





**Brighton & Hove
City Council**

Children, Young People & Skills Committee

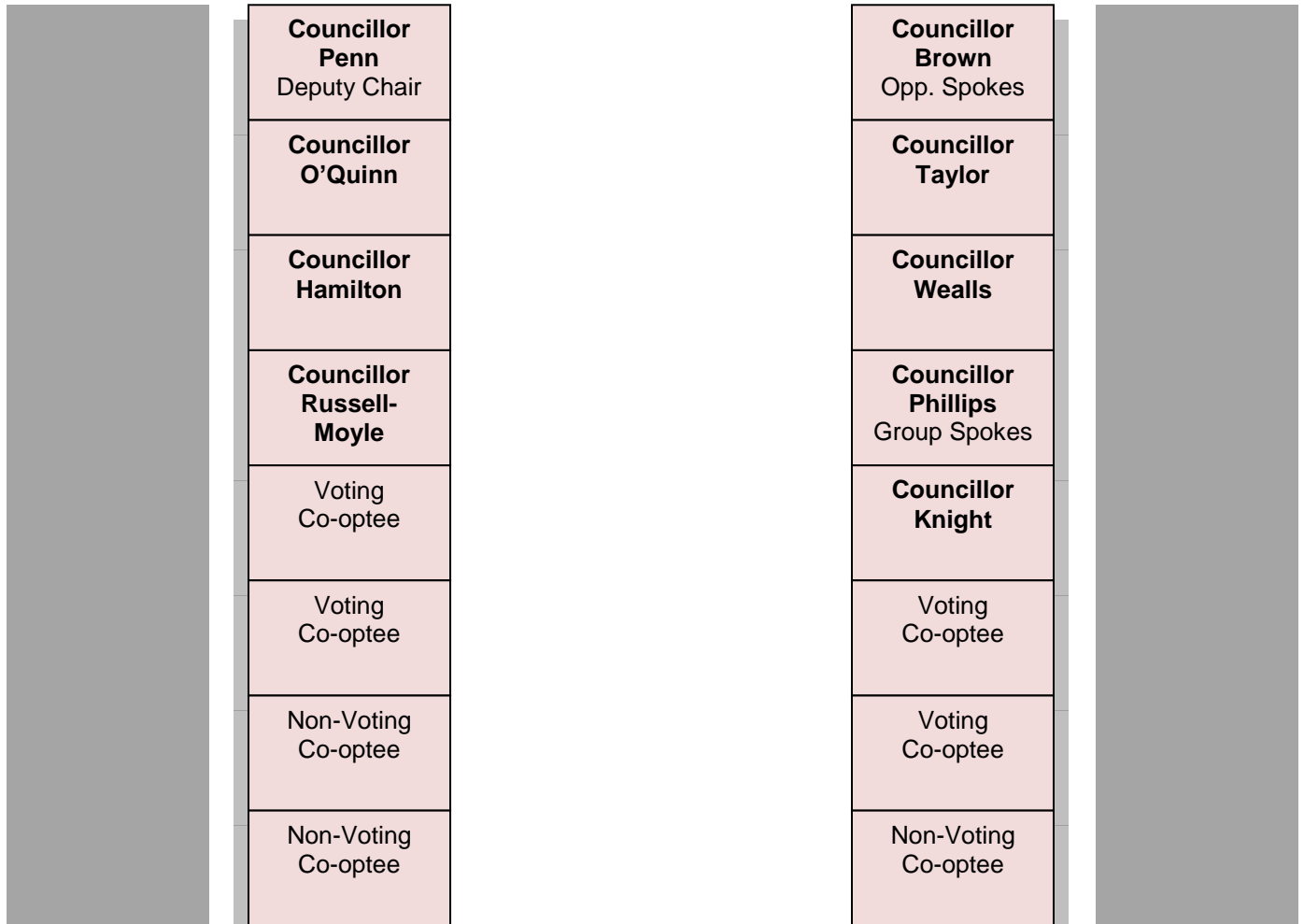
Title:	Children, Young People & Skills Committee
Date:	18 September 2017
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall, Norton Road, Hove, BN3 4AH
Members:	Councillors: Chapman (Chair), Penn (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Hamilton, Knight, O'Quinn, Russell-Moyle, Taylor and Wealls
	Voting Co-opted Members: Ann Holt, Martin Jones, Amanda Mortensen and Marie Ryan
	Non-Voting Co-opted Members: Ben Glazebrook (Youth Works Representative)
Contact:	Lisa Johnson Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk

