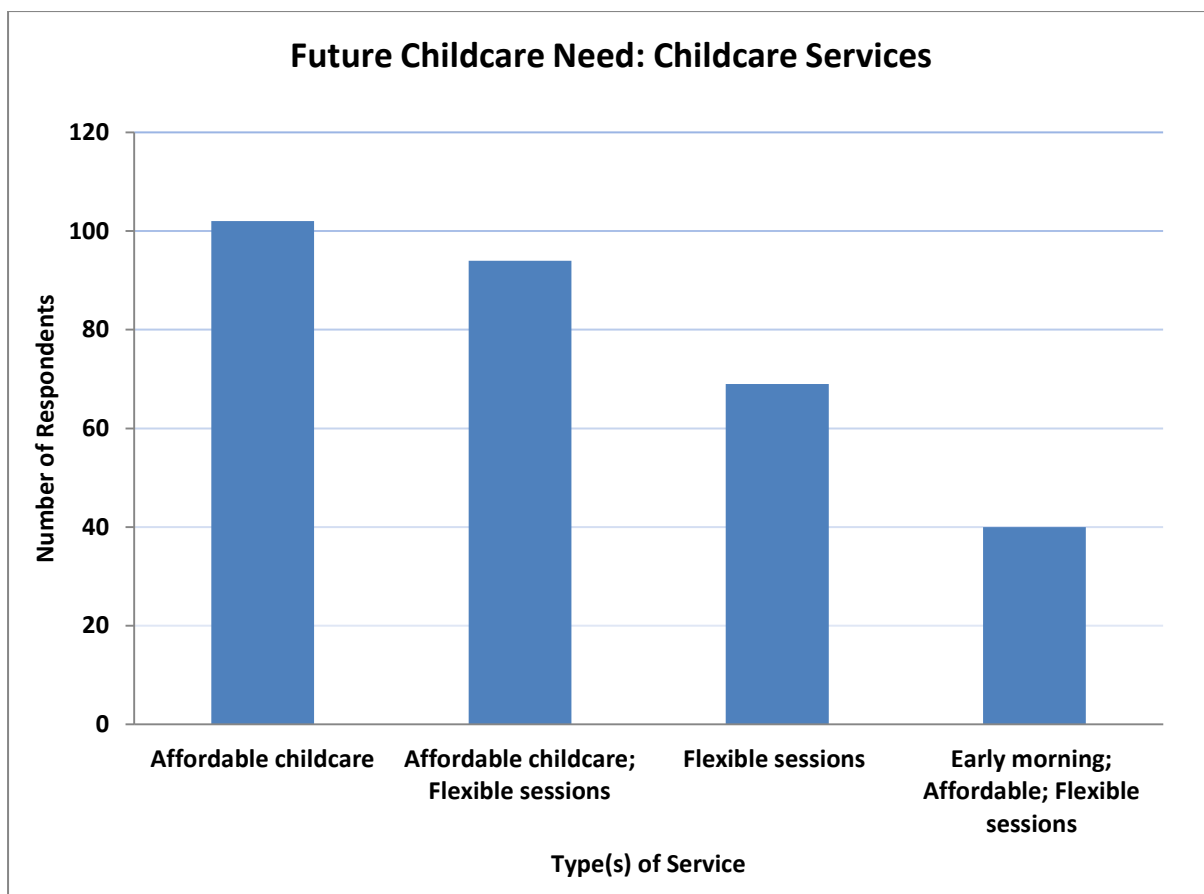
In the 2011 CSA parent survey, the most frequent response was after-school club in 39 per cent of cases followed by day nursery in 34 per cent of cases and after-school activity in 33 per cent of cases. In this survey the majority of respondents had pre-school-aged children which would account for this difference.

7.1.29 Future Childcare Need: Childcare Services

Questionnaire respondents were also given a list of possible childcare services that they might need over the next 18 months. Again they could tick as many types as applied.

The highest number of responses were for “Affordable childcare” followed by “Flexible sessions, i.e. drop-ins or a few hours” and “Early morning childcare (before 8am)”. More than 100 respondents selected each of these.

“Flexible or drop in childcare would be very beneficial for myself. I am about to start college (evening) and will have placements to attend during the day for a couple of weeks here and there throughout the year. It is very difficult to arrange childcare for short periods of time.”



Respondents mentioning any future childcare need, by type, are shown below.

| Type of childcare | Total Number | Per Cent |
|---|--------------|----------|
| Affordable childcare | 381 | 47 |
| Flexible sessions e.g. drop in or a few hours | 304 | 38 |
| Early morning childcare before 8 am | 183 | 23 |
| Evening childcare after 6 pm | 121 | 15 |
| Saturday childcare | 83 | 10 |
| Sunday childcare | 51 | 6 |
| Overnight childcare | 48 | 6 |
| Care for a child who is disabled or has special needs | 23 | 3 |
| Care which meets my child's religious or cultural needs | 10 | 1 |

7.2 Family Information Service

7.2.1 Information for Parents About Childcare

Local childcare information is provided to parents through the Family Information Service directory at <http://www.familyinfobrighton.org.uk>. FIS also publishes information and a range of factsheets about childcare on the council's website; these pages received more than 10,000 visits in 2015.

Parents can also telephone FIS for additional information or for brokerage where they cannot find the childcare they need. FIS received more than 1,700 telephone calls about childcare during 2015.

7.2.2 FIS Brokerage

FIS operates a brokerage service to help parents who have difficulty finding childcare. Enquiries came from parents who could not find childcare to meet their needs, particularly if they were working irregular or long hours, or an unusual shift pattern. There were also some cases where the parent wanted after-school provision but there were no places available in the school's club or in clubs which picked up from the school, or with local childminders.

Brokerage is particularly provided to parents where at home childcare is the best option to suit their needs. This may be because they have a child with SEND whose needs can best be met at home, if they work irregular hours or have a number of children with different schedules. Brokerage is also offered to all parents who have not taken up EYFE for their two year old.

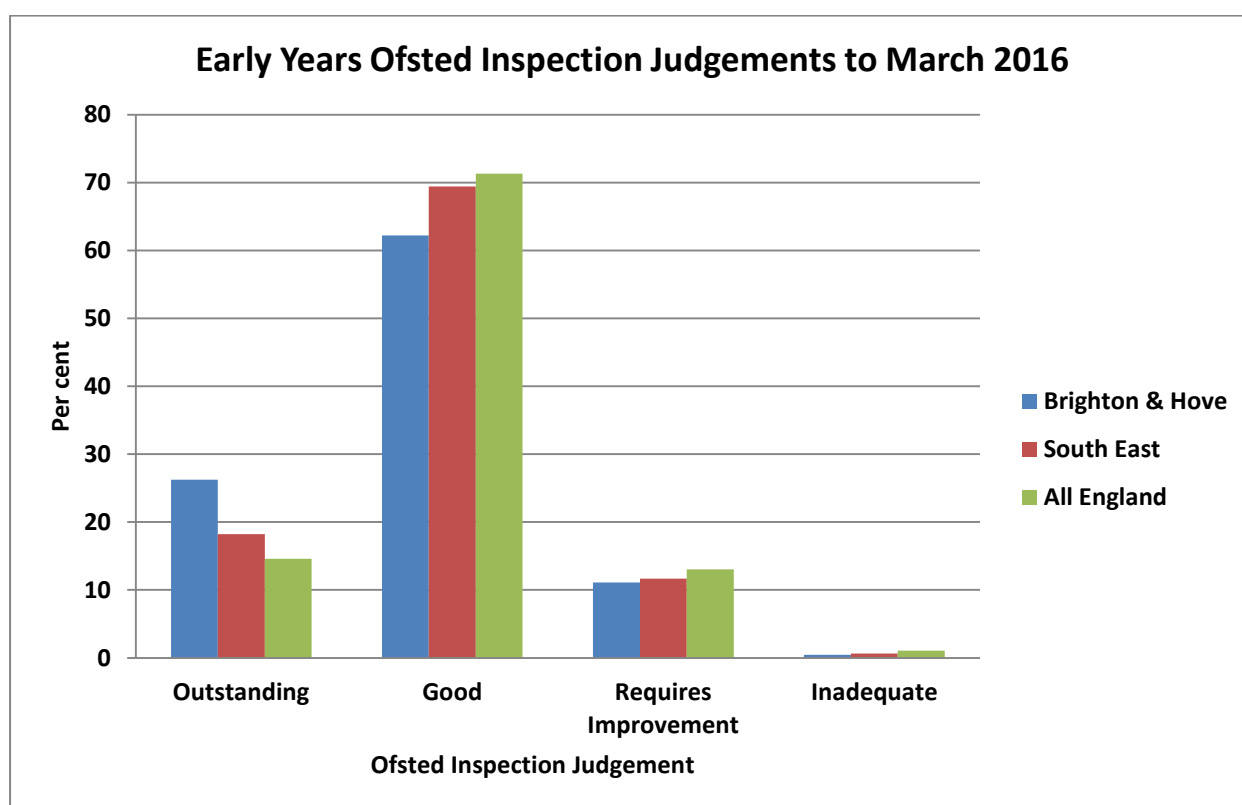
In 2015 FIS offered additional support to 67 parents seeking at home childcare. In addition, they supported 20 referrals from the local children's safeguarding team, in the main to facilitate parents attending meetings in connection with social services' support or child protection.

8. Childcare Quality

8.1 Childcare Quality and Ofsted Data

This section looks at childcare quality in Brighton & Hove based on Ofsted inspection judgements. Where possible and relevant data has been compared with national data, and data reported in the 2014 CSA.

8.1.1 Early Years Ofsted Inspection Judgements¹⁵

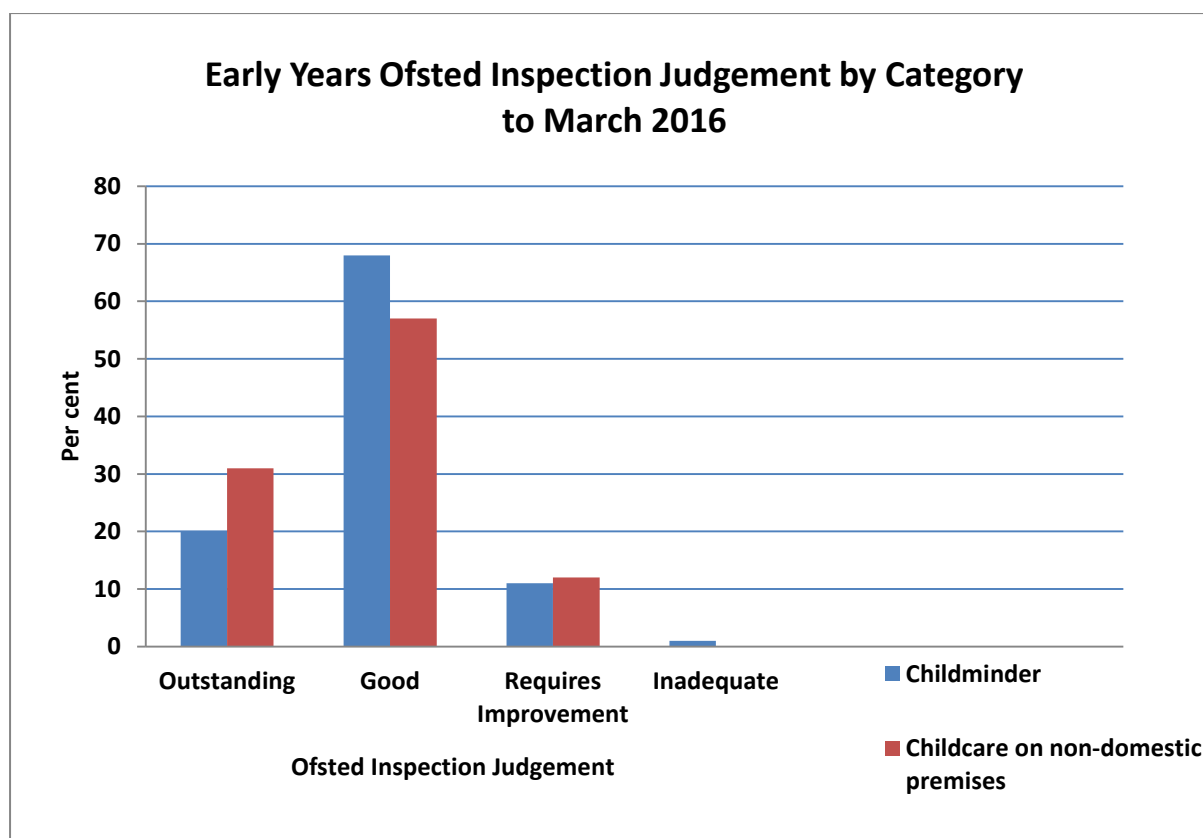


Brighton & Hove's figure of 26 per cent of providers outstanding compares favourably with the equivalent figure for the south east (18 per cent) and England as a whole (15 per cent). Providers who are outstanding and good in Brighton & Hove amount to 88 per cent, the same as the figure for the south east, and two per cent higher than the figure for England.

In 2014 the outstanding and good figure for Brighton & Hove was 85 per cent, and so this is a three per cent improvement on the last CSA.

¹⁵ Based on "overall effectiveness" of active early years registered providers based upon their last Ofsted inspection

8.1.2 Early Years Ofsted Inspection Judgements in Brighton & Hove by Category¹⁶



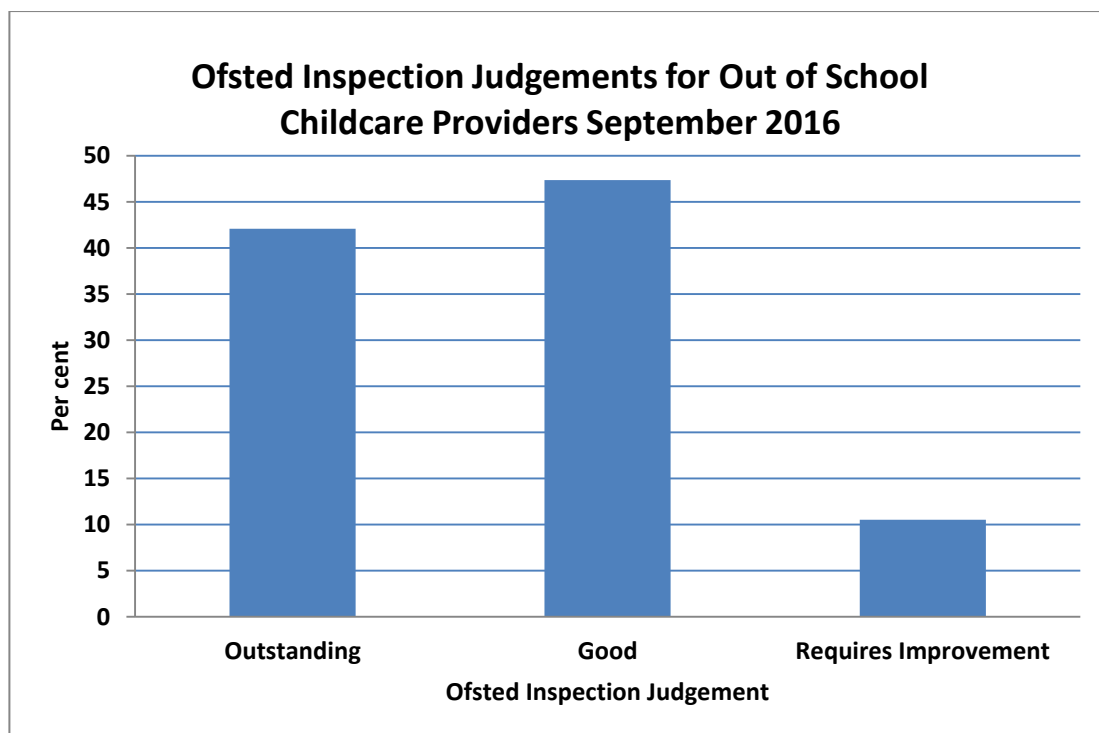
Ofsted inspection judgements for childminders in Brighton & Hove compare favourably with those in the south east and England as a whole with 88 per cent outstanding and good (south east 86 per cent and England 83 per cent). With 20 per cent of its childminders outstanding Brighton & Hove is in the 88th percentile.

8.1.3 Ofsted Inspection Judgements for Out of School Childcare Providers

Out of school childcare providers will receive a quality judgement from Ofsted if they offer care to early years children, and are not part of school provision. In Brighton & Hove 89 per cent of out of school providers are outstanding or good.¹⁷

¹⁶ Separating childcare on non-domestic premises and childminders

¹⁷ Excludes providers offering holiday care only. There is no national data with which to compare as out of school judgements are not reported separately from all childcare on non-domestic premises



8.1.4 Childcare Quality Children’s Centre Nurseries

Childcare quality in Brighton & Hove’s council-run nurseries and pre-schools is also high, with all judged good or outstanding (86 per cent in 2014). This is significant as they tend to be located in the most disadvantaged areas of the city and take a large number of two year olds in receipt of Early Years Free Entitlement.

8.2 Early Years Free Entitlement Quality Two Year Olds¹⁸

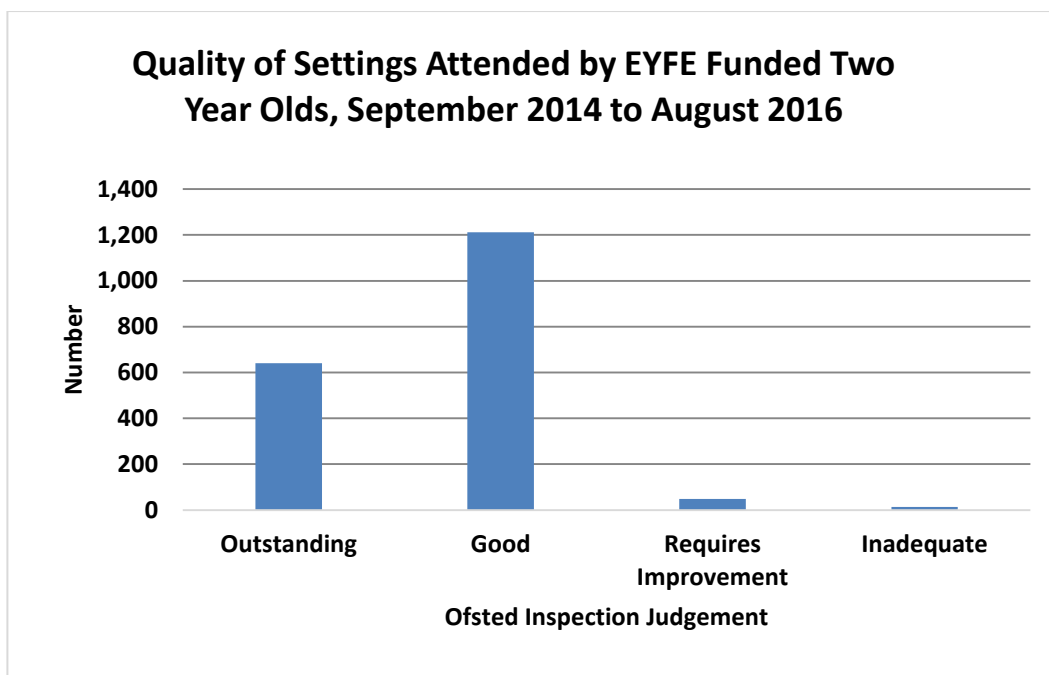
Since 2009 some two year olds from low income families have been entitled to a free childcare place or early years free entitlement (EYFE). From September 2014 this has been a statutory entitlement for approximately 40 per cent of two year olds nationally.

Between September 2014 and the end of August 2016 2,068 two year olds received EYFE at 151 different childcare settings (102 in 2014). In total 97 per cent of funded two year olds attended a setting which was good or outstanding¹⁹ (95 per cent in 2014).²⁰

¹⁸ Early years free entitlement is for 15 hours a week 38 weeks a year (or 570 hours all year round). All children are entitled to this from the term after their third birthday. In addition two year olds in low income households, who are disabled, in care of the local authority or adopted from care are also eligible from the term after their second birthday

¹⁹ A small number of children started at a setting rated good which subsequently received an “inadequate” Ofsted inspection judgement. Children then moved from these settings

²⁰ Data excludes children at a setting which has not yet received an Ofsted quality inspection judgement



Children’s centre nurseries play an important role in providing EYFE for two year olds. Between September 2014 and August 2016 they provided places for 417 children, 22 per cent of the total number.

Brighton & Hove has performed well nationally in terms of the take-up of EYFE by eligible two year olds. Data from the January 2016 census showed that 88 per cent of eligible two year olds took up a childcare place, compared with 68 per cent nationally. This placed the city seventh of 152 local authorities in England.

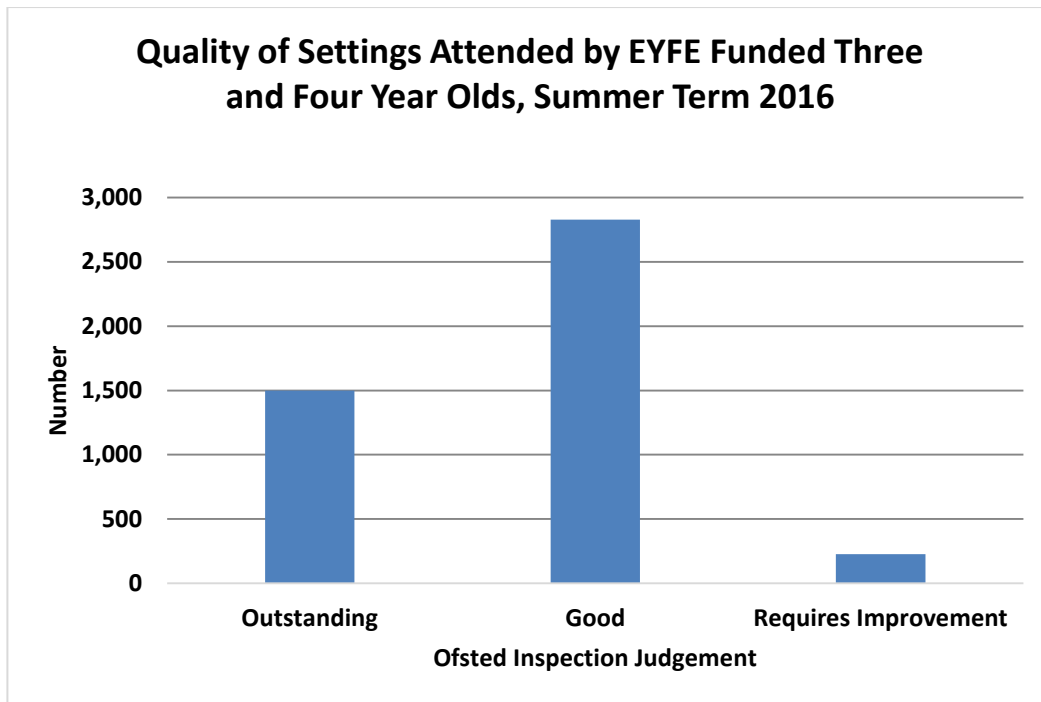
Two year olds also attend early years settings which are high quality based upon the qualifications of staff working directly with children. Of those going to settings in the private, voluntary and independent sectors²¹, 73 per cent attended a setting where there is a teacher²² working directly with children, compared with the national average of 44 per cent. This places Brighton & Hove fourth of 152 English local authorities.

8.3 Early Years Free Entitlement Quality Three and Four Year Olds

The quality of settings attended by EYFE funded three and four year olds in the summer term of 2016 is shown below.

²¹ Seventy per cent of two year olds in receipt of EYFE do so in the private, voluntary and independent sectors

²² Early Years Teacher, Qualified Teacher or Early Years Professional status



In the summer term of 2016 95 per cent of children attended a setting rated good or outstanding (93 per cent in 2014).²³

Three and four year olds also attend early years settings which are high quality based upon the qualifications of staff working directly with children. Of those going to settings in the private, voluntary and independent sectors²⁴, 75 per cent attended a setting where there is a teacher²⁵ working directly with children, compared with the national average of 44 per cent. This places Brighton & Hove third of 152 English local authorities.

²³ Data excludes children at a setting which has not yet received an Ofsted quality inspection judgement

²⁴ Seventy one per cent of three and four year olds receive their EYFE in the private, voluntary and independent sectors

²⁵ Early Years Teacher, Qualified Teacher or Early Years Professional status

9. Childcare Supply

This section of the CSA looks at childcare supply. Supply data was collected during the spring and summer of 2016.

Where actual data was not available supply data is based on an updated estimate of previous data. Vacancy information is not reported as accurate data cannot be obtained.

Supply data relates to formal registered childcare, as well as childcare provided by schools. It does not include after-school activities, extended days offered by independent schools for activities such as sports, or informal childcare such as that provided by family and friends.

Where possible and relevant data is compared with previous CSAs.

9.1 Childcare Definitions

The following childcare definitions have been used:

- **Full day care**

Care for children aged from birth to five open for at least eight hours a day. Most of these settings are also open all year round. Full day care includes that categorised by Ofsted as childcare on domestic premises, i.e. caring for children in a childminder's home with at least three other people.

- **Sessional care**

Care for children aged birth to five open fewer than eight hours a day. Most of these settings are open term time only and many offer separate morning and afternoon sessions. Sessional care includes provision of early education by maintained schools and nurseries, as well as that offered by independent schools. No sessional care in Brighton & Hove takes children under the age of two.

- **After-school clubs**

Provision for school-age children operating outside the school day, run by maintained primary schools and private and voluntary sector providers. Some full day care providers offer a limited number of after-school places, often for younger school-age children, through a pick-up service from local schools. This category does not include individual activity clubs run by schools or other organisations which are not specifically intended as childcare, including those run by independent schools.

- **Childminders**

Those taking care of children in a home that is not the child's own (usually their own) with up to two other people. Most childminders care for children under the age of five, but many also care for school-age children. Childminders may now also spend up to

half their time caring for children away from their (the childminder's home). Childminding can now also be offered through childminder agencies, but there are none of these in Brighton & Hove or in East or West Sussex.²⁶

- **Breakfast clubs**

Provision for children before school starts, usually on a school site and run by the school.

- **Holiday playschemes**

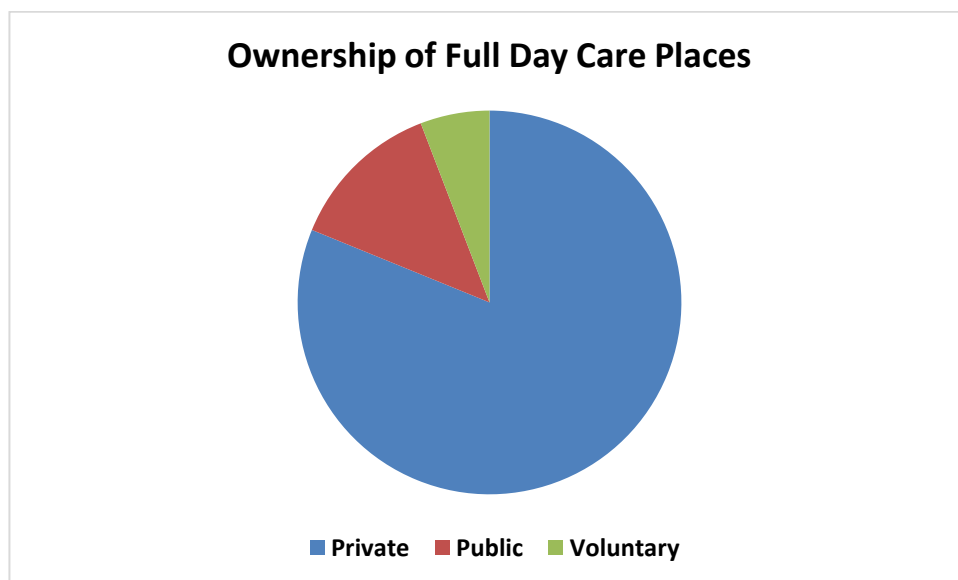
Provision for school-age children in all or some of the school holidays. Most are run by private, voluntary and independent providers, though they may also be run by schools themselves.

- **Maintained nursery school/class**

Standalone nursery schools maintained by Brighton & Hove City Council (there are two of these in the city) and nursery classes which are part of maintained infant or primary schools (there are 18 of these in the city).

9.2 Ownership of Childcare Provision

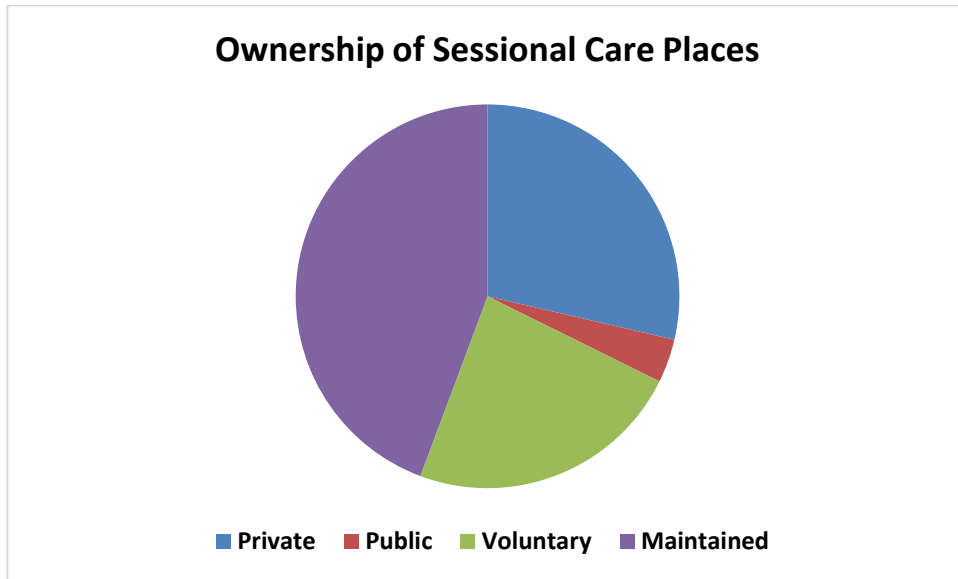
Ownership of full day care places by type is shown below. Public refers to settings owned by the local authority, universities or health trusts. Maintained refers to childcare run by local authority maintained schools.



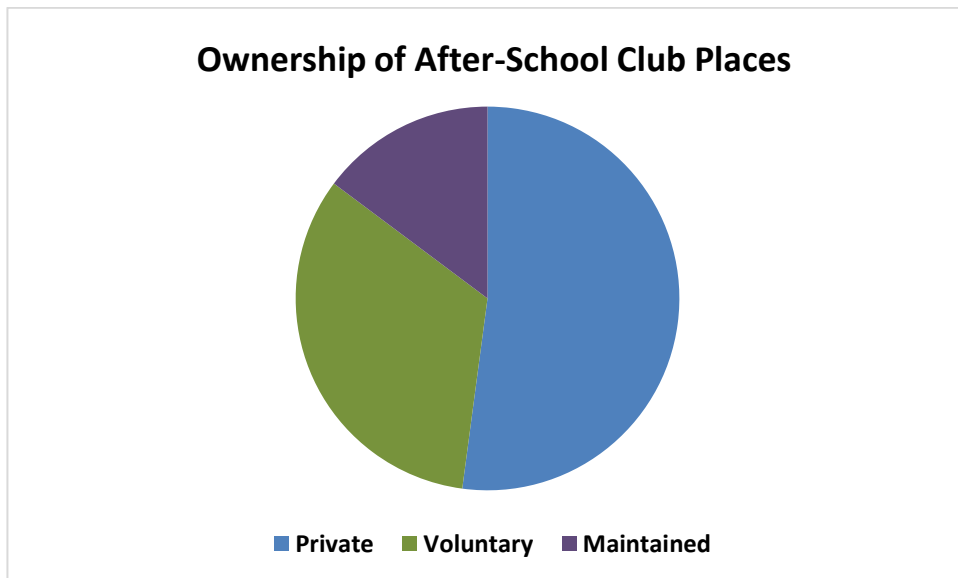
Most full day care in Brighton & Hove is privately owned; the proportion of places privately owned has increased since 2014.

²⁶ Childminder agencies register childminders and give training, business support, advice and help finding suitable parents

Ownership of sessional care places is shown below. Compared with full day care a far greater proportion of such places are in the maintained and voluntary sectors.



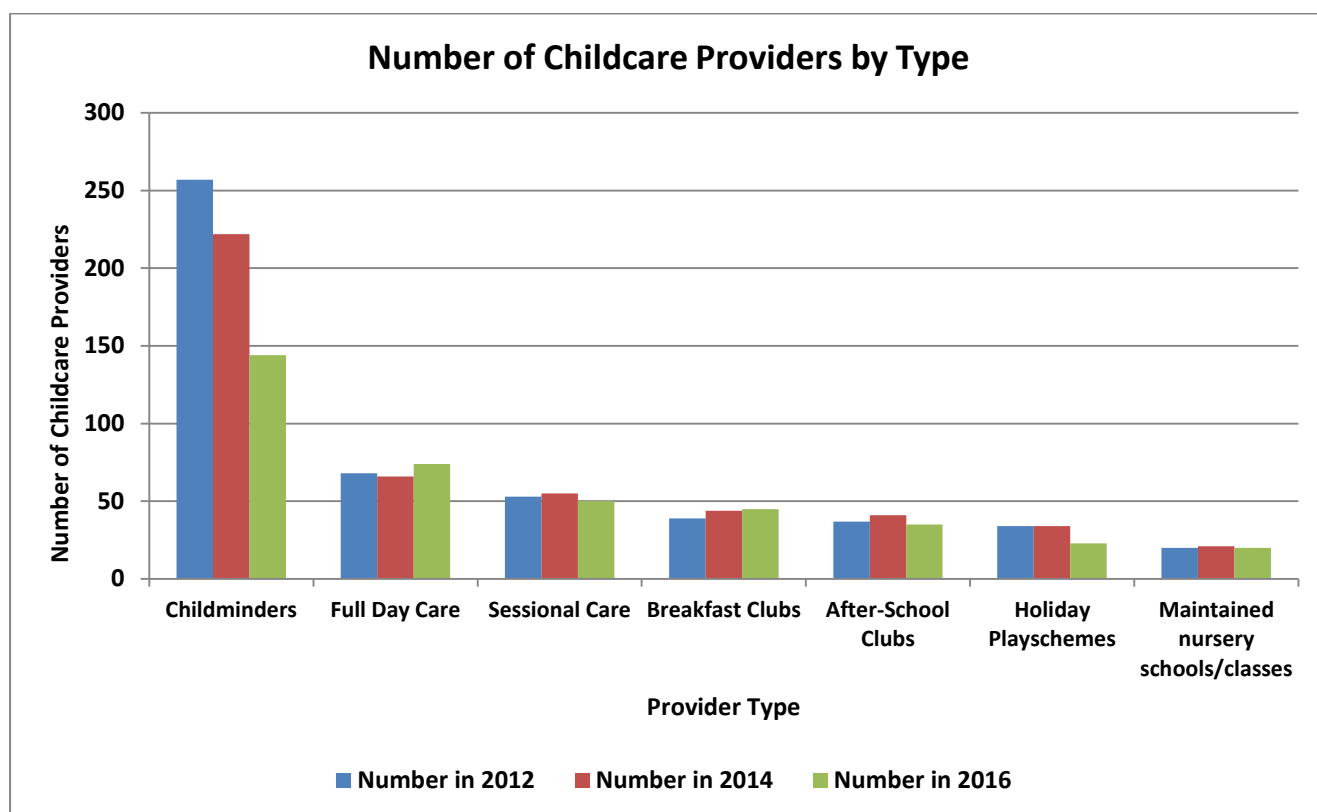
Since 2014 some after-school club places have moved from the private to the voluntary sector, with the closure of privately-run clubs in some schools and their re-opening by not-for-profit organisations.



9.3 City-Wide Childcare Supply

City-wide childcare supply is shown below in terms of both providers and places, by provider type.

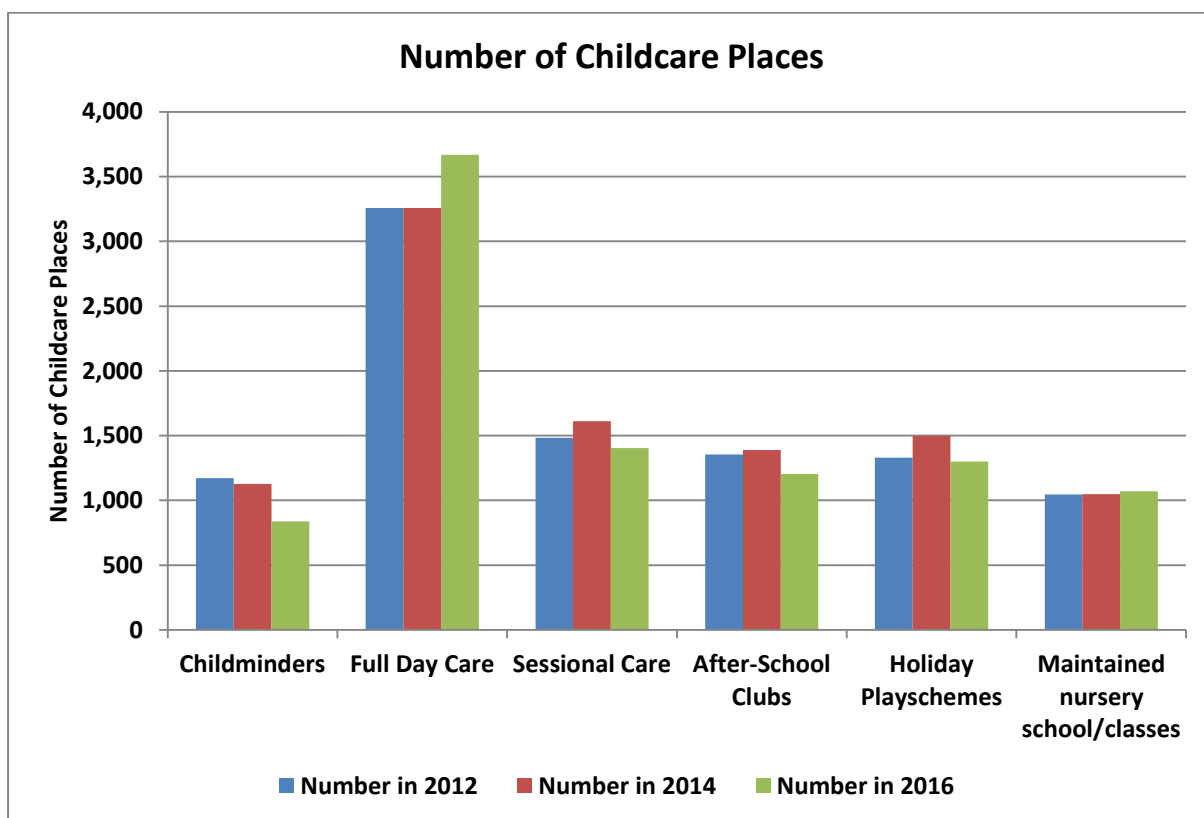
9.3.1 Childcare Providers, by Type



The most significant change since 2012 has been the reduction in the number of childminders. This is partly because a small number have converted to childcare on domestic premises, and hence categorised as full day care. National data shows a fall in the number of childminders on the early years register of 15 per cent between March 2014 and March 2016; the equivalent figure for Brighton & Hove is 22 per cent, and so a more significant decrease. In the south east the reduction in childminders on the early years register has been 17 per cent over this period; all 19 south east authorities have seen a reduction in the number of childminders ranging from eight to 25 per cent.

There has been an increase in full day care provision, as well as breakfast clubs. There has been a reduction in after-school clubs, holiday playschemes and sessional care. However some new after-school clubs are now in development, and in many cases schools offer activities after school which parents may use as childcare.