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CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

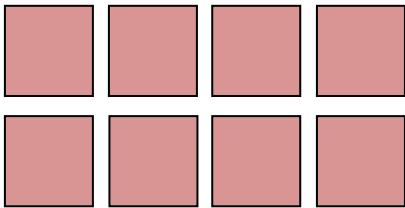
Democratic Services: Children, Young People & Skills Committee

AD of Children's Services	ED of Children's Services	Councillor Chapman Chair	Legal Officer	Democratic Services Officer
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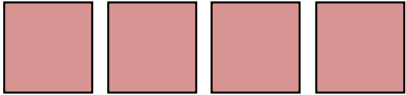


Public Speaker/
Officer Speaking

Public Seating



Press



AGENDA

19 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.

20 MINUTES

1 - 14

To consider the minutes of the meeting held on 19 June 2017 (copy attached).

21 CHAIRS COMMUNICATIONS

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

22 CALL OVER

- (a) Items (26 – 29) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

23 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 11 September 2017;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 11 September 2017.

24 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.

25 SCHOOL OFSTED PRESENTATION

15 - 16

Update on Ofsted Inspections held since the last meeting of the Committee.

26 SPECIAL EDUCATIONAL NEEDS AND DISABILITY - REORGANISATION OF SPECIAL SCHOOLS AND PUPIL REFERRAL UNITS

17 - 32

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

Contact Officer: Lisa Brown
Ward Affected: All Wards

Tel: 01273 293568

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

27 CHILDREN'S SERVICES PARTNERSHIP FORUM 33 - 36

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

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

28 SCHOOL ADMISSION ARRANGEMENTS 2019/20 37 - 80

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

Contact Officer: Richard Barker Tel: 01273 290732

29 EARLY HEADLINE: STANDARDS AND ACHIEVEMENT BRIGHTON AND HOVE SCHOOLS AND COLLEGES 2016-17 81 - 88

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

Contact Officer: Mark Storey Tel: 1273 294271
Ward Affected: All Wards

30 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 2 November 2017 Council meeting for information.

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

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

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CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

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, 8 September 2017

BRIGHTON & HOVE CITY COUNCIL

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

4.00pm 19 JUNE 2017

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

MINUTES

Present: Councillors Chapman (Chair), Penn (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Hamilton, Knight, O'Quinn, Taylor and Wealls

Co-optees: Ben Glazebrook, Ann Mortensen and Martin Jones

PART ONE

1 PROCEDURAL BUSINESS

1(a) Declarations of substitutes

1.1 Councillor Cattell was present as substitute for Councillor Russell-Moyle.

1(b) Declarations of interest

1.2 Martin Jones declared a non-pecuniary interest in Item 12 as his wife worked at Hillside School.

1.3 Ann Mortensen declared a non-pecuniary interest in Item 12 as a Governor at Downs View School.

1.4 Councillor Cattell declared a non-pecuniary interest in Item 12 as a Governor at Downs Junior School.

1.5 Councillor O'Quinn declared a non-pecuniary interest in Item 12 as a Governor at the Connected Hub.

1(c) Exclusion of press and public

1.6 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(l) of the Act).

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

2 MINUTES

- 2.1 **RESOLVED-** That the minutes of the previous meeting held on 6 March 2017 be approved and signed as the correct record.