The change in the number of childcare places (as opposed to the number of childcare providers) is shown below. There has been an increase in the number of full day care places and a very small increase in the number of maintained nursery school/class places. There has been a reduction in all other childcare type places. It should be noted that Ofsted no longer publish a “registered number” of places for a childcare provider and therefore there can be a significant variation in the number of places a childcare provider offers, depending on demand. This is particularly the case for out of school care, that is holiday playschemes and after-school clubs, particularly since staff:child ratio requirements have been relaxed. The drop in childminder places is consistent with the drop in childminder numbers.



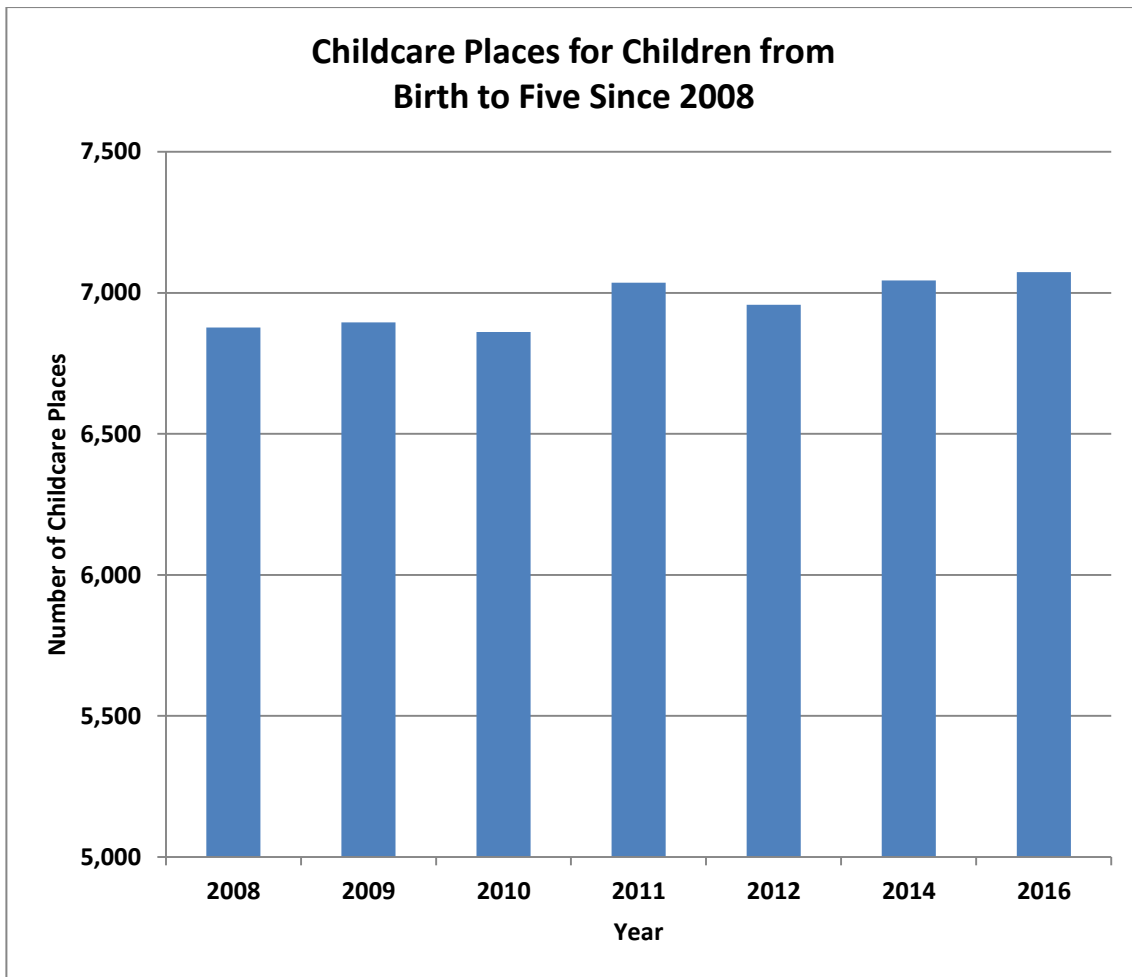
Nationally there has been a fall of 13 per cent (from 29,458 to 25,547) between March 2009 and March 2016 in the number of childcare providers²⁷ on the early years register. Over the same period there has been an increase of 10 per cent (from 134 to 148) in Brighton & Hove, which suggests that the childcare market in the city may, in places, be different from the national picture.

There is no clear information on the reason why the fall in the number of childminders has been greater in Brighton & Hove than the national reduction.

9.3.2 Places for Children from Birth to Five

The change in the number of places for children aged from birth to five since 2008 is shown below. All childminding places have been included (although some of these are offered for children over five) as they are generally more available to pre-school children.

²⁷ No national data on childcare places from 2008 was found



Since 2008 there has been a three per cent increase in the number of childcare places in Brighton & Hove for children from birth to age five.

9.3.3 Access to Childcare for School-Age Children

This section looks at before and after-school childcare for children attending maintained schools.

Of 54 primary²⁸ schools, 48 have onsite breakfast clubs, with an additional three offering provision at a neighbouring schools with a drop off service. Three do not have breakfast provision, though in two cases childminders state that they offer a drop-off service.

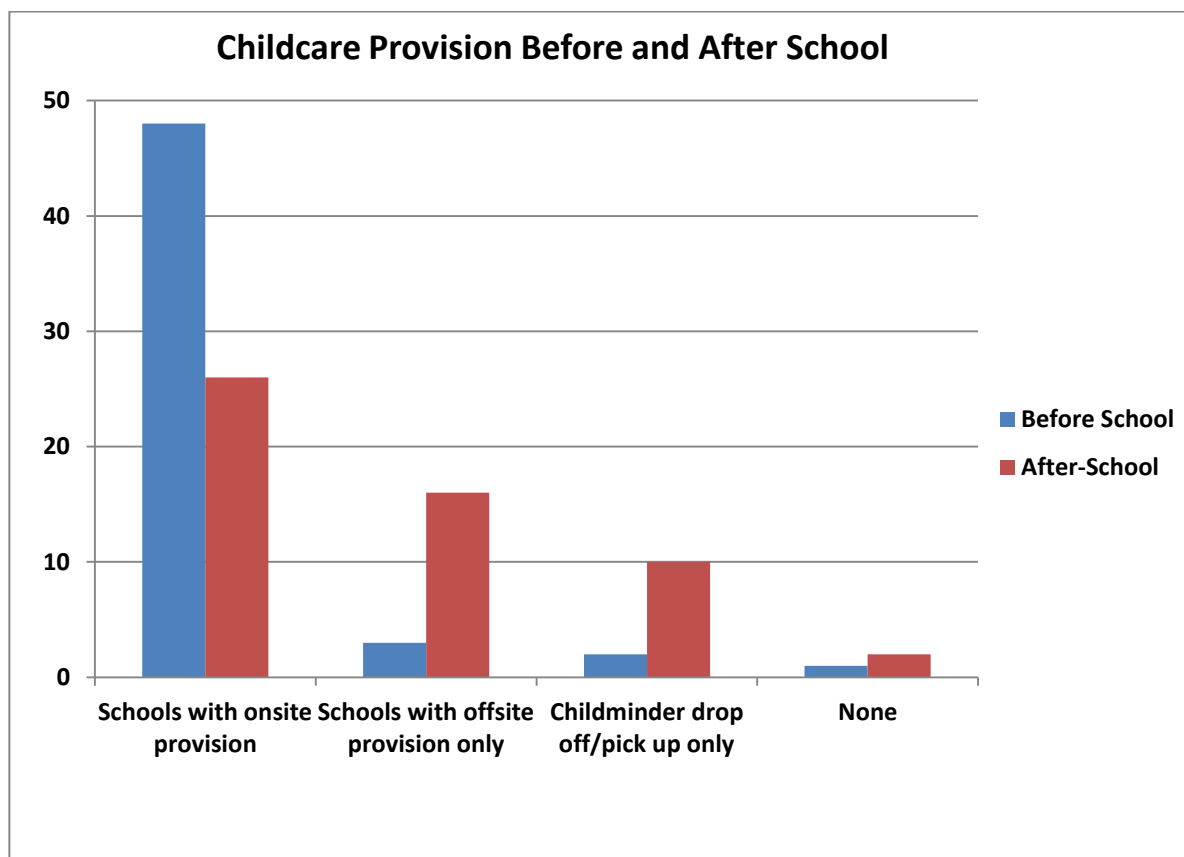
Twenty-six schools have onsite after-school clubs²⁹, and 16 have offsite provision, including pick-up services from local providers.³⁰ There are 10 schools where childminders state that they offer a pick-up service, but there is no on or offsite club.

²⁸ Primary includes infant and junior schools

²⁹ Some of these also have offsite providers who pick up from the school

³⁰ These can be provision on other local school sites, and in some cases at early years providers who also offer after-school provision. There is one provider on purpose-built standalone premises

Two schools have no provision. However, in many cases schools offer activity clubs at the end of the school day which parents can use as childcare.



Many secondary schools (although not all) run breakfast clubs for their students.

Children at three of Brighton & Hove’s six special schools have access to inclusive after-school club provision run by a voluntary sector organisation.

From September 2016 parents and childcare providers have had the right to request wraparound and holiday childcare. This means that

- Parents can request that the school that their child attends considers establishing wraparound and/or holiday childcare, and
- Childcare providers can request to use facilities for wraparound and/or holiday provision at times when the school is not using them.

“Wraparound childcare” means before school childcare (for example breakfast clubs) and after-school childcare (for example regular provision that runs until 6 pm or later). “Holiday childcare” means childcare that is available through schools during the school holidays. The right to request refers to children from Reception up to the end of Year 9. In handling requests schools must act reasonably and be transparent about the process. Schools must make parents aware of their right to request wraparound and holiday childcare.

Since January 2016 childminders have been able to apply to Ofsted to work for half their total operating time away from their home, that is on non-domestic premises.

This has opened the opportunity for childminders to work on school and other sites and hence in partnership with schools.

9.3.4 Childcare Provision Penetration Rates Pre-School Children

Provision of childcare in relation to the local child population (aged four years and under) is shown below, and indicates the number of children per childcare place by type and ward. Childminding places are included, although they may be available to children up to the age of eight, not just for children aged four and under. Parents frequently use childcare outside the ward in which they live and therefore this data does not necessarily indicate difficulty in finding childcare for those living in particular areas.

| Ward | Number of Under Fives | Full Day Care | Sessional Care ³¹ | Childminding |
|----------------------------|-----------------------|---------------|------------------------------|--------------|
| Brunswick & Adelaide | 426 | n/a | 10.4 | 22.4 |
| Central Hove | 478 | 5.0 | 21.7 | 31.9 |
| East Brighton | 789 | 3.3 | 5.5 | 65.8 |
| Goldsmid | 944 | 1.3 | 10.3 | 23.0 |
| Hangleton & Knoll | 878 | 4.9 | 4.6 | 18.3 |
| Hanover & Elm Grove | 853 | 4.3 | 8.2 | 10.0 |
| Hollingdean & Stanmer | 739 | 3.5 | 4.0 | 11.0 |
| Hove Park | 552 | 4.2 | 4.9 | 19.7 |
| Moulsecoomb & Bevendean | 736 | 19.9 | 5.8 | 24.5 |
| North Portslade | 661 | 11.0 | 7.9 | 13.0 |
| Patcham | 849 | 7.7 | 5.7 | 11.8 |
| Preston Park | 885 | 4.0 | 13.6 | 16.7 |
| Queen's Park | 624 | 5.0 | 1.9 | 14.9 |
| Regency | 333 | 5.2 | 3.3 | 33.3 |
| Rottingdean Coastal | 581 | 5.8 | 4.3 | 21.5 |
| South Portslade | 638 | 7.2 | 3.8 | 10.8 |
| St Peter's & North Laine | 721 | 5.2 | 11.1 | 36.1 |
| Westbourne | 599 | 4.0 | 8.3 | 33.3 |
| Wish | 624 | 1.0 | 26.0 | 14.5 |
| Withdean | 830 | 2.9 | 7.7 | 17.3 |
| Woodingdean | 552 | n/a | 3.3 | 12.8 |
| Brighton & Hove | 14,292 | 3.8 | 5.8 | 17.2 |

This shows uneven distribution of different types of childcare. For full day care it ranges from one child per childcare place in Wish and 1.3 in Goldsmid, to 19.9 in Moulsecoomb & Bevendean, with no full day care in Brunswick & Adelaide and Woodingdean.

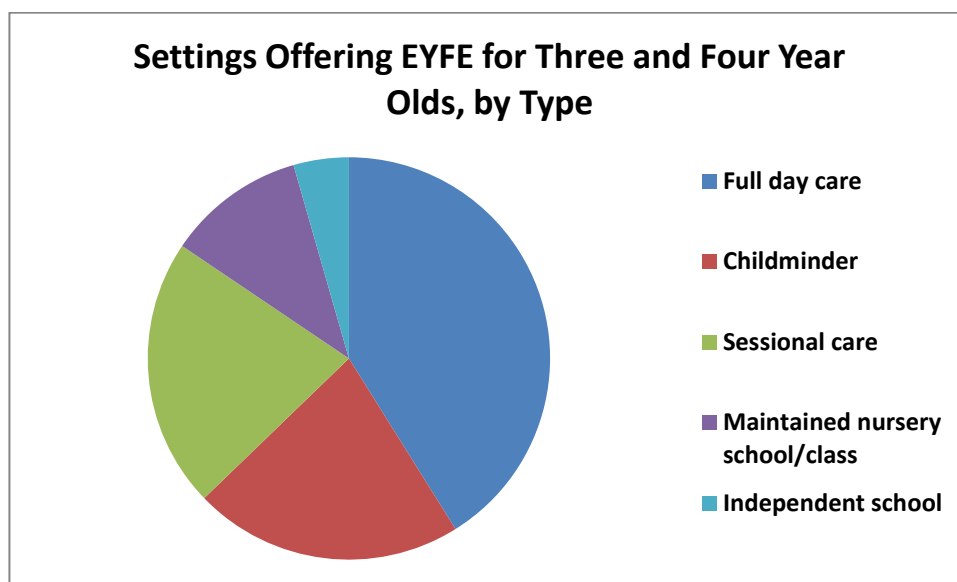
³¹ Including provision at maintained nursery schools and nursery classes

For sessional care the range is from 1.9 children per place in Queen’s Park, to 26 in Wish. The most childminding places per child are in Hanover & Elm Grove, with the fewest in East Brighton. However, the number of childminding places in East Brighton per child has increased since 2014 (from 199 children per place in 2014 to 65.8 now).

The average number of children per full day care place has reduced from four to 3.8 since 2014. The average number of children per childminding place has increased from 16.9 to 17.2. Sessional care places have been counted differently and so a direct comparison cannot be made.³²

9.3.5 Early Years Providers Offering EYFE for Three and Four Year Olds

There are 180 early years providers across the city offering early years free entitlement (EYFE) for three and four year olds.



Children’s attendance by type of setting is shown below.³³ Although 39 childminders offered EYFE, they provided places for one per cent of children. Full day care providers are by far the largest category with 57 per cent of children; the maintained sector provided for 19 per cent.

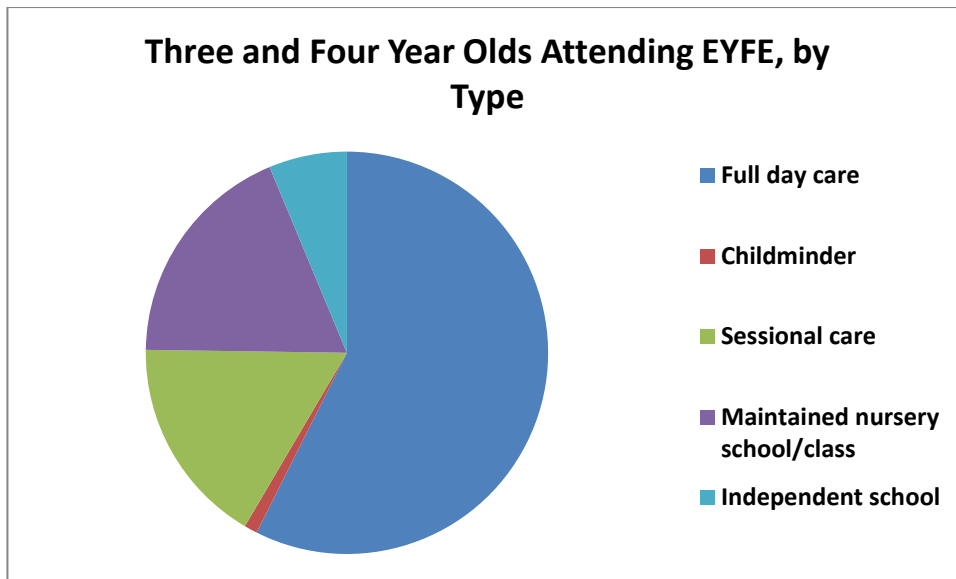
9.3.6 Three and Four Year Olds Children Taking up Their EYFE

Take up of EYFE by three and four year olds is very high at 99 per cent, compared with 96 per cent in the south east and 95 per cent in England as a whole. Brighton & Hove attracts children from East and West Sussex who come into the city to take up their EYFE.

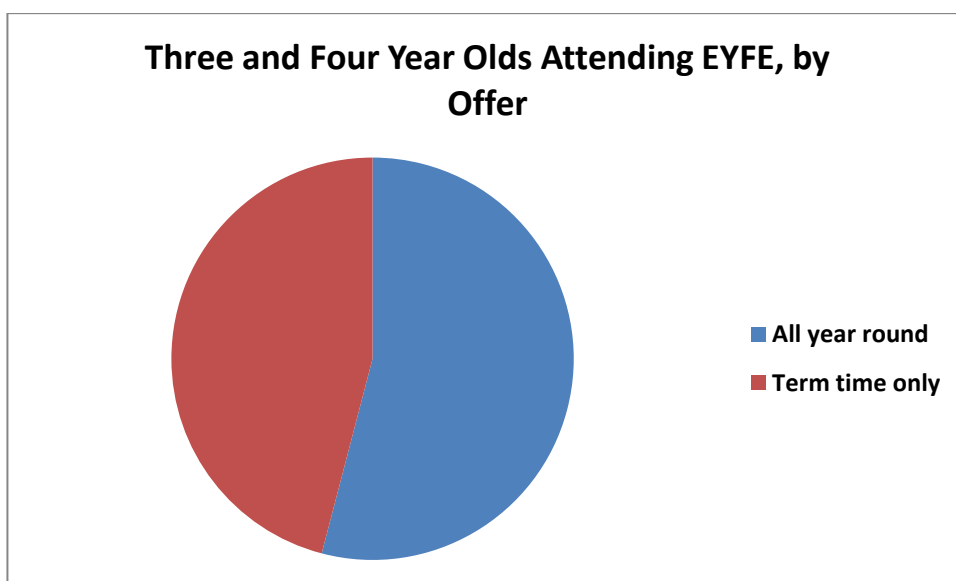
The types of setting children attend is shown below.

³² In this table sessional care includes that provided by maintained nursery schools and classes, which was omitted from the 2014 CSA

³³ Data from summer 2016



Both all year round and term time only providers offer EYFE. In some cases children go to a setting which is open all year round, but attend term time only. Of all year round settings, 82 per cent offer a “stretched” entitlement, meaning that children can take their 570 hours spread across the year.



In terms of attendance by ownership, 57 per cent of children attended a setting in the private sector (including independent schools and childminders), 29 per cent in the public sector (maintained nursery schools and classes, provision owned by the local authority and other public bodies) and 14 per cent in the voluntary sector. This has not changed since 2014.

Nursery classes in primary schools accounted for 15 per cent of children, and the two maintained nursery schools for four per cent. The equivalent national figures are 21 per cent and three per cent.

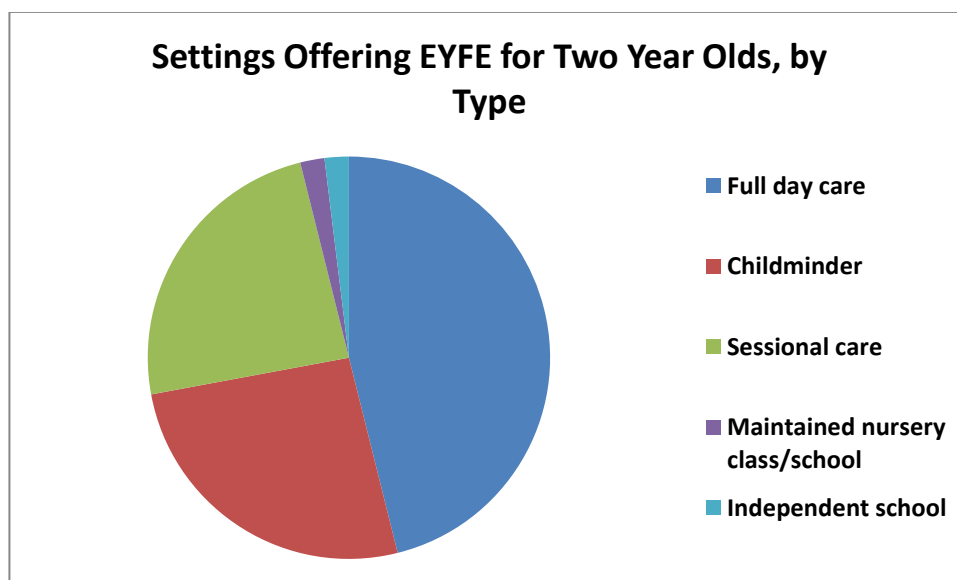
Of three and four year olds attending EYFE, 58 per cent took additional hours paid for by parents at the setting they attended. Forty per cent took four or more additional hours.

9.3.7 Early Years Providers Offering EYFE for Eligible Two Year Olds

In September 2016 there were 154 early years providers registered to offer EYFE to eligible two year olds (14 more than in 2014). Almost all full day care providers as well as those offering sessional care offer EYFE to eligible two year olds. In the maintained sector, as well as Tarnerland nursery school, Royal Spa nursery school and Rudyard Kipling primary school now provide for two year olds following premises expansion funded by early years capital.

This widespread availability of places has been a contributing factor to the success of the scheme.

Nationally 14 per cent per cent of maintained primary schools with nursery classes offer places for two year olds; the figure in Brighton & Hove is five per cent, as just one of the city's 18 primary schools with nursery classes takes two year olds.³⁴

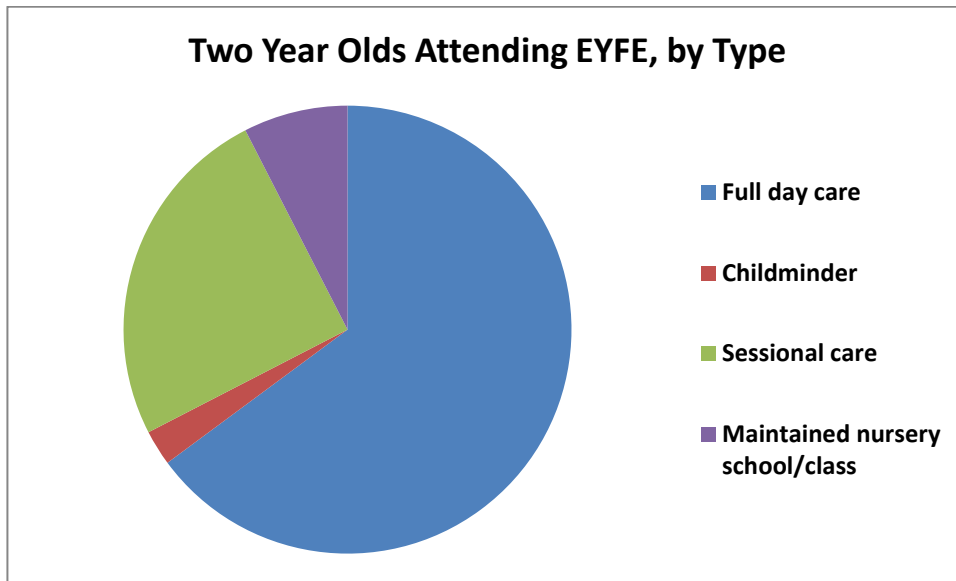


9.3.8 Two Year Old Children Taking up Their EYFE

EYFE for two year olds has been particularly successful in Brighton & Hove. National data from the January 2016 census shows 88 per cent of eligible children in the city taking up their entitlement, compared with 71 per cent amongst statistical neighbours, 69 per cent in the south east and 68 per cent nationally; Brighton & Hove ranks seventh of 152 English local authorities.

Two year olds' attendance by setting is shown below. There is higher attendance at childminders (three per cent) by two year olds, compared with three and four year olds (one per cent), indicating parental preference for this type of provision for younger children.

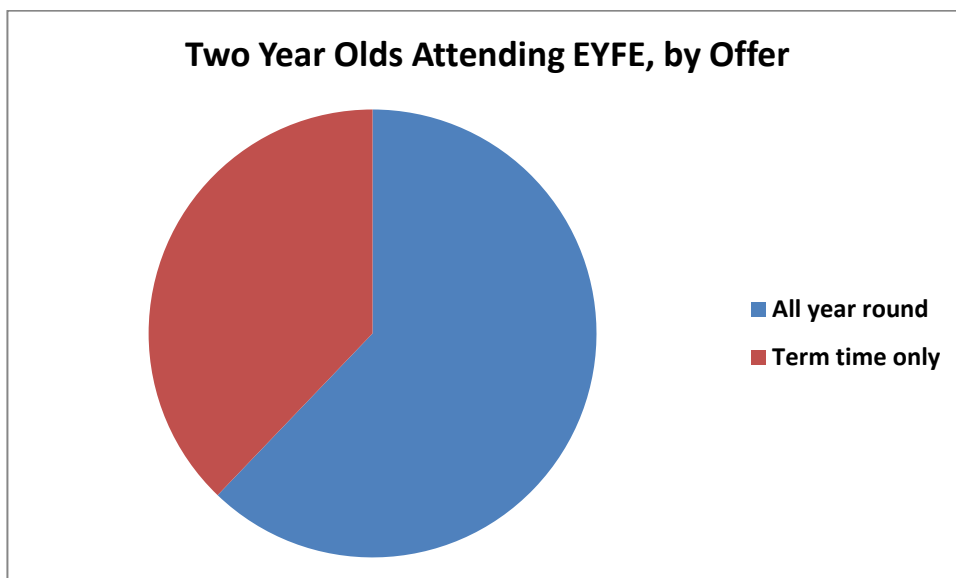
³⁴ Excluding Coldean Primary School which has separate governor-run pre-school provision which takes two year olds



Children’s centre nurseries in Brighton & Hove continue to be a large provider of EYFE for two year olds. Data from the summer 2016 headcount shows they provided for 19 per cent of children. Nationally the figure is around eight per cent.³⁵

Eight per cent of two year olds received their EYFE in a maintained nursery school/class compared with nine per cent nationally, and the three per cent attending a childminder is significantly higher than the 0.04 per cent nationally.

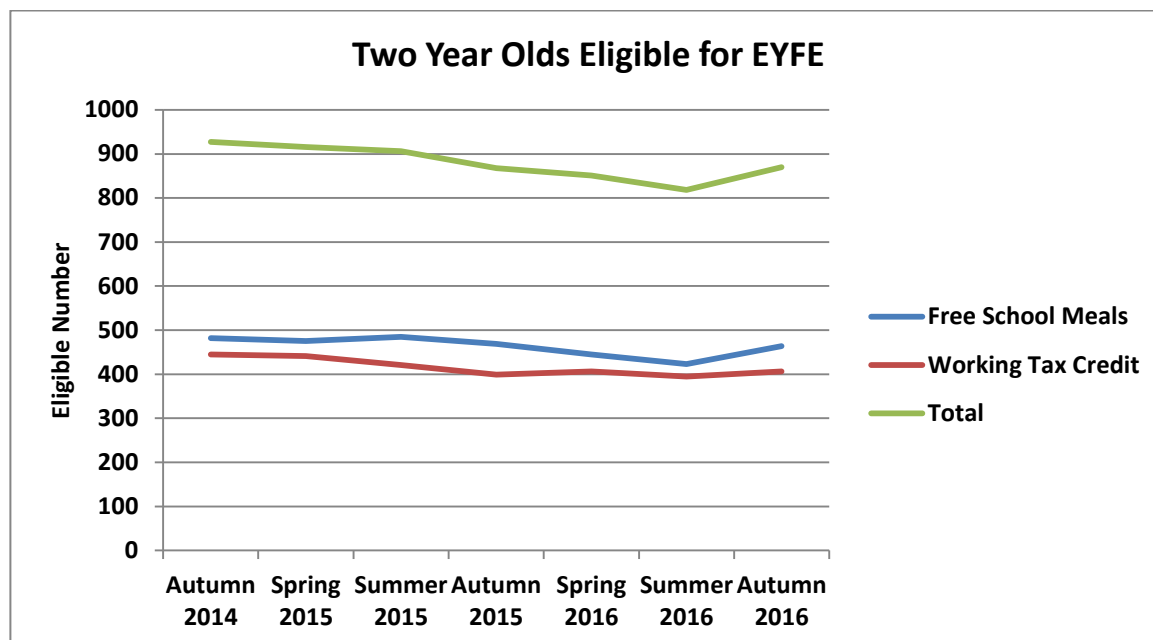
More two year olds attended settings open all year round, though as with three and four year olds many will only attend during term times.



³⁵ This includes children attending local authority day nurseries, nurseries in children’s centres and on sites linked with a children’s centre. The latter two are not necessarily local authority-run

9.3.9 Two Year Olds' Eligibility for EYFE

Data from the Department for Work and Pensions on the estimated number of two year olds in Brighton & Hove eligible for EYFE is shown below. Eligibility is based on either receipt of out of work benefits, equivalent as being eligible for free school meals for an older child, or receipt of Working Tax Credit and an income of less than £16,190 a year.³⁶



Between autumn 2014 (when entitlement to EYFE became statutory for up to 40 per cent of two year olds) and autumn 2016, there has been a 5.2 per cent drop in the estimated number of eligible children.

9.3.10 At Home Childcare

The Family Information Service (FIS) offers an “at home childcare” service. The scheme is promoted to experienced childcarers and FIS supports them to register on the Ofsted voluntary childcare register. As well as fulfilling the requirements for the voluntary register (a Disclosure and Barring Service check, a childcare qualification, public liability insurance and paediatric first aid training) FIS also requires childcarers to complete an initial interview and provide two references and attend safeguarding children training.

Any parent or carer looking for childcare at home can use the service. In particular the service may meet the needs of parents who work unusual hours, have a child who is disabled or has special educational needs and who need care at home, or need care for more than one child at a time. The service is also used by professionals (for example social workers) seeking emergency care for a child.

³⁶ Two year old children who are in receipt of Disability Living Allowance, have an Education Health and Care Plan, are in the care of the local authority or are adopted from care are also eligible for EYFE and may not be included in these figures

Parents can search for at home childcarers themselves on the local FIS directory; alternatively FIS can offer parents brokerage to find an at home childcarer to meet their needs.

There are currently 28 FIS at home childcarers. There are an additional 78 home childcarers in Brighton & Hove on the Ofsted voluntary register who are not part of the FIS scheme; some of these are also registered childminders.

9.3.11 Childcare Available in Non-Traditional Hours

Where care is needed for pre-school children by working parents outside traditional full day care hours of 8 am to 6 pm Monday to Friday, the most flexible provision is offered by at home childcarers and childminders. Some full day care providers are open earlier in the morning and later in the evening.

The only option for a parent needing overnight care is an at home childcarer.

| Type | Before 8 am | After 6 pm | Saturday and/or Sunday | Overnight |
|------------------------|-------------|------------|------------------------|-----------|
| Childminder | 65 (47%) | 36 (27%) | 17 (12%) | 0 |
| FIS At Home Childcarer | 10 (39%) | 15 (56%) | 16 (62%) | 13 (52%) |
| Full Day Care | 28 (38%) | 19 (26%) | 0 | 0 |

There has been a significant increase in the number of full day care providers opening earlier in the morning and later in the evening compared with 2014; there has been an 18 per cent increase in the number open before 8 am and a 13 per cent increase in the number open after 6 pm.

9.3.12 Availability of Holiday Playschemes

While all holiday playschemes run in the summer, few do so at Christmas. Some summer schemes operate for four weeks rather than for the entire holiday.

| Holiday | Citywide total |
|--------------|----------------|
| Summer | 25 (100%) |
| Easter | 19 (76%) |
| Half-term(s) | 13 (52%) |
| Christmas | 5 (20%) |

9.3.13 Childcare for Disabled Children and Children with Special Educational Needs

Brighton & Hove is committed to ensuring that disabled children and those with special educational needs (SEND) have access to a wide range of childcare provision. All registered childcare providers are expected to welcome disabled children make reasonable adjustments to enable them to attend their setting. In addition the local authority is required to have regard to the needs of parents in their area for the provision of childcare which is suitable for disabled children.³⁷

³⁷ Childcare Act 2006, s6.2.(ii)

Inclusion funding is therefore offered to childcare providers to meet any extra costs (such as additional staff or specialist equipment) associated with a child with SEND (both pre-school and school-age children) attending their setting. Inclusion funding is offered at different maximum amounts depending upon whether or not the parent is working. This funding can be used to support older children with SEND with at home childcare if there is no suitable setting-based care available.

In 2015/6 mainstream childcare settings received inclusion funding to enable 46 pre-school and 57 school-age children with SEND to attend their provision.

Brighton & Hove City Council provides a sustainability grant to a specialist inclusive childcare provider to support the cost of provision for children with SEND.

All EYFE hours are covered by additional support funding, and this enabled 37 two year olds and 99 three and four year olds with SEND to access their full entitlement to free early learning.

In summer 2016 there were 330 children taking up EYFE who were noted as having SEND. These children took up an average of 14.7 hours a week of EYFE, compared with an average of 14.5 hours a week for children stated as having no SEND. Of children noted as having SEND, 93 per cent took 13 to 15 hours of EYFE, compared with 90 per cent of children without SEND. National Department for Education data from 2015 indicates that 43 per cent of three and four year olds with SEND received between 13 and 15 hours of early education compared with 60 per cent of all other children in this age group.

The Family Information Service offers brokerage to assist parents of children with SEND to find suitable early years and childcare provision.

9.4 Childcare Costs

This data relates to all childcare provision and gives an indication of childcare costs across the city. Childcare costs, for all types of childcare, have increased by approximately 4.5 per cent over the past two years.

When looking at childcare costs the following should be noted:

- Childcare providers sometimes offer discounts, for example for a child who attends all week. Many settings offer discounts for siblings. Conversely many settings charge more, on a pro-rata basis, for a half day, particularly for a morning session.
- Cost data does not take into account what the fee buys. This is particularly relevant for full day care where some providers include all food and supplies in their fee, while others will require parents to provide everything.
- Cost only matters to parents if they can find a vacancy at a price they can afford and the time and in a place where they want it. When a parent is looking for childcare it is irrelevant to them that there may be vacancies at a cheaper price in an area of the city they cannot get to, or there may be

nurseries with lower fees but all its places are full. It is also irrelevant to a parent who cannot find childcare at session times they need.

- Costs do not take account eligibility for EYFE for two, three and four year olds.
- The cost of a full-time place all year round for a child up to the age of two can be as much as £17,290 (or £332 per week).³⁸ However, very few parents use childcare to this extent. For a parent of a child up to the age of two using childcare all year round for 25 hours a week and paying the average fee of £51.45 the cost would be £6,689 a year, which is a seven per cent increase on 2014.
- Some voluntary sector and school-run breakfast clubs, after-school clubs and holiday playschemes offer significantly discounted fees to low income and non-working parents, particularly where children are in receipt of free school meals. However, the costs shown below are the highest cost the setting charged.

9.4.1 Cost of Full Day Care

The following table shows average³⁹ childcare costs and change over time. A day is at least eight hours and can be up to 12 hours. However, standard day charges have been used (for example if a parent can pay for additional hours to extend the day these charges have not been included). Many full day care providers charge different rates depending on the age of the child (higher rates for younger children because staff:child ratios are higher). The rate for children aged under five is shown below as an average of the different charges.

| Age of Child | Average cost per day 2016 | Average cost per day 2014 | Average cost per day 2012 | Average cost per day 2011 | Average cost per day 2010 | Average cost per day 2009 | Average cost per day 2008 |
|----------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 0 to 23 months | £51.45 | £48.39 | £45.30 | £45.19 | £43.70 | £42.10 | £39.00 |
| 2 years | £49.36 | £46.34 | £45.30 | £45.19 | £40.30 | £39.40 | £36.90 |
| 3 to 5 years | £48.21 | £45.61 | £42.84 | £42.83 | £39.90 | £36.60 | £35.50 |
| 0 to 5 years | £49.38 | £46.56 | £44.03 | £43.88 | £41.00 | £39.40 | £36.50 |

The lowest cost per day⁴⁰ was £38.00 and the highest £59.83. For a child aged under two the highest cost in the city is £66.50 for a nine hour day, or £7.38 an hour.

The per cent change in cost of full day care since 2008 is shown below.

³⁸ Assuming the child attends ten hours a day for five days a week and the setting charges for 52 weeks a year

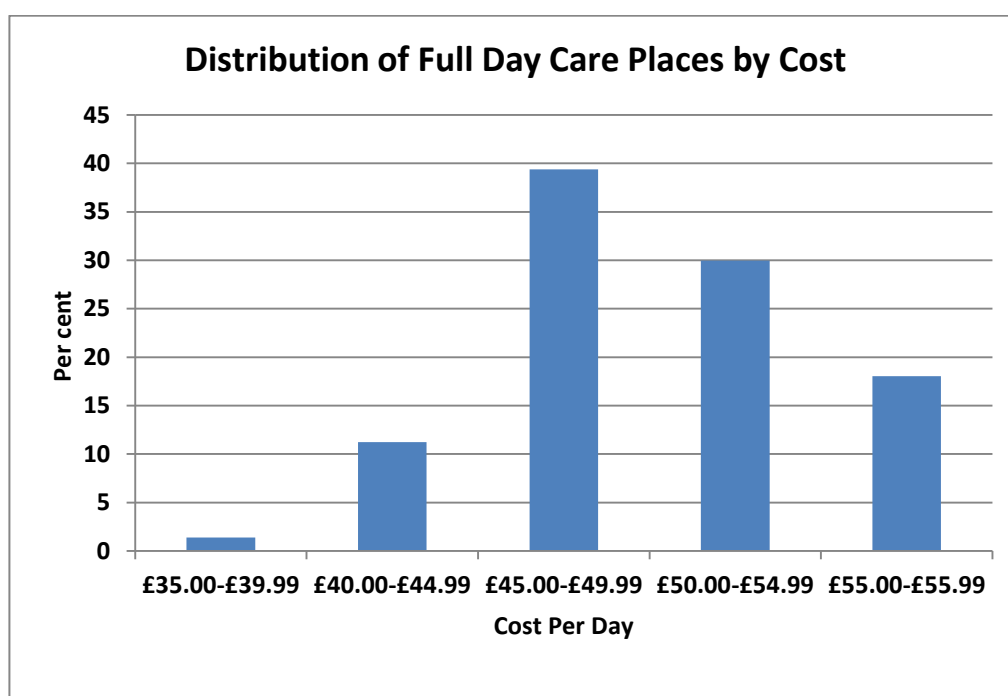
³⁹ All averages in tables are means

⁴⁰ Average cost for a child under five

| Age of Child | Per cent cost increase 2016 | Per cent cost increase 2014 | Per cent cost increase 2012 | Per cent cost increase 2011 | Per cent cost increase 2010 | Per cent cost increase 2009 |
|----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 0 to 23 months | 6.3 | 6.8 | 0.2 | 3.4 | 3.8 | 7.9 |
| 2 years | 6.5 | 2.3 | 0.2 | 12.1 | 2.3 | 6.8 |
| 3 to 5 years | 7.5 | 6.5 | 0.0 | 7.3 | 9.0 | 3.1 |
| 0 to 5 years | 6.0 | 5.7 | 0.3 | 7.0 | 4.1 | 7.9 |

The increase in the cost of a full day care place for a child aged under five between 2014 and 2016 was six per cent.