3 CHAIR'S COMMUNICATIONS

- 3.1 The Chair provided the following Communications:

“We have just heard that Benfield Primary School has been awarded National Teaching School status. This is excellent news for the school and a recognition of the huge improvements that have taken place at the school in recent years. It is also good news for the city as it provides us with a second teaching school partnership, greater opportunities to access national school improvement resources and more support available for our schools locally”

4 CHILDREN, YOUNG PEOPLE & SKILLS URGENCY SUB-COMMITTEE

- 4.1 The Chair provided the following statement:

“Last week on 13 June a specially convened Urgency Sub- Committee made a final decision to close Patcham House Community Special School as from the 31 August 2018. The Urgency Sub-Committee had to be convened for a decision to be made by that date in order comply with the statutory requirements. The recommendation for closure followed a formal consultation process and then a period in which statutory notice of closure was published for comment. No comment or responses were received in the statutory notice period.

The Urgency Sub- Committee made the decision with regret, acknowledging the very good and highly valued work undertaken by the leadership and staff team at the school over many years in support of young people with complex special educational needs and disabilities and their families. However a mixture of a low and decreasing pupil numbers and significant consequent financial difficulties over a number of years have rendered the school unviable in the longer term. Currently Patcham House has 21 pupils, half of whom will leave at the end of this term. At the point of closure in July 2018, it is anticipated that Patcham House will have no pupils remaining on roll.

Every effort will be made to ensure that the valued skills and experience of the specialist staff at the school are not lost to the City via appropriate redeployment where possible. There will be no reduction in numbers of special school places available as a result of this closure as more places are being created elsewhere through the wider planned reorganisation of special provision in the City, including in a new Special Facility planned to open in a mainstream school for September 2018.

The outcome of the Urgency Sub-Committee is included in the second addendum as an information item for the Committee and do not need to be agreed”.

- 4.2 **RESOLVED-** That the decision be noted.

5 CALL OVER

- 5.1 All items on the agenda were reserved for discussion.

6 PUBLIC INVOLVEMENT

(a) Petitions

(i) Give our children a secondary school place in catchment- Martin Dominy

6.1 The Committee considered a petition signed by 1446 people and referred from the meeting of Full Council on 6 April that requested the council to commit to giving a place to children who were not allocated any of their three preferences of catchment school.

6.2 The Chair provided the following response:

“Thank you for your petition.

I completely understand the concerns that you have raised having taken the decision as Chair to give time to an emergency deputation at the Children, Young People & Skills Committee in March shortly after school allocations were made on National Offer Day. It is understood that behind the processes and headlines there are real children and families who are affected by the decisions made when school places are allocated. The council has to ensure that there are sufficient school places for all those who need them and have admission arrangements which serve all the city’s schools. Whilst every effort is made to offer a place at a child’s catchment school this cannot be guaranteed. Careful consideration must be given to the capacity of a school to admit additional children. Whilst admission appeals for September 2017 are still on-going, the committee will be interested to learn that of the 57 pupils living in the Dorothy Stringer/Varndean catchment area 22 pupils have been offered Dorothy Stringer or Varndean either through the reallocation pool or appeals process, 8 pupils have been offered a place at an alternative preferred school.

Officers have spent time ensuring the affected families have understood why the allocation of school places and the management of the reallocation pool had to be run in a prescribed way and those affected have had the opportunity to make an appeal to an independent panel”.

6.3 **RESOLVED-** That the petition be noted.

(ii) Queens Park Nursery- Mark Mitchell

6.4 The Committee considered a petition signed by 593 people and referred from the meeting of Full Council on 6 April that requested the council to find against the proposal to shut the nursery at Queens Park Primary School.

6.5 The Chair provided the following response:

“The council values the quality of the nursery provision at Queen’s Park primary school and acknowledges the strength of opposition from parents at the school to its proposed closure. The reasons that the school’s head teacher and governors have requested that the council raise the school’s lower age range from three to four and close the nursery class are set out in the report being presented to this committee; low numbers of children on roll mean that the nursery is not sustainable and is consequently being subsidised by the wider school budget. Whilst a decision such as this is always difficult

to consider, there is other high quality early years and childcare provision in the city for children from Queen's Park".

6.6 **RESOLVED-** That the petition be noted.