The distribution of full day care places for children aged under five by cost band is shown below.



Nearly 70 per cent of full day care places were priced at £45.00 to £54.99 per day. In 2014 the majority of places were £40.00 to £49.99 per day.

The number of full day places costing more than £55.00 per day has increased from 13 per cent in 2014 to 18 per cent in 2016.

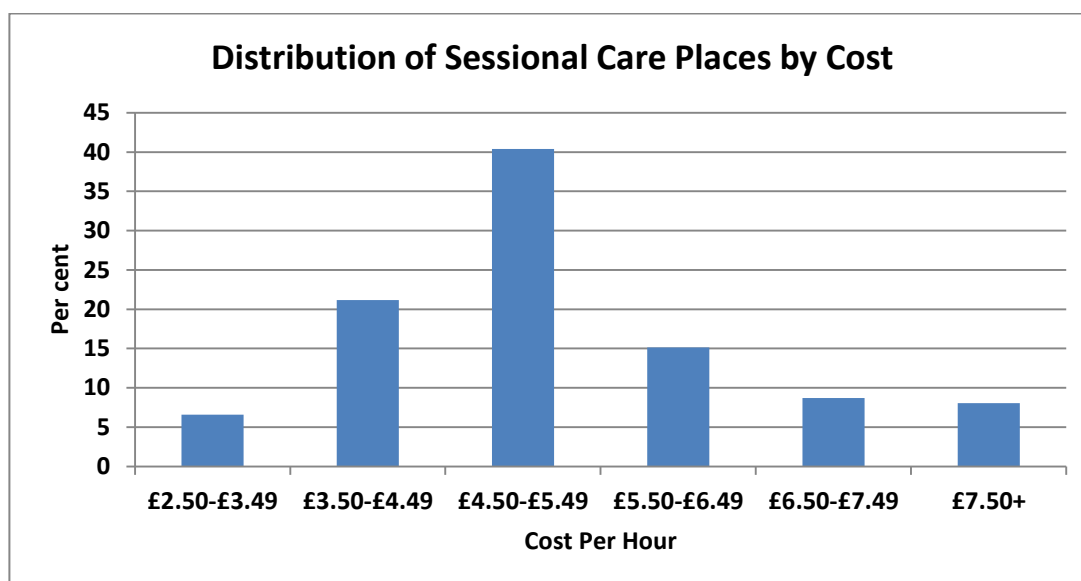
9.4.2 Cost of Sessional Care

The average cost of sessional childcare in pre-schools, playgroups and independent schools is £5.06 per hour, an increase of five per cent from 2014. The cost ranges from £2.88 to £9.01 per hour with the highest charges being made by independent schools.

| Age of Child | Cost per hour |
|--------------|---------------|
| 2 years | 4.98 |
| 3 to 5 years | 5.07 |
| 2 to 5 years | 5.06 |

The cost of care for an older child is higher than for a younger child because independent schools, which are more expensive, do not take children until they are three.

Distribution of sessional care places by cost band is shown below.



Sixty-two per cent of sessional care places are priced at between £3.50 and £5.49 an hour. This is similar to the distribution in 2014.

9.4.3 Cost of Childminding

Childminding costs are shown for children of all ages as rates tend to be the same.

| Childminding | Average cost per hour 2016 | Average cost per hour 2014 | Average cost per hour 2012 | Average cost per hour 2011 | Average cost per hour 2010 | Average cost per hour 2009 | Average cost per hour 2008 |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| All ages | £5.17 | £5.06 | £4.80 | £4.00 | £4.69 | £4.40 | £4.11 |
| Per cent change | 2.2 | 5.4 | 2.3 | 6.6 | 0 | 7.1 | n/a |

9.4.4 Cost of Holiday Playschemes and After-School Clubs

These are reported per day or per session. For holiday playschemes the length of days varies and so the rate for a standard day is shown, excluding any additional hours which parents may opt to purchase.

| Holiday playschemes | Average cost per day 2016 | Average cost per day 2014 | Average cost per day 2012 | Average cost per day 2011 | Average cost per day 2010 | Average cost per day 2009 | Average cost per day 2008 |
|---------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| All ages | £24.56 | £23.84 | £23.27 | £24.42 | £21.30 | £19.90 | £19.90 |
| Per cent change | 3.0 | 2.4 | -4.7 | 14.6 | 7.0 | 0 | n/a |

| After-school clubs | Average cost per session 2016 | Average cost per session 2014 | Average cost per session 2012 | Average cost per session 2011 | Average cost per session 2010 | Average cost per session 2009 | Average cost per session 2008 |
|--------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All ages | 10.28 | 9.59 | 9.20 | 8.99 | 8.30 | 8.40 | 7.90 |
| Per cent change | 7.2 | 4.2 | 2.3 | 8.3 | -1.2 | 6.3 | n/a |

9.4.5 Cost of Breakfast Clubs

Of breakfast clubs which make a charge the average cost per session was £2.62 which is a 13 per cent increase on the cost per session of £2.32 in 2014.

Some breakfast clubs are free to attend and some only charge for the food children consume.

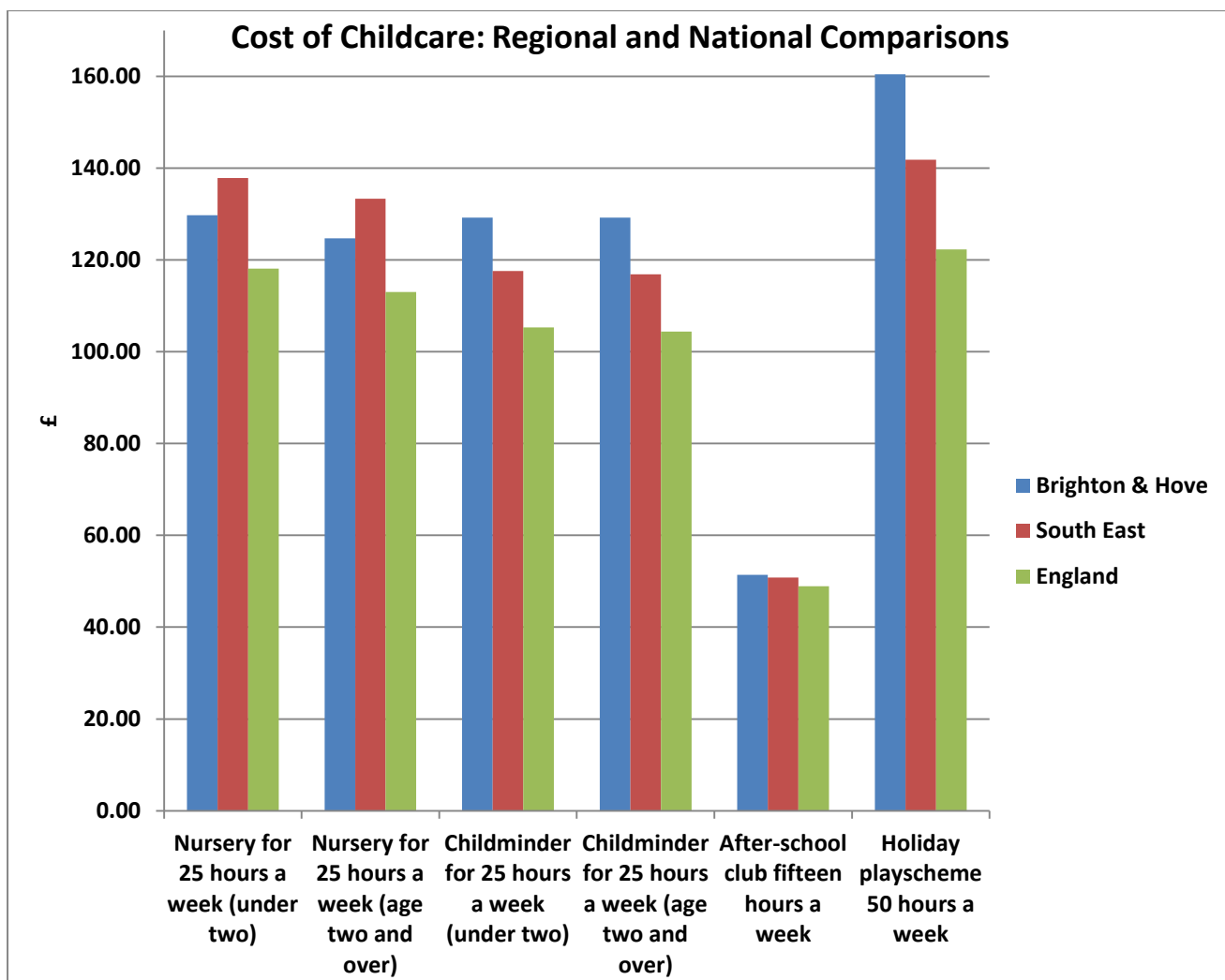
9.4.6 Cost of At Home Childcare

Most at home childcarers advertise a basic hourly rate for one child, which on average is £8.92 (no increase on 2014). In addition many charge a higher rate for evening and weekend hours, as well as for overnight care, and an additional fee for extra children.

9.4.7 Childcare Costs: Regional and National Comparisons

The Family and Childcare Trust publishes data in its annual childcare surveys⁴¹, and its figures are compared with Brighton & Hove's below.

⁴¹ 2016 Childcare Survey, Family and Childcare Trust and Holiday Childcare Survey 2016 Data is collected from local authorities, including through Freedom of Information requests



Childminders, after-school clubs and holiday playschemes are more expensive in Brighton & Hove than in the south east and England as a whole, but nursery costs for children aged under two and two to five are cheaper than the south east average but more expensive than in England as a whole.⁴²

In detail, in Brighton & Hove

- Childminders are 10 per cent more expensive than the south east average, and 23 per cent more than the England average
- After-school clubs are one per cent more expensive than the south east average, and five per cent more than the England average
- Holiday playschemes are 13 per cent more expensive than the south east average, and 31 per cent more than the England average
- Nursery for children aged under two is six per cent cheaper than the south east average, but 10 per cent more expensive than the England average
- Nursery for children aged two and over is six per cent cheaper than the south east average, but 10 per cent more expensive than the England average

⁴² The Brighton & Hove figures include all setting-based care for children of these ages, not just full day care

Childcare providers have experienced increases in their operating costs recently, though the increases in national living/minimum wages, pension contributions and other premises-related costs.

9.4.8 Help with Childcare Costs

FIS provides parents with information on paying for childcare through its Family Services Directory and telephone helpline.

All parents of three and four year olds receive 15 hours a week early years free entitlement (EYFE) for 38 weeks a year (a total of 570 hours a year). This will increase to 30 hours a week for working parents in September 2017 and this will be publicised widely through local and national campaigns.

Two year olds whose parents are in receipt of out of work benefits or on a low income also receive 570 hours a year EYFE and this continues until the child goes to school, even if the parents' circumstances change.

From April 2017 parents will be able to register for tax-free childcare and may be able to receive the equivalent of up to £2,000 support per child per year, with up to £4,000 for disabled children.

Parents in receipt of Working Tax Credit can claim its element for up to 70 per cent of childcare costs up to a maximum of £175 per week for one child or £300 per week for two or more children. This will increase to up to 85 per cent of childcare costs under Universal Credit. Parents can claim this help if the childcare they use is registered with Ofsted or run by a school on its premises and outside school hours.

9.5 30 Hours Free Childcare

From September 2017, working parents of three and four year olds will be entitled to 1,140 hours of childcare a year which is free of charge. This equates to 30 hours per week if the childcare is taken during term time only, or around 23 hours per week if spread across the year. This is double the 570 hours a year that three and four year old children currently receive.

The extended entitlement is being introduced to support working parents with the costs of childcare and to help parents who would like to work more hours.

To qualify both parents must be working and earning at least the equivalent of 16 hours per week at the national minimum wage, but less than £100,000 a year. Lone parents must be working and earning at least the equivalent of 16 hours per week at the national minimum wage, but less than £100,000 per year. Self-employed parents are also eligible if they have earnings over a set period of time that equate to at least 16 hours per week at the national minimum wage but do not exceed £100,000 per year.

There are exceptions if both parents usually work but one or both parents are away from work on statutory sick pay; if one or both parents are on parental, maternity,

paternity or adoption leave; if one parent is employed, but the other has substantial caring responsibilities based on specific benefits for caring or is disabled or incapacitated based on specific benefits

9.5.1 Parental Demand for 30 Hours Free Childcare

Consultation was carried out in May and June 2016 in order to understand the potential demand for 30 hours free childcare in Brighton & Hove and which groups were more or less likely to take up the entitlement. A questionnaire was published on the council's website and staff also conducted face to face interviews with 25 parents who either identified as Black and Minority Ethnic (BME) or who were living in a disadvantaged neighbourhood.

The full report will be published separately, along with comparison with national research, but the main findings were as follows

- There was an overwhelmingly positive response to the consultation with 91 per cent of the 1,431 respondents saying they would take up the entitlement
- Seventy per cent of respondents said that they would use 11 to 15 hours a week of the entitlement
- Forty-two per cent of respondents said that they would increase their hours of work or look for another job if they were eligible for 30 hours free childcare
- Seventy-five per cent of respondents paid for childcare and a significant number paid for 26 hours or more (a quarter of those who paid)
- The more disadvantaged the area in which the respondent lived (based on the respondent's postcode), the more likely the respondent was to want to use *more* of the additional free hours per week
- Those who identified as White Other were most likely to want to use the additional free hours, followed by White UK, then Black and Minority Ethnic (excluding White Other)
- Forty-two per cent of respondents said they would increase their hours at work or look for a new job if they were eligible for the additional hours when their child became three
- Many respondents supplemented childcare with grandparents and more than 90 per cent of those who used grandparents in combination with day nursery or childminder would want to take up the additional free hours
- Those who categorised themselves as "looking after home" were 13 per cent less likely than the survey population as a whole to want to use the additional free hours

The percentage of respondents by ward who said that they would take up the 30 hours free childcare is shown below.

| Ward | Per cent of respondents who said that they would take up 30 hours free childcare |
|--------------------------|--|
| Hanover & Elm Grove | 97 |
| South Portslade | 97 |
| Goldsmid | 96 |
| Moulsecoomb & Bevendean | 96 |
| Withdean | 96 |
| East Brighton | 95 |
| Regency | 95 |
| Central Hove | 94 |
| Hangleton & Knoll | 94 |
| Rottingdean Coastal | 94 |
| Wish | 94 |
| Hove Park | 93 |
| North Portslade | 93 |
| Patcham | 93 |
| Preston Park | 93 |
| Queen's Park | 92 |
| Woodingdean | 92 |
| Brunswick & Adelaide | 90 |
| Westbourne | 90 |
| Hollingdean & Stanmer | 89 |
| St Peter's & North Laine | 89 |

9.5.2 Sufficiency of Provision for 30 Hours Free Childcare

The government estimates that 1,890 three and four year olds in Brighton & Hove will be eligible for 30 hours free childcare. Many of these will be children already attending childcare provision which is paid for by their parents, which instead will become free.

However, because of the cost of childcare the additional free hours will be worth on average £2,800 to parents and so parents may

- Increase their hours of work to become eligible for 30 hours
- Increase working hours and increase childcare use as more of it will be free
- Change childcare arrangements from free care provided by family and friends to formal care using the 30 hour entitlement

Childcare providers who claim EYFE also report the number of additional hours parents pay for when submitting data to the local authority. In summer 2016 40 per cent of three and four year olds attended an early years setting for four or more hours on top of their EYFE hours. It can be assumed that these parents paid for additional hours because they were working, and therefore will be entitled to the 30

hours free childcare. This amounts to 1,905 children which is similar to the government's estimated number.

However, this number does not account for growth in eligibility for 30 hours free childcare. In addition the data does not include parents paying for childcare with a provider not claiming EYFE for the child, for example using a childminder who does not offer EYFE as additional care, or using family and friends. This is particularly the case where children attend provision in the maintained sector where there are limited (or no) options to pay for additional hours.

The percentage of parents paying for four or more additional hours varies across the city as shown below. The data includes children who live in East and West Sussex and come into the city for their EYFE.

| Ward | Per cent of parents paying for four or more additional hours of childcare (summer 2016) |
|--------------------------|--|
| Wish | 56 |
| East Sussex | 55 |
| Preston Park | 55 |
| Westbourne | 55 |
| Withdean | 54 |
| Hove Park | 54 |
| Central Hove | 51 |
| Goldsmid | 50 |
| Brunswick & Adelaide | 50 |
| Rottingdean Coastal | 48 |
| West Sussex | 43 |
| South Portslade | 42 |
| St Peter's & North Laine | 41 |
| Regency | 40 |
| Hanover & Elm Grove | 33 |
| North Portslade | 32 |
| Woodingdean | 32 |
| Hangleton & Knoll | 32 |
| Patcham | 31 |
| Hollingdean & Stanmer | 27 |
| East Brighton | 22 |
| Queen's Park | 19 |
| Moulsecoomb & Bevendean | 14 |

This gives a broad indication of where the demand for 30 hours free childcare might come from. However parents do not necessarily take up childcare in the ward in which they live.

In November 2015 early years providers in Brighton & Hove were surveyed regarding their interest in offering 30 hours free childcare. While 89 per cent expressed a

general interest in doing so, 41 per cent stated that this depended on the rate that they would be paid. On average providers wanted £5.05 per hour to offer the additional hours. The government has since published indicative rates which are lower in Brighton & Hove than the national average and significantly less than £5.05 per hour.⁴³ In addition an increase in free childcare entitlement reduces the number of hours for which childcare providers can charge, which are likely to be at a higher rate than those for which they claim EYFE payments.

Some childcare providers both nationally and locally have expressed concerns about their ability to recruit sufficient qualified staff to expand to offer 30 hours, particularly in the light of maths and English GCSE qualification requirements.

Further work is being done on reviewing supply and demand for 30 hours free childcare, taking into account

- The capacity of some childcare providers to expand, along with their interest in and willingness to do so
- Childcare vacancies, particularly in the maintained sector
- Parental preferences for childcare types
- The outcome of the government's consultation on the new early years national funding formula, as well as local funding rates and distribution
- Forthcoming government statutory guidance for local authorities on early education and childcare

It is worth noting that the early years sector has expanded and adapted over time to meet changing parental entitlement to childcare, including the move from 12.5 to 15 hours a week, and two year olds' EYFE entitlement, and may also do so for 30 hours free childcare.

⁴³ The government estimates that under the new national funding formula which will come into effect from April 2017 early years providers in Brighton & Hove will receive on average £4.14 per hour. The average amount providers in Brighton & Hove received in 2016/17 was £4.22 per hour because a greater percentage of funding was passed on to providers, rather than held centrally, than the government estimates

Education of Children in Care

Mark Storey – Headteacher for the Virtual School
Monday 21st November 2016



BRIGHTON & HOVE

VIRTUAL SCHOOL

What does Brighton & Hove Virtual School do?



■ Strategic - Partnership, training, challenge (Schools, Foster Carers, Parents, Social Workers)

■ Systems - PEPs, pupil premium, monitoring, intervening, data

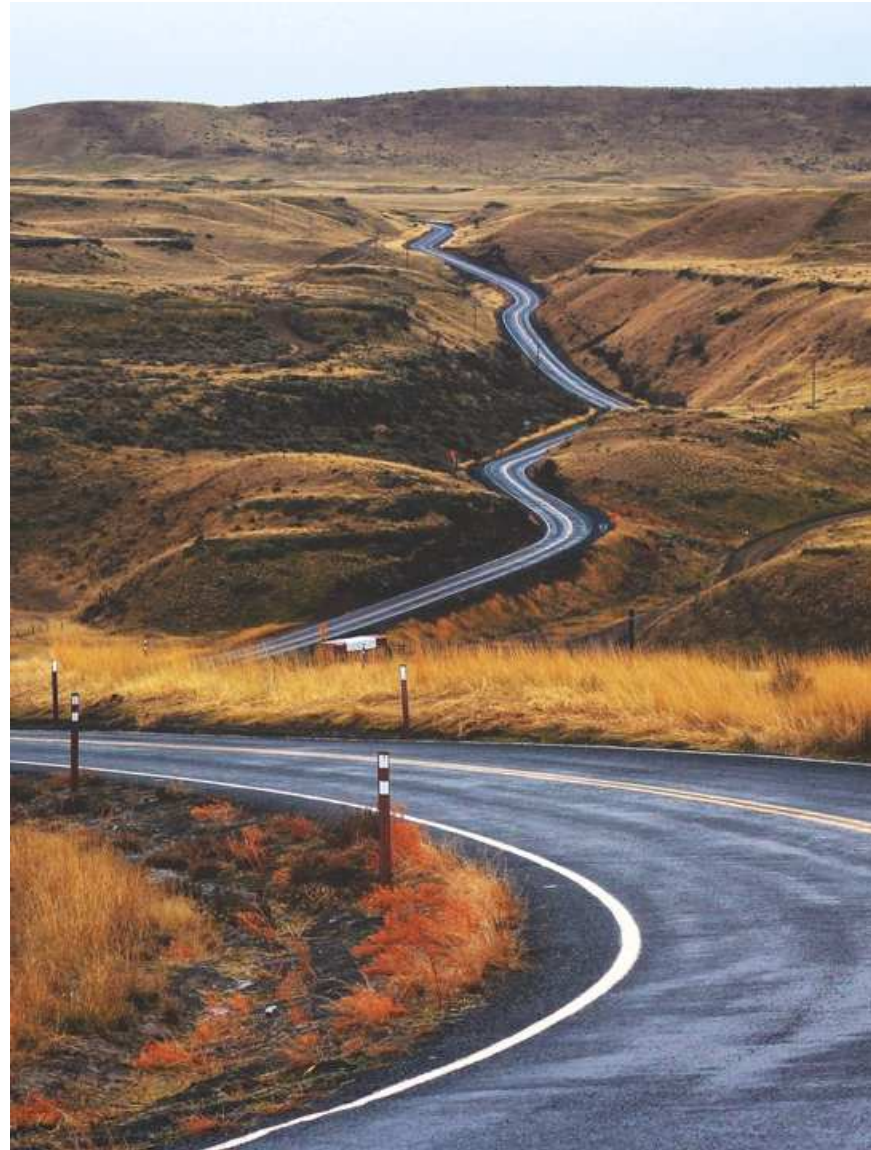
■ Operational - holistic and bespoke intervention and support eg. Tuition, ECAR, attachment, school selection, school and social care support, celebration





Virtual School achievements...

- Positive progress
- Numerous individual successes celebrated e.g University
- Good Ofsted – SEN & Safeguarding
- Effective training programme – sharing the vision
- Skilled and committed team
- Simplified, effective systems





What has changed nationally?



- Primary Assessment is **significantly different**- 52% 2016 vs 80% 2015
- GCSEs **analysed** very differently
- Focus by Ofsted and Schools is on **Progress**
- Measurement of **children in care attainment** challenged nationally



Data analysis – end of Year 11: factors to consider

- Small and heterogeneous cohort – 38 children
- Comparing year on year outcome is not statistically valid
- Current 'single focus' does not provide comprehensive assessment of progress and attainment of our children
- Possible 17 factors when effectively analysing progress and attainment data

For example...

- 14 of our cohort were stated
- 7 came into care in Y10
- 17 are out of area
- 6 had no KS2 assessment
- 8/38 achieved age related expectations at KS2, only 3 of which were in care
- Another 24 (12 UAS) not counted (see case study)



Whilst assessment at this stage is important, we must also look at progress and attainment holistically...



The individual children (KS4/aged 16)

Holistic and bespoke intervention according to differing need

Child A

Background:

- Came into care Y10 Didn't speak English

Intervention:

- English tuition 2h/pw

Outcome:

- 5 D-G GCSEs
- City College Level 1 Diploma in multi trades

Child B

Background:

- Came into care Y9
- Adoption breakdown
- Statement for BESD
- Attended special school

Intervention:

- Enrichment activities to promote social engagement
- Micromanagement of education
- Laptop and software provided to support education

Outcome:

- 5 BTEC C grades
- 3 E-G GCSE
- Progressed onto new college

Child C

Background:

- Came into care Y9
- Disengaged at school
- Very poor attendance

Intervention:

- Moved to off site learning centre where she continues
- Tuition in core subjects – carefully selected tutor

Outcome:

- Re-engaged
- 100% attendance
- GCSEs to be taken 2016/17



What is data at KS4 (age 16) telling us?



- Context and individual case understanding is key to analysing KS4 progress – it is good
- Attainment in line with National Average %5A*-C
- Progress 8, Attainment 8 not ready - unclear meaning



What is data at KS2 telling us?



- Progress is good for the majority of children and whole cohort data is positive (context and individual cases)
- Reading and writing progressed as well as all children did nationally
- Attainment is low but as yet no national comparison
- Data doesn't reflect entire cohort



Virtual School Priorities



- Achievement, attainment, progression
- Attachment awareness
- Deep Dive Reviews - challenge
- School improvement visits - structure
- Pupil premium spend is based on evidence based interventions and matched to the child's exact needs.
- Maths improvement
- Personal Education Plan (PEP) all on time - child voice is heard and their aspirations understood
- Training for all social workers on recent developments



What can you do now?



- Listen to lots of individual stories
- Join our steering group
- Support the VS with our priorities
- Use position to influence all schools to ensure sky high aspirations and real inclusivity



| | | | |
|--------------------------|---|---|--------------------------|
| Subject: | Reducing the Difference in Performance for Disadvantaged Children and Young People | | |
| Date of Meeting: | 21 November 2016 | | |
| Report of: | Jo Lyons | | |
| Contact Officer: | Name: | Ellen Mulvihill | Tel: 01273 294410 |
| | Email: | Ellen.mulvihill@brighton-hove.gov.uk | |
| Ward(s) affected: | All | | |

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

1.1 This report provides information on the impact of the 'Closing the Gap' Strategy on the performance of disadvantaged pupils in the City.

1.2 This report briefs Members on the new Ofsted requirements with regard to disadvantaged pupils and the Education and Skills response in the form of a draft 'Reducing Differences in Performance for Disadvantaged Children and Young People Strategy'. (Appendix 1)

2. RECOMMENDATIONS:

2.1 To note the report and endorse the focus across the City on improving outcomes for disadvantaged children and young people.

3. NATIONAL CONTEXT AND LOCAL FOCUS

'Closing the Gap' in performance has been a focus of the Standards and Achievement Team in their work with schools. A strategy which outlines this work and identifies good practice was released in 2014 to run until July 2016 at which point it was determined that the impact of that strategy would be evaluated and a newly revised version released for September 2016.

In September 2016, Ofsted released a new inspection framework and indicated to LAs that there would be a refocus and change in their consideration of outcomes for disadvantaged pupils. This has resulted in significant changes from the last academic year.

In summary:

- References to "gaps" between disadvantaged and other pupils in the school are all changed to refer to "differences" between disadvantaged and non-disadvantaged pupils nationally, reflecting the fact that national data this year will no longer identify in-school gaps but the differences in performance between disadvantaged pupils in the school and non-disadvantaged pupils nationally with similar starting points;

- There is a 'shift of focus' for inspectors to forensically investigate the outcomes for disadvantaged pupils, especially the 'most able' disadvantaged. They will consider the progress made at each Key Stage compared nationally with those from comparable levels of prior attainment, as well as seeing how schools are able to respond in year to any fall in progress;
- The other key group for inspection will be the 'most able';
- Leadership judgements will be benchmarked against the outcomes for disadvantaged pupils as inspectors judge how much this is prioritised within the school;
- Ofsted have undertaken a 'retrieval exercise' to investigate whether schools which have previously been graded as 'good' or 'outstanding' have achieved positive outcomes with their disadvantaged cohorts. Ofsted may well undertake short inspections next term outside the normal timescales to investigate further where appropriate;
- A line of enquiry will be whether disadvantaged pupils underachieve over time and as they fall further behind are then inappropriately identified as having special needs, particularly for behavioural difficulties;
- The correlation between attendance, persistent absence and achievement for disadvantaged groups will be analysed more closely;
- There will be a closer inspection of the impact of pupil premium funded interventions for disadvantaged groups with the rationale for, reflection on and resulting revision forming a distinct line of enquiry;
- A greater focus will be on the role of the governing body in holding school leaders to account for the impact of the pupil premium funding spend and its impact on outcomes for disadvantaged groups;
- The school's strategy for improving outcomes for disadvantaged pupils should be published on the school's website;
- There will be a focus both on historic data and the current progress for disadvantaged pupils in the school.

In light of the above, our local strategy has been revised and revisited to ensure that it not only reflects the new language, benchmarks and expectations but also that it shows the cultural commitment in all schools and in the LA more widely that Ofsted require.

In the short term, a number of interventions have been implemented to respond to the new inspection focus:

1. A desk top exercise has been undertaken to identify those schools that are at risk of being downgraded from 'Good' and 'Outstanding' as a consequence of the above changes. Those schools have been visited by the Head of Standards and Achievement to ensure that there is a clear action plan for addressing the difference in performance;
2. All primary, secondary and special Heads have been briefed so that changes are reflected in their data analysis, self-evaluation documentation and school improvement plans and central to their Ofsted preparation;
3. Headteacher events are planned for this term which will highlight and distil the best practice from both nationally and across the City to challenge and support schools in their own practices;
4. There has been a briefing to Chairs of Governors and at the citywide governance event. It will also be the focus of the City's conference in January 2017;

- All documentation and the structure of the School Improvement Strategy meetings have been adapted to reflect a greater focus on disadvantaged children and young people's outcomes.

4. Evaluating the Impact of the 'Closing the Gap' Strategy

The strategy has had some positive impact on the outcomes for disadvantaged children and young people. It is fair to say, however, that interventions appear to have had an equitable impact for all pupils which has meant that the difference between the outcomes for disadvantaged and non-disadvantaged pupils has not been significantly reduced.

It is important to note that apart from Early Years and Phonics, the curriculum and assessment arrangements across all Key Stages have all changed for 2016 which means that comparisons are not possible and trend data is not available. The DfE are positively discouraging any attempt to make comparisons which they see as 'incorrect and misleading'.

In order to provide some sense of the current situation and the impact of the strategy on performance, we have compared outcomes for 2014/15 and provided information on the current benchmark for 2016.

Key Stage 2

Percentage of pupils achieving level 4+ in reading, writing and mathematics

| | Brighton & Hove | | | National | | |
|------|-----------------------|--------------------------|--|-----------------------|--------------------------|--|
| Year | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils |
| 2014 | 64% | 88% | -20 | 68% | 84% | -16 |
| 2015 | 68% | 88% | -17 | 70% | 85% | -15 |

Percentage of pupils achieving the expected standard in reading, writing and mathematics

| | Brighton & Hove | | | National | | |
|------|-----------------------|--------------------------|--|-----------------------|--------------------------|--|
| Year | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils |
| 2016 | 37.4% | 66.3% | -22.2 | 38.4% | 59.6% | -21.2 |

% Pupils achieving 5+ A*-C GCSEs or equivalents including English and maths GCSE

| Year | Brighton & Hove | | | National | | |
|------|-----------------------|--------------------------|--|-----------------------|--------------------------|--|
| | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils |
| 2014 | 31.4% | 62.4% | -32.8 | 36.7% | 64.2% | -27.5 |
| 2015 | 35.1% | 70.8% | -30.0 | 36.8% | 65.1% | -28.3 |

Attainment 8 (average grade)

| Year | Brighton & Hove | | | National | | |
|------|-----------------------|--------------------------|--|-----------------------|--------------------------|--|
| | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils | Dis advantaged pupils | Non-disadvantaged pupils | Dis advantaged pupils gap to national non-disadvantaged pupils |
| 2016 | 3.96 (D) | 5.42 (C+) | -1.35 | 4.09 (D) | 5.31 (C+) | -1.22 |

It can be seen that there was a 'closing of the Gap' between 2014 and 2015 in Key Stage 2 and Key Stage 4 although this remained greater than for the national statistics.

The current difference in performance is greater in Brighton and Hove than for national.

Summary of Outcomes

Early Years Foundation Stage Profile 2016

1. The measure for this stage remains free school meals (FSM).
2. Over a four year period, the gap for pupils with FSM has narrowed from 24% to 16% achieving Good Levels of Development (GLD).
3. The numbers of pupils registered as qualifying for FSM fell for 2015/16.

Phonics

1. All pupils in Brighton and Hove perform less well in Year 1 but have 'caught up' by the end of Year 2.
2. Brighton and Hove disadvantaged pupils are 2% below the scores for the non-disadvantaged pupils nationally.
3. By the end of Year 2 85% of disadvantaged pupils have met the expected standard. This compares to 86% for similar pupils nationally and 91% for all pupils both locally and nationally.

Key Stage 1

1. Progress is gauged by comparing the elements of the early years profile relating to literacy and numeracy to the outcomes in reading, writing and Maths at the end of Year 2 tests.
2. The benchmark for measuring progress has changed from comparing disadvantaged pupils to similar pupils nationally, to now comparing disadvantaged pupils to national non-disadvantaged pupil (Other). This has resulted in greater differences than previously recorded.
3. For 2016 the difference in performance is: 14% for reading; 19% for writing and 17% for Maths.
4. Because this is the first year of this measure it is not possible to compare with previous years.
5. Work is being undertaken to determine Brighton & Hove's performance ranked against the other 151 LAs.
6. The complex process of analysing data to make meaningful judgements is ongoing.

Key Stage 2

1. In Brighton and Hove the combined attainment for disadvantaged pupils in reading, writing and maths was below the national average for disadvantaged pupils, so the Brighton and Hove difference between disadvantaged pupils and national non-disadvantaged pupils was greater than the national difference. In Brighton and Hove combined attainment for non-disadvantaged pupils was above the national average for non-disadvantaged pupils.
2. In Brighton and Hove, average progress in reading for disadvantaged pupils was above the national average for disadvantaged pupils, so the Brighton and Hove difference to national non-disadvantaged pupils was less than the national difference. Out of the three subjects this was the lowest difference. On average the progress in reading for disadvantaged pupils in Brighton and Hove was also above the national average for all pupils of zero (in mainstream schools).
3. Average progress in writing for disadvantaged pupils was close to the national average for disadvantaged pupils, so the Brighton and Hove difference to national non-disadvantaged pupils was similar to the national difference.
4. In Brighton and Hove, average progress in mathematics for disadvantaged pupils was below the national average for disadvantaged pupils, so the Brighton and Hove difference to national non-disadvantaged pupils was greater than the national difference. Out of the three subjects this was greatest difference. Brighton and Hove was also below national in the average progress in mathematics for non-disadvantaged pupils.

Key Stage 4

1. In 2016 attainment 8 and progress 8 for disadvantaged improved, and on average to a greater extent in mainstream schools. However, the Brighton and Hove total for disadvantaged pupils was below national, so there was a greater difference to national non-disadvantaged pupils. Brighton and Hove total progress and attainment for non-disadvantaged pupils remained above national non-disadvantaged pupils.
2. On average English progress and attainment for disadvantaged pupils did not improve in 2016. The Brighton and Hove totals for English attainment and progress for disadvantaged pupils was below national, so there was a greater difference to national

non-disadvantaged pupils. Although non-disadvantaged pupils on average also did not improve in 2016, English progress and attainment remained above national non-disadvantaged pupils.

3. Although maths attainment for disadvantaged pupils on average did not improve in 2016, progress in maths did improve - and to a greater extent in mainstream schools. However, the Brighton and Hove total in maths progress for disadvantaged pupil remained below national, so there was a greater difference to national non-disadvantaged pupils. The Brighton and Hove total maths attainment for non-disadvantaged pupils also did not improve, but math progress did, and maths progress and attainment remained above national non-disadvantaged pupils.
4. No national comparative information on disadvantaged pupils in mainstream schools is available. This makes it problematic to compare average disadvantaged pupils' attainment and progress in the Brighton and Hove mainstream sector. Comparison using totals that include special and mainstream schools are potentially misleading as compared to the national average.

CONCLUSION

The Strategy presented as Appendix 1 is a draft and the starting point for discussion. The strategy will be the focus of work with headteachers through the next term with meetings with individual Heads and Chairs of Governors, partnership, phase and citywide events. These will all concentrate on this area of work to ensure that the strategy is sufficiently robust to secure the required impact on outcomes. It is also essential to discuss whether the current draft strategy sufficiently captures the complexity of the issues and whether this focus should be more on 'Achievement for All'.

This is clearly a larger priority beyond just school improvement given the impact that wider social issues of domestic violence, mental health, substance misuse, housing, benefits will have on disadvantaged children and young people's lives. It may be that this strategy is seen in the context of wider social and political priorities within the City.

COMMUNITY ENGAGEMENT and CONSULTATION

Community engagement options will be considered as an integral part of the release of the citywide strategy.

FINANCIAL and OTHER IMPLICATIONS:

Financial Implications:

Funding information relating to pupil premium and delegated SEN funding to schools is detailed in section 6 of appendix 1.

Finance Officer Consulted: Steve Williams Date: 9/11/16

Legal Implications:

There are no legal implications arising from this report.

Legal Officer Consulted: Serena Kynaston Date 10/11/16

SUPPORTING DOCUMENTATION

Appendix 1:

1. Draft 'Reducing Differences in Performance for Disadvantaged Children and Young People Strategy'.

Appendix 1

Reducing the Differences in Educational Achievement for Disadvantaged Children and Young People in Brighton and Hove 2016 - 2020

1. Introduction

This strategy outlines Brighton & Hove's vision, priorities and expectations in relation to raising the educational achievement of disadvantaged children and young people in the City. It builds upon the success of schools in raising attainment and progress for all and for the improvements achieved through the previous 'Closing the Gap' Strategy. It is ambitious and aspirational for the future.

We believe that through educational success disadvantaged children and young people will maximise their life chances and secure their future economic wellbeing. We are committed to partnership working and believe that everyone has a part to play in addressing this most serious issue.

The following is taken from the research by the Centre for Excellence and Outcomes in Children and Young People's Services (C4EO): Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty - January 2010:

- *One in four children in the UK grows up in poverty, and for these children the impact on their chances of education and life success is profound.*
- *The attainment gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system, for example children from the lowest-income homes are half as likely to get five good GCSEs (General Certificates in Secondary Education) and go on to higher education.*
- *White working-class pupils (particularly boys) are among the lowest performers in academic achievement.*
- *Nevertheless, the link between poverty and attainment is a multi-racial phenomenon, with socio-economic gaps much greater than ethnic group differences.*

It is with this in mind that raising the attainment and increasing progress for disadvantaged children and young people is not just an educational goal but also a moral imperative.

This is reflected in the new Ofsted Framework September 2016 which was presented to LAs by the lead HMI for the Southeast region.

He expressed a belief that disadvantaged pupils are 'failed' in the south east, particularly in coastal strip areas, which therefore required a more rigorous and focused approach from Ofsted in inspections in the region on disadvantaged pupil outcomes. This has resulted in significant changes from the last academic year:

In summary:

- References to "gaps" between disadvantaged and other pupils in the school are all changed to refer to "differences" between disadvantaged and non-disadvantaged pupils nationally, reflecting the fact that national data this year will no longer identify in-school gaps but the differences in performance between disadvantaged pupils in the school and non-disadvantaged pupils nationally with similar starting points;
- There will be a 'shift of focus' for inspectors to forensically investigate the outcomes for disadvantaged pupils, especially the 'most able'. They will consider the progress made at each Key Stage compared nationally with those from comparable levels of prior attainment, as well as seeing how schools are able to respond in year to any fall in progress;
- The other key group for inspection will be the 'most able';
- Leadership judgements will be benchmarked against the outcomes for disadvantaged pupils as inspectors judge how much this is prioritised within the school;
- Ofsted have undertaken a 'retrieval exercise' to investigate whether schools which have previously been graded as 'good' or 'outstanding' have achieved positive outcomes with their disadvantaged cohorts. Ofsted may well undertake short inspections next term outside the normal timescales to investigate further where appropriate;
- A line of enquiry will be whether disadvantaged pupils underachieve over time and as they fall further behind are then inappropriately identified as having special needs, particularly for behavioural difficulties;
- The correlation between attendance, persistent absence and achievement for disadvantaged groups will be analysed more closely;
- There will be a closer inspection of the impact of pupil premium funded interventions for disadvantaged groups with the rationale for, reflection on and resulting revision forming a distinct line of enquiry;
- A greater focus will be on the role of the governing body in holding school leaders to account for the impact of the pupil premium funding spend and its impact on outcomes for disadvantaged groups;
- The school's strategy for improving outcomes for disadvantaged pupils should be published on the school's website;
- There will be a focus both on historic data and the current progress for disadvantaged pupils in the school.