(b) Written Questions

(i) Proposal to lower the age limit of Queens Park School

6.7 Zoe Milton read the following question:

"I would like to ask the committee why they have chosen to approve this proposal when the senior leadership team has no support from their community or staff members?"

6.8 The Chair provided the following response:

"Thank you for your question. The Committee has not yet approved the proposal and will consider the matter later on in the agenda at Item 11 when all the responses to the statutory notices will be considered"

6.9 Zoe Milton asked the following supplementary question:

"As the parents have been given no information as to why the school has made this choice, (other than the small financial issues with the SLT approved reduction in numbers) can the committee tell us whether it has investigated why the Senior Leadership Team is so determined to continue with the closure despite such massive community opposition especially when offers of help have been resolutely ignored?"

6.10 The Chair provided the following reply:

"I can assure you both as Chair of this Committee and ward councillor for the area; I have listened to residents' concerns and asked officers to speak with the school regarding all alternative options. This is a matter for the school however, the council is subsidising to the cost of one teacher. It is a difficult decision but this committee will have to have a view on the implications for the school"

7 MEMBER INVOLVEMENT

7.1 There were none.

8 SCHOOL OFSTED PRESENTATION

8.1 The Head of Standards & Achievement, Education & Skills provided an update on schools that had recently been inspected by Ofsted.

8.2 **RESOLVED-** That the report be noted.

9 SPECIAL SCHOOL & PRU REORGANISATION

- 9.1 The Committee considered a report of the Executive Director, Families, Children & Learning that provided feedback on the formal consultation on the proposal to redesign special school and Pupil Referral Unit (PRU) provision. The report also provided an update on other areas of the review, including the merger of two PRU's and the development of the new early years provision for children with very complex special educational needs within a mainstream nursery to release the current bases.
- 9.2 Councillor Wealls thanked the officers involved for the tremendous amount of work they had undertaken to reach this stage. Councillor Wealls asked if the small specialist unit detailed in paragraph 5.7 would be for children with high functioning autism, any response to the issues raised by PAC and in addition, further information on extending the age ranges.
- 9.3 The Assistant Director- Health SEN & Disabilities stated that in relation to extending the age range, it was felt important to make a vocational offer available for those people not in the workforce with emotional health needs. Furthermore, the Council were addressing the concerns raised by PAC and were considering a unit within the hub as a possibility although no decision had been reached.
- 9.4 Councillor Phillips thanked officers for a very thorough piece of work. Councillor Phillips asked how the mix of age ranges in groups would be comprised, if the issue of transportation was a concern and the any likely impact on staff and the possibility of a broader Equalities Impact Assessment (EIA).
- 9.5 The Assistant Director- Health SEN & Disabilities replied that the changes to age range were relatively minor, would provide more flexibility and there would be a distinct separation in ages in relation to individual groups. Transportation was an issue and the council currently had a very high budget spend in the area that required attention. The hubs were in a broadly similar geographical location and further discussions would take place on whether the hubs wished to operate some form of transport themselves. The Assistant Director- Health SEN & Disabilities added that there was no intention to reduce staff from frontline services with savings predominately focussed on the reduction of management structure.
- 9.6 Councillor Brown thanked officers for their work on the report and for managing the complex issue slowly and sensitively. Councillor Brown stated that the day provision would be to everyone's advantage, welcomed the £7.5 million capital funding to make the improvements necessary and the £300,000 health support. Councillor Brown surmised that the proposals would enhance the education provision for young people in the city.
- 9.7 Anne Mortenson congratulated officers for conducting a very good consultation and excellent communication with parents on the issue. Anne Mortenson noted her concern that there had been a significant rise in exclusions and asked what mitigating action was being undertaken.
- 9.8 The Assistant Director- Health SEN & Disabilities agreed with the concern raised in the number of exclusion. This was predominately in secondary schools and related to substance misuse and a series of measures were being undertaken to reduce both levels of exclusion and substance misuse.

- 9.9 Councillor O'Quinn congratulated officers on their attention on a complex matter and a comprehensive piece of work. Councillor O'Quinn stated that the