In light of the above, it is proposed that we undertake a review of those elements of the 'Closing the Gap' Strategy which had most impact and look to disseminate that practice more widely in the City. We are also determined to look more widely at best practice nationally and to devise a new strategy which relentlessly focuses on the performance of disadvantaged groups and to make that a citywide priority.

There are events planned with primary and secondary Heads to forensically analyse performance and to challenge and support schools to ensure that each one has:

- *A clearly expressed commitment to improving outcomes for disadvantaged pupils;*
- *A system for tracking performance and reflecting on and revising interventions as required;*
- *An action plan outlining the interventions to improve progress and raise attainment;*
- *A strategy for governors to support the work and to scrutinise the impact of the pupil premium funding;*
- *A positive and dynamic approach to careers and skills training which can raise the aspirations of disadvantaged pupils;*

It is important that all council services and all agencies contribute to this as a council and community responsibility and equally see this as a priority area of work. We must all collectively create a culture within our schools and our City where our disadvantaged children and young people can thrive.

2. A Vision for Education

Our vision was developed through consultation with the Learning Skills and Employment Partnership, Headteachers, governors and other with contributions from learning organisations across the City. It is shared by all and interpreted by each phase and school to meet the needs of the learners. It underpins everything we do.

Brighton & Hove: Achieving Excellence Together

1. Encourage all children, young people and adults to have ambition: be confident, flexible, resourceful and resilient
2. Support all children, young people and adults to overcome any barriers to success in learning
3. Celebrate diversity and promote equality
4. Promote a dynamic, exciting, creative and relevant curriculum in successful settings
5. Enable children, young people and adults to have the skills, knowledge and understanding in order to be able to make choices about their futures
6. Prepare children, young people and adults to be economically active in the world of work

3. The Rationale for Reducing Differences in Performance

The following is taken from an Ofsted report - the pupil premium: an update July 2014:

It cannot be right that the likelihood of a child receiving a good education should depend on their postcode or economic circumstance. Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not.

Schools that are committed to ‘closing the gap’ and that have robust tracking systems are showing most improvement Weak leadership and governance remain obstacles to narrowing the attainment gap.

In schools judged to be inadequate, inspectors commonly report that leaders and governors do not ensure that pupil premium funding is used effectively. In these schools, the attainment of pupils eligible for funding is poor and attainment gaps are too wide.

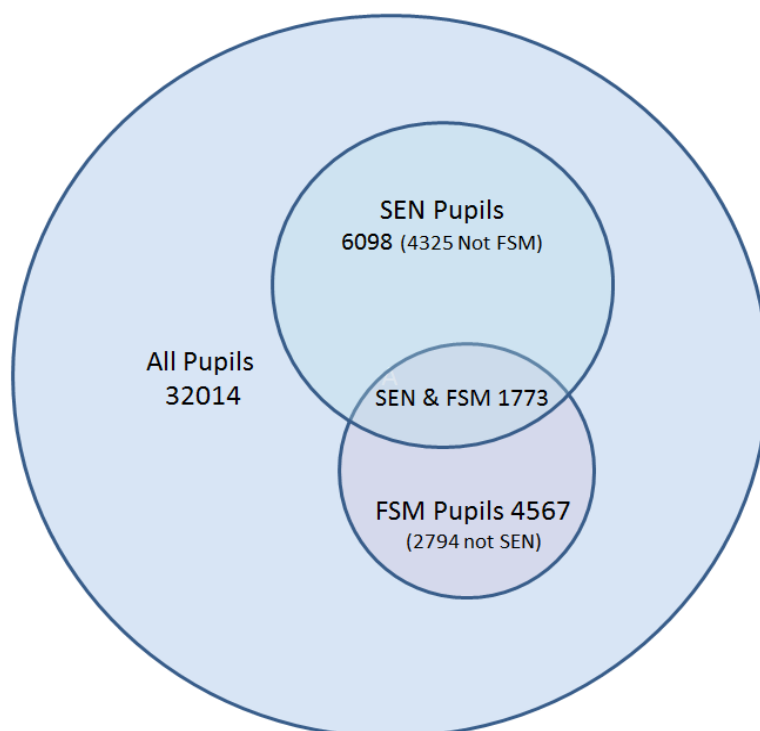
The Standards and Achievement Team carries out regular data analysis and examines the performance of the different groups of pupils in the City. Data analysis shows that the most significant gaps in performance are those between the performance of children and young people eligible for Free School Meals (FSM) and their more advantaged peers, between those children and young people identified as having Special Educational Needs (SEN) and their peers and for looked after children (children in care). These gaps currently widen as the young people move through our school system. The impact of large numbers of pupils, particularly pupils with FSM not achieving 5 GCSE’s A* to C with English and Maths at the end of Key Stage 4, not only has implications for the economy of the City, but also has an impact on the quality of opportunity for young people in the City. However, there are overlaps in these groups.

There is a correlation with SEN and deprivation. This diagram (using data from the January 2015 School Census) illustrates the numbers and the overlap.

The overall

was 14%,
of SEN
eligible
school
double the

5.5% of
City were
of FSM
as having
39% of
registered
also
having



FSM
percentage
however 29%
pupils are
from free
meals. This is
proportion.

pupils in the
both in receipt
and identified
SEN.
pupils
for FSM were
identified as
SEN.

An Ofsted publication from March 2015 (The most able students: an update on progress since June 2013) highlights the importance of ensuring that the distinct needs of students who are most able and disadvantaged were being met, as well as for those who have special education needs. It reports that in the schools visited (none were from Brighton and Hove) ‘not enough was being done to widen the experience of these students and develop their broader knowledge or social and cultural awareness early on in Key Stage 3. The gap at Key Stage 4 between the progress made by the most able disadvantaged students and their better off peers is still too large and is not closing quickly enough’.

An Ofsted survey “Unknown children – destined for disadvantage?” from July 2016 evaluated the effectiveness of local authorities and early years providers in tackling issues facing disadvantaged families and their young children. The report stated that “A child’s earliest years, from their birth to the time they reach statutory school age, are crucial. All the research shows that this stage of learning and development matters more than any other. The report concluded that nationally “although early education is better than it has ever been, it is still not benefitting our poorest children as much as their peers”.

4. Partnership working and the role of the Local Authority (LA)

Brighton and Hove is committed to working in partnership to ‘Reduce the Difference’ in educational achievement for disadvantaged groups.

Although schools are being given increased levels of autonomy, it is still the responsibility of the LA to ensure that there is robust self-evaluation by the management of the school, particularly in relation to pupil progress. A key task for this LA is to further develop our work to ensure schools are effectively addressing the needs of their disadvantaged groups of pupils, and that good progress is made towards ‘Closing the Gap’ in educational achievement in all schools. We would want to support schools to find their own solutions that will work effectively in the different contexts of the schools.

In its role as champion of children and families, the LA can facilitate, broker and commission support. Every team in Education and Inclusion has ‘Closing the Educational Achievement Gap’ as the main priority and will offer guidance, information, support and challenge for schools in this area.

The Early Help Hub (EHH)

The Early Help Hub works to find the best support for children and families. Agencies including schools refer cases to the EHH when they are below the threshold for social work involvement but still require support above or different to that which the school can provide. This could include family work, youth work, counselling or mediation. Referrals with parental consent are discussed each week by a panel of professionals including School Nurses, Health visiting, ITF, Adult Social Care, Educational Psychology, and Voluntary Sector organisations and a ‘best fit’ allocation is made. The Early Help Hub also has a role in providing a small number of Early Help Coordinators to support professionals, delivering early help training and also triaging and providing brief interventions to cases that have been referred to the MASH but fall below the threshold for Social Work.

Piloting family work with primary school pupils

The Stronger Families Stronger Communities programme funded by the national Troubled Families initiative is working with Safety Net and the Brighton City Partnership for Education to support primary school pupils and their families on a broad range of issues that may be affecting their child's progress in school. This pilot piece of work will be evaluated in the autumn.

Attendance and Exclusions

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.

In Brighton and Hove, we aim to ensure that all pupils attend school all of the time and our commitment is to promote good school attendance. We have been using data more effectively to identify absence in schools by pupil group and the impact this is having, especially in free school meals and SEN pupils.

Intensive support is offered to schools that have specific needs on addressing persistent absence by adopting an action plan and provide assistance by brokering external agencies or advice. This provides a 'team around the school' approach for schools with high levels of need.

Health and wellbeing

We recognise that pupils' sense of belonging and their health and wellbeing contribute significantly to their ability to learn. Therefore we work in partnership with Public Health and the community and voluntary sector to support and challenge schools to improve their approaches to anti-bullying, equality and health and wellbeing.

5. Free Early Learning for Two Year Olds in Brighton & Hove

Eligible two year olds are entitled to 570 hours a year of free early learning from the term after their second birthday. To be eligible children must be from a family in receipt of out of work benefits, or on a low income (not more than £16,190) and in receipt of working tax credit. Children who are disabled or have SEN are also eligible, along with looked after children, those adopted from care, or who have left care under a special guardianship or residence order. Latest figures from the Department for Education show that in February 2015 Brighton & Hove had a take-up rate of 88 per cent.¹ This puts our performance top of 19 south east authorities, and ninth of 152 local authorities nationally. The average take-up in the south east was 69 per cent and nationally 68 per cent.

More than 90 per cent of private, independent and voluntary sector childcare providers in the city offer places under the scheme, as well as 27 per cent of childminders. Places are also offered by Tarnerland and Royal Spa nursery schools and Rudyard Kipling primary school. Maintained schools with nursery classes can now claim for any eligible "rising threes". To offer places providers must generally have a good or outstanding Ofsted and this is the case for the vast majority of childcare providers in the city. At 25/3/15 89 per cent of funded two year olds were in a good or outstanding setting, compared with 75 per cent nationally.

Children take up their places in settings across the city. However, the largest providers are our children's centre nurseries in Moulsecoomb and Roundabout. These, and our other children's centre nurseries, are very influential in encouraging parents to take up their entitlement, as well as offering the highest quality provision to the most disadvantaged children.

¹ The percentage is based on the Department for Work and Pensions' estimated number of eligible families

6. The Provision of Pupil Premium and Special Educational Needs funding Pupil Premium (information as at December 2015)

There are several types of premium and funding:

- **Disadvantaged Pupil Premium** - Ever 6 Free School Meals - £1,320 per pupil of primary-school age and £935 per pupil of secondary-school age registered in the School Census as eligible for free school meals at any point in the last 6 years.
- **Children Adopted from Care or Who Have Left Care/Follow on from Care** - £1,900 per eligible pupil who:
 - has been adopted from care (under the Adoption and Children Act 2002);
 - has left care under a special guardianship order (under the Children Act 1989);
 - has left care under a residence order (under the Children Act 1989);
 - has left care under a child arrangement order (under the Children Act 1989);
- **LAC Pupil Premium** - £1900 per eligible pupil who has been in local authority care for at least one day in the previous year.
- **Service Premium (Ever 5 Service Child)** - £300 per pupil if they meet the following criteria:
 - one of their parents is serving in the regular armed forces
 - one of their parents served in the regular armed forces in the last 3 years
 - one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- **Early Years Pupil Premium** - £300 per 'disadvantaged' nursery pupil aged 3 or 4, eligible if their parent/guardian receives one of the following benefits:
 - Income Support
 - Income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - Universal Credit
 - Support from the National Asylum Support Service under part 6 of the Immigration and Asylum Act 1999
 - The guarantee element of State Pension Credit
 - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
 - Working Tax Credit run-on

Elm Grove Primary School

Follow on from (adopted from) Care Case Study:

Initially, Elm Grove's Special Educational Needs Co-ordinator (SENCo) set up a forum for parents and carers of children who have been adopted or who are under Special Guardianship/Residency/Child Arrangement Orders. The forum came about following a conversation with an adopter parent, who attends a similar group at a local secondary school.

Eligible parents and carers were invited to an initial meeting, in which they talked about whether they would be interested in a forum, and what they might get out of it. All were very enthusiastic about the potential of a forum, and a lively discussion took place around how the issues particular to this group are communicated, especially during times of transition

between one year and another.

Following this, the SENCo set up meetings in the summer term with each parent/carer, the current teacher and the next year group teacher, and all worked collaboratively to create a 'communication passport' to move with the child from one teacher to the next. This proved really significant in allowing teachers a better understanding of the attachment issues for these pupils.

The discussion currently underway within the forum, at the parents' and carers' request, is investigating the possibility of pooling the 'adopted from care' pupil premium funding, to employ a Learning Mentor, whose focus would be specifically around supporting this group with attachment difficulties and related issues. The SENCo is visiting other settings who have a similar model in place, and it is hoped that the recruitment process will start soon.

As a result of the group discussion and feedback, several staff (including the SENCo, class teachers and support staff) have attended Attachment training and further training is due to take place later in the academic year.

Woodingdean Primary School

Pupil Premium Case Study:

The delegation of any pupil premium funding we have received at Woodingdean has been solely driven by a collegiate understanding and core belief around what we are continuously aiming to do; raise the aspirations, expectations and achievements of our most disadvantaged children.

We believe the main factor in the perceived 'detriment by disadvantage' is around self-perception and more importantly, self-esteem. The main aim therefore was to ensure resources and opportunities were in place that cemented a real sense of equality.

Not only have we invested heavily in staffing, training and resources but we have also put a major stake in getting the nurture bits right. We offer all of our children in receipt of pupil premium funding the following:

- a free school uniform fleece
- a discount voucher if they return their old fleece in a reusable condition
- free book bag
- free water bottle
- free swimming hat
- free reading book
- free morning snack for Key Stage 2 pupils (usually only for Infant age pupils)

As part of our whole-school policy we also ensure that we prioritise academic achievement. We ensure that all children in receipt of pupil premium funding have their recorded learning 'feedback marked' in more detail and more regularly than others, the published outcomes are always displayed and celebrated and they are given the first places in extra-curricular activities.

The final prong in our approach has been the development of the Pupil Premium Profile. Every child in receipt of pupil premium funding has their own individualised profile and action plan that is updated termly by teachers and senior leaders with specific targets and aims for their academic improvement.

The impact of this approach has been considerable; as the number of disadvantaged children has grown, the gaps have narrowed. In 2015 all disadvantaged Key Stage 1 pupils met the age

related expectation in reading, writing and in maths.

Special Educational Needs Funding

Children with SEND in private, voluntary and independent early years settings are assessed by the Pre School SEN Service and additional funding is provided if children need extra support (eg. staffing or equipment) to access their early education place.

Funding for deprivation and SEN is delegated to mainstream schools through the funding formula operated by the LA. The weightings applied to the deprivation and low attainment (used as a proxy indicator for SEN) factors are significantly higher than the national average. The table below shows the position for Brighton and Hove in comparison to the national position:

| | Percentage of budget allocated through deprivation factor 2015 | Percentage of budget allocated through low attainment factor 2015 |
|-------------------|--|---|
| Brighton and Hove | 9.43% | 6.82% |
| National median | 7.79% | 4.21% |

The notional SEN budgets for mainstream schools in 2015/16 total £12.8m. This is before top-up funding for high needs pupils and additional resources for pupil premium. Top-up funding is additional funding given for pupils who have high needs and comes from the High Needs Block. High needs top-up funding for 2015/16 is estimated at £2m.

6. Groups of pupils

We recognise our duties under the Equality Act 2010 to show due regard to the need to advance equality of opportunity for the pupils in the following protected groups:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

We understand that advancing equality of opportunity involves, in particular:-

- a) removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (for example disabled pupils, or gay pupils who are being subjected to homophobic, biphobic or transphobic bullying)
- b) taking steps to meet the needs of pupils who have a particular characteristic (for example enabling Muslim pupils to pray at prescribed times (and)
- c) encouraging pupils who have a particular characteristic to participate fully in any activities (for example encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in afterschool clubs).

Attainment data which shows how pupils with different characteristics (eg boys or girls) are performing will be used helping to identify whether there are areas of inequality which may need to be addressed and this strategy will prioritise groups where there are the most significant gaps and implement actions to redress these.

For some protected characteristics – religion, disability (where there is no SEN), gender identity and sexual orientation statistical achievement data is not collected nationally or locally.

However, we do have other sources of data nationally (for example from Stonewall) and locally in the Safe and Well at School Survey about the vulnerability of for example LGBT young people to bullying and under-achievement and so we provide support and challenge to schools to develop their whole school approaches to inclusion and anti-bullying for all groups.

Black and Minority Ethnic (BME) Pupils

As of January 2015, there were 7375 BME pupils. This represented 23.7% of pupils in Brighton and Hove schools and has increased from 15.2% in 2007.

The Ethnic Minority Achievement Service (EMAS) is a school improvement service that will continue to assist and challenge schools to close the gap in Schools and Early Years settings to ensure that learners with English as an additional language (EAL), BME and mixed heritage groups have access to the education opportunities they require to achieve and close the gap.

The focus of the EMAS conference March 2015 was on Mixed Race Achievement and strategies for closing the gap. The impact of these strategies and raising awareness of the gaps can be seen in the improved end of Key Stage results. It is significant that at KS2 in 2015 most BME groups improved by several percentage points on 2014's results. *White and Black Caribbean* have increased by 14 percentage points and *Any other Asian background* by 16 percentage points.

The barriers to achievement for BME groups also in receipt of free school meals will need to be identified by schools with the support of EMAS, so the individual pupil is supported in the way most suited to their circumstances. This may include locally run 'Triple P' parenting training in mother tongue; home school liaison; specialist EAL support. There is data on BME groups with free school meal eligibility, in Appendix 1.

BME Behaviour and Attendance

There does continue to be a higher proportion, than demographically expected (under 5%), of pupils who have been excluded from school for pupils in mixed ethnicity groups. This group accounts for 3.7% of total fixed period exclusions in primary school (which is a small drop since 2014); 12.1% in secondary schools (which is a 3.4 percentage point increase since 2014) and 9.3 % (2014 -11.6%) of the whole cohort.

Traveller pupils (specifically the two ethnic groups of Gypsy/Roma and Traveller of Irish Heritage) have consistently been identified as the most disadvantaged and lowest attaining of any identified group. Within the City, most Traveller pupils accessing schools are highly mobile; however a new permanent and short stay site provision is scheduled for completion in July 2016. Children's Services has a designated Traveller Education and Support Unit who will work closely with schools and families to raise attendance and attainment of all Traveller pupils in the City.

We recognise that a 'one size fits all' approach does not work and that understanding the learning styles, abilities and needs of our pupils and encourage school leaders to ensure there is a flexible teaching approach in our schools.

7. Best Practice: What makes the difference?

National research ('What works in raising attainment and closing the gap': research evidence from the UK and abroad - **Education Endowment Fund and Steve Higgins - Durham University**) has identified a range of actions that have helped to raise the attainment and progress of disadvantaged pupils:

Education Endowment Fund Best Practice

School Level Actions:

- Effective leadership
- A clear focus on improving learning
- Agreed structures and processes in school
- The importance of staff skills and professional development
- Making learning challenging
- Ensuring effective relationships for teaching and learning
- Building partnerships around the school

Promising classroom strategies to 'close the gap':

- Focus on improving teaching and learning processes and methods
- Collaborative and co-operative learning
- Peer involvement in learning (peer tutoring, team approaches)
- Meta-cognitive strategies, making learning explicit
- Specific subject strategies (e.g. phonics instruction in reading, computer assisted instruction in maths)
- Effective scaffolding practices by teachers

In the early years we have been successful in ensuring that most low income two year olds take up their free childcare places. Ofsted have identified that providing a joined up service is crucial in tackling disadvantage including taking a coordinated, strategy approach to tackling the issues faced by disadvantaged children. This includes:

- ensuring that early assessments of children's health, learning and development are benefiting families that are in most need or support;
- ensuring that additional early years premium funding has sufficient impact by identifying children early and focussing support on area of development that will help a child to catch up.

In Brighton and Hove schools that have been most effective in raising the progress of disadvantaged pupils, and have closed the gap are likely to have the following in place:

- The deliberate and systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning;
- Appropriate management structures, quality assurance and data collection;
- Quality First Teaching in the classroom, setting intervention into a context in which the progress secured can be developed and sustained;
- Effective leadership on the issue of intervention from the school's senior management team;
- The identification of strategies that are right for the particular setting and needs of the pupils - all of the selected interventions being subject to a rigorous process of cost/benefit analysis;
- The careful selection, training and support of intervention staff, recognising that intervention requires a different range of skills to that of class teaching;
- Integration of intervention staff into the work of the whole school - particularly that of the class/subject teacher;
- Suitable assessment processes that fully and accurately inform intervention, enabling progress to be monitored across a range of learning needs.
- Effective data collection, management and analysis, using the tools available to identify, track and measure the performance of pupils and groups.

Traveller Pupils

- Ofsted inspection reports consistently identify the same essential criteria for raising the attendance and attainment of Traveller children. Pivotal to any success is the school investing time in establishing and building, good and trusting relationships with the families (in line with the Fairlight best practice case study below). In addition:
 - A key worker is identified to act as home/school liaison with family and site and gets to know the family and possibly extended family
 - Teachers are proactive in speaking to Traveller parents at the end of the school day and reporting on positive behaviour and learning and engaging them in school events
 - Incentives are given for good attendance and parents are contacted by known member of staff immediately child is late/absent
 - School curriculum, books and resources reflect Traveller history and culture around the school and school is aware and celebrates culturally specific events e.g. GRT History Month in June.
 - Strategies are employed to lessen the fear and reluctance towards transfer to secondary school and these should start in Years 4 and 5.

We have also seen the gap narrow in a number of schools across the City. Discussion with leaders of those schools and also with students (from Blatchington Mill Secondary School) identified the following key points:

What do schools think makes the difference?

Student Voice

- 'I feel that I learn well at school. I think I am on target for most things but I need to improve in maths. To help me improve I like teachers to answer my questions and give me comments on my work'.
- 'I feel I am doing well, I enjoy school. To improve I need to concentrate more. I would like to have more extra opportunities such as trips to show the subject outside of school'.
- 'I enjoy school; I take part in extra things such as the school play. To help me improve I like to get lots of comments on my work, like in English'.

School Leaders

- 'We have high expectations from the top down and the bottom up'
- 'We really focus on getting to know our pupils and their families, as soon as we know they are coming to join us'
- 'We make sure we do it well for every child – and there are no excuses'
- 'We make sure that teachers are aware of their responsibility and accountability for every pupil'
- 'There is a focus on tracking and assessment – making sure no one veers off track'
- 'We ensure high quality teaching and learning for all'
- 'ECAR (Every Child a Reader) and ECC (Every Child Counts) are very valuable and have a positive impact'
- 'Some special initiatives and projects local and national had lifted aspirations for all and accelerated progress'

Fairlight Primary School 'Know Your Pupils' case study Everyone's Responsibility

One area which underpins our approach, links to the fact that for **all** staff and children (and the all is key) knowing and understanding our pupils and families well is a daily, weekly and termly reality. Our supporting practise and what we are able to offer, is directly linked to the

circumstances of our school and those who attend it. We have had to develop effective processes as a direct result of the high proportion of new arrivals at our setting. This may not always be the case in other schools, but wider research evidences that really understanding the demographic and tailoring the approach accordingly, works in all settings.

Clear Induction for Child and Parents

The Headteacher shows all children and families around the school and chats to parents, not only about the school and school-related issues, but also about specific questions and worries about moving or changing countries or areas. They also discuss information and background about the Brighton and the local area. Once the child starts at school, we meet with parents. Our Family Support Worker leads on this, supported by office colleagues. We meet with parents (if they want to) and:

- We find out all about their back story- where they are from and why they moved, but also about the whole family, as many children and families are moving either closer to their wider family or away from all family and may have other siblings or family members living in the home.
- We get their most up to date academic data from the parents, reports and from the previous school and if the child has additional learning/special needs, the Assistant Headteacher responsible for Inclusions has a comprehensive conversation with colleagues to agree strategies and support
- We find out about the child's likes/dislikes and interests
- We identify an established pupil who is 'like them' i.e. who has got something in common - this may be language, social background, interests etc. This is done for both children **and** parents.

All staff are made aware of new pupils

As part of all meetings we discuss pastoral issues and 'new children' is a set item to be included, hence **all** staff (teachers, TAs, office, lunch colleagues etc) know when there is a new child in the school. All staff then make positive efforts to be friendly and welcoming and 'say hi'. We also like to talk to the child about their previous school, country, home etc. This is at times quite a feat with over 70 staff and 450 children, but is essential. You sometimes find links e.g. teachers who have visited the country the child comes from or who have family members by marriage, who are from the same regions.

Our pupils treat new peers kindly and help to look after them

Many of our children have first-hand experience of being new to a school and in many cases, new to the country or to another language. The other children also then have experiences of having a new child in class who maybe doesn't speak English. The children are encouraged to be kind and supportive of each other and particularly to new children. We take this approach for other areas, such as with Supply Teachers. They are inducted clearer, all staff made aware of who they are and treated respectfully. Many comment on how welcoming the school is.

We have included our procedure/checklist for admissions of all new arrivals to the school – we also have a detailed 'EMAS induction pack' to enable appropriate support for all new pupils identified as having English as an additional language.

Blatchington Mill School and Sixth Form (BMS)

Secondary School Case Study:

BMS has made significant progress in closing the gaps between disadvantaged and non-disadvantaged students. Indeed students eligible for the pupil premium at BMS have better value added scores than both disadvantaged and non-disadvantaged students nationally. This has been achieved through ensuring strong leadership structures at both senior and

middle leadership levels, quality first teaching and timely, focused interventions as required. **Quality first teaching** has been the core factor in closing the achievement gaps. Accurate identification of the needs of disadvantaged students and tailoring of provision to meet these needs has led to improved progress in the classroom. Where a student is not making sustained or expected progress teachers take timely action to help them move forward. It is particularly important to focus on **feedback**; research showing this has a significant impact on student progress.

To support quality first teaching, **action research projects** have been carried out across all departments in the school, focused on supporting disadvantaged students in making good progress. Studies included supporting students developing their metacognition skills, supporting students in developing resilience, use of report cards to improve work ethic, use of feedback and mastery learning. These studies have improved the teaching of individual students and classes and the outcomes have also been shared across departments.

Curriculum access groups have been established, focused predominantly on year 7, to support disadvantaged students who need to improve their literacy and/ or numeracy.

Literacy support lessons are part of students timetables for a fixed period to support students in overcoming any difficulties. **Maths mastery** sessions are also carried out in curriculum access groups to further support students who need support with their numeracy. Disadvantaged students are closely monitored during Key Stage four and support quickly put in place if needed. A particular focus has been in Maths and English where interventions such as **1:1 tuition**, adapting class groupings, and tailored revisions sessions have all been utilised to support students in making good progress.

The next phase of support is to ensure that disadvantaged students have excellent **attendance and punctuality** so that they have access to all the learning and opportunities available in school. We will be making this a priority for year teams and improving the attendance monitoring and intervention systems to ensure intervention is timely if attendance issues arise.

8. How our strategy will work

What we will do

- Continue to promote the high take up of free childcare places for low income two year olds
- Further develop and publish a strategy for meeting the needs of disadvantaged children in the early years
- To continue to support and challenge schools on the analysis of their EYFSP data with a focus on the gaps in attainment between the vulnerable groups.
- To continue to support and challenge teachers and practitioners in the private and voluntary sector to track the pupil's progress effectively and plan for effective intervention programmes to support children who are at risk of under achievement.
- To share and celebrate best practice of schools and settings who have successfully closed the gap in achievement through the Early Years coordinator network meetings, Network meetings and on the BHCC web site.
- Work with the Early Years Communication Partnership (Speech and Language Therapy team, EMAS and PRESENS) to embed effective approaches to practice and a new early intervention initiative for EYFS settings and schools
- Work to embed smooth transitions between pre-school and schools, continuing work developed with the Social, Emotional and Mental Health Early Years group
- To offer a training to all early years settings which raises the quality of the provision

and supports individual pupil progress

- Increasingly challenge school leaders to reduce the difference in attainment of disadvantaged pupils and their peers, including the more able
- Provide training for governors to enable them to stringently hold their school to account for the attainment of disadvantaged pupils
- Consider the voice of pupils and parents/carers in all our activities including hearing the voice of those from protected and disadvantaged groups
- Continue to guide, support and challenge schools, so that their pupil data and understanding is of good quality and that we can identify disadvantaged pupils and those who need support and how they are achieving compared to their peers.
- Encourage schools to build strong cluster partnerships so that they can challenge and support one another
- Evaluate and disseminate the national evidence into the most effective interventions, including learnings and evidence from attending National conferences
- Provide individualised support and challenge for school leaders with the highest differences in Brighton and Hove for different groups of disadvantaged pupils
- Evaluate and disseminate the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- Provide a universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training)
- Identify, through the data analysis and Local Authority monitoring, schools where practice is strong and schools where the difference is particularly wide, in order to share best practice and challenge and explore underachievement
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives
- Extend the 'Every Child a Reader' programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing
- Continue to support work on improving attendance and reducing exclusions, especially for disadvantaged pupil groups
- Continue to support work on reducing bullying, promoting equality and positive health and wellbeing
- Continue to work with secondary settings, the Youth Employability Service and local partners on providing quality Information, Advice and Guidance, raising aspirations and ambition for young people and providing good understanding of why achievement is important for life.
- Raise awareness of this strategy and work with partners outside the Education and Inclusion team and wherever possible in interactions with colleagues and teams.

A new initiative that is being explored in the City is '**Poverty Proofing the School Day**'.

The project started in 2011 when Children North East sought to better understand what child poverty looks and feels like from a child and young person's perspective. They distributed 1,348 disposable cameras across the North East and asked children and young people to tell them what poverty looks like where they live. 11,000 images were returned which powerfully conveyed strong themes and confirmed that child poverty is definitely not a thing of the past. The feedback from young people showed that discrimination in schools was found to be one of the biggest issues they faced. Children North East then started to develop a way to 'Poverty Proof the School Day'. They developed a toolkit that has as its main aims to reduce the stigma and discrimination children and young people experiencing poverty face in schools; as well as to remove barriers to learning to support schools to reduce their attainment gap. The Toolkit can also be helpful to schools in helping to decide and plan the most effective way to spend their pupil premium allocation. The process involves talking with all children and young people in the school, an online survey for governors and staff and they the team work with the school leadership to develop an action plan individually tailored to each school; to identify and remove barriers to learning, reducing the stigma and discrimination faced by pupils.

The process is challenging but highly effective, delivering to the school a rare opportunity to give voice to its most disadvantaged pupils and their families and see their practices through the eyes of all pupils, parents and staff.

There are numerous benefits for the school as a result of going through this process, including a shift in whole school ethos and culture and the opportunity to make changes in response to the action plan, with maximum impact on pupils. There is early evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning.

9. What success will look like?

Our overriding aim is that:

Year-on-year, pupil achievement for all groups in the City will improve and the differences in performance of pupils in disadvantaged groups and their peers will diminish.

In order to deliver this objective, the LA and settings will agree milestones and seek to raise aspiration and ensure that the aim is achieved.

The LA will be able to clearly evidence that it has:

- identified where the most support is required
- effectively supported and challenged school leaders, including Governors
- shared appropriate guidance, support and/or resources where they are most needed
- robust processes in place so it can take swift and appropriate support action where things are not improving
- captured best practice and successes and shared this with all settings
- kept up to date with legal changes, educational and inspection frameworks and changes in statutory collection and monitoring

Settings should be able to clearly evidence that they have:

- a good understanding of their data to know their pupils well, to prioritise disadvantaged pupils' performances and used established practices which we know work to address differences
- robust and safe processes in place around pupil enrolment, pupil data transfer and use for management information systems
- taken action which make a measurable difference to outcomes for pupils.
- identified key milestones and targets to support to accelerate achievement of the most disadvantaged
- worked effectively with other settings, colleagues and the LA to build excellent support networks

| | | | |
|--------------------------|---|---|---------------------|
| Subject: | Local Government Association Safeguarding Peer Review update report | | |
| Date of Meeting: | Children, Young People and Skills Committee 21 November 2016 | | |
| Report of: | Pinaki Ghoshal – Executive Director of Families, Children & Learning | | |
| Contact Officer: | Name: | Carolyn Bristow | Tel: 29-3736 |
| | Email: | Carolyn.bristow@brighton-hove.gov.uk | |
| Ward(s) affected: | All | | |

FOR GENERAL RELEASE**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 Local Government Association (LGA) Safeguarding Peer Review which took place in September 2016.

2. RECOMMENDATIONS:

- 2.1 The Committee is asked to note the positive comments made by the LGA peer review team and be assured the local authority will be taking forward the identified areas for consideration appropriately and in a timely way.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The local authority was inspected by Ofsted in May 2015 under the single inspection framework. This inspection focussed on the experiences and progress of children in need of help and protection, children looked after and care leavers. A review of the city's Local Children's Safeguarding Board was conducted alongside inspection.
- 3.2 Ofsted found that overall the local authority required improvement to be good, but did find that the experiences and progress of children looked after and achieving permanence, those going through the adoption process, care leavers and our Leadership, Management and Governance was good. They also judged that the Local Safeguarding Children's Board (LSCB) was good.
- 3.3 The local authority considered the Ofsted report to be fair and accepted the findings and recommendations. Ofsted recognised that the authority had already identified all the areas that needed improvement and work had already been underway to change the key elements of service delivery.
- 3.4 In October 2015, as part of that planned improvement work, a significant restructure took place across the children's social work services, introducing a relationship based model of practice and realigning most social work in to new

- pods. The pods allow for greater continuity for families, with all staff in the pod having an oversight of all cases.
- 3.5 Recent data indicates that the new structure is having a positive effect, with numbers of children in care declining and a more stable workforce being established.
 - 3.6 This committee has a clear priority to take the council on an improvement journey to delivering excellent services and in order to check our progress towards that the Director of Families, Children & Learning approached the LGA to coordinate a safeguarding Peer Review.
 - 3.7 The detail of what the review looked at is given below. In addition we asked them to look at some specific areas relating to our new model, our plans and to the Local Children's Safeguarding Board (LSCB).
 - 3.8 The review process included some detailed reviews of our live cases (including talking to social workers and pod managers), a review of lots of our documents and data prior to their arrival and then many interviews and visits during their week on site.
 - 3.9 The onsite review took place 26th – 30th September 2016. The week started with two presentations. One by the local authority setting the local context and outlining where we thought our post Ofsted progress had got to. This was followed by a presentation by the review team on their early thoughts. The team then participated in a full timetable of visits and interviews across the week. These included meetings with front line staff, managers, partners, elected Members and young people.
 - 3.10 The concluding presentation, detailed in the following paragraphs, was delivered on Friday 30th September. These findings were welcomed and the identified areas for consideration were discussed in detail. It is felt that many overlap with existing improvement plans although we await the outcome letter to confirm this, then work will be prioritised to make further progress in these areas. These will include
 - Families, Children & Learning Directorate Management Team to work on a better communicated vision for the service
 - Consideration to be given how to provide more capacity for Members to prioritise the vital Corporate Parenting role
 - An increased focus on tightening up operational standards around management oversight of cases, producing good quality chronologies on cases and not allowing drift to occur by closing down inactive cases earlier.
 - Discuss with partners about creating extra capacity in the city's systems
 - 3.11 The detailed letter giving more detail on the findings and suggested areas for consideration will be shared by the LGA shortly and this in turn will then be shared with those that were involved the review.

4. FINDINGS OF THE PEER REVIEW

- 4.1 The review team looked at the following areas in detail and delivered positive observations and suggestions for considerations within each.

Vision, Strategy and Leadership
Effective Practice, service delivery and the voice of the child
The case records review they undertook both before and during the visit
Outcomes, impact and performance management
Working together (including Health and Wellbeing Board)
Capacity and managing resources

- 4.2 In addition we asked them to take a detailed look at the following areas

Can outcomes, especially from the new social work model be demonstrated? In particular is practice purposeful? Is the voice of the child clear and having an impact? Are managers challenging?
Are plans clear and consistent with the priorities (is there a golden thread)?
Evidence for the voice of the child within the LSCB.

- 4.3 Their key findings included

- That there was confidence in the management team
- No inadequate work observed
- Improvement needs to be consolidated and impact demonstrated
- Ensure the right balance across self-improvement and audit
- A drill down on cases reveals variable quality of assessing planning & recording
- Consolidate a simple outcome based vision for children, young people and their families in Brighton and Hove
- Use the knowledge that you have to narrate your own story and express your aspirations for children and young people as outcomes
- Whole system approach informs joint commissioning
- Some of the Ofsted recommendations are still being followed up.

- 4.4 There were some detailed areas for consideration given and will be confirmed in more detail in the outcome letter and where these are not already in development plans they will be fully considered and appropriate action or discussion with partners will take place as soon as possible.

5. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 5.1 The local authority is not obliged to participate in peer review activities and could simply wait for the next Ofsted inspection framework and connected timetable. However, that is likely to be 2018 at the earliest and it was felt important to get a reputable external perspective on our progress much sooner than that.

- 5.2 There are other peer review methodologies that the local authority also engages with, mainly coordinated by the South East Regional Sector Led Improvement Programme. In recent years we have used that process to conduct peer reviews into our arrangements for supporting Missing Children and to look creatively about future use of our Children's Centres.

- 5.3 The LGA Safeguarding Peer Review process has a very strong reputation across the country and many authorities use the process to either prepare for an Ofsted inspection or to check progress since Ofsted visited. It is a wider review process that most others in that the review team is large and often includes an elected Member from another authority, this is not typical in other processes.

6. COMMUNITY ENGAGEMENT & CONSULTATION

- 6.1 Partners and service users were involved in the peer review process. We specifically asked for the LGA team to include a health professional so that a range of meetings could take place with health partners, enabling the LGA team to be able to see the whole process across the city. They also met with Sussex Police during the week both at the Safeguarding Investigation Unit at John Street Police Station and at our Multi-Agency Safeguarding Hub.

6. CONCLUSION

- 6.1 The findings of the peer review have been welcomed and work is now being prioritised accordingly. Officers, partners and elected Members who met with the team over the week have reported back how useful the process has been, with practice and experience shared with a range of colleagues who would not normally meet.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no direct financial implications arising from this report. Any areas identified for development will be met from within existing resources.

Finance Officer Consulted: Louise Hoten

Date: 07/10/2016

Legal Implications:

- 7.2 The peer review allows members to have an evidence based evaluation of the progress being made to deliver on the aspirations for the quality of the service. The service is essential to the authority meeting statutory duties to children in need of protection and children in need. Under 2013 Statutory guidance on the roles and responsibilities of the Lead Member for Children's Services the Lead Member has political responsibility for the leadership, strategy and effectiveness of local authority children's services

Lawyer Consulted:

Natasha Watson

Date: 11/11/2016

Equalities Implications:

- 7.3 Making appropriate provision for vulnerable children, young people and their families who need the support of our social work services is key to enabling them to achieve their potential.

Sustainability Implications:

- 7.2 Improving safeguarding provision across the city will help build more sustainable communities and will boost health and wellbeing amongst children and young people and their families.

SUPPORTING DOCUMENTATION

Appendices:

1. None

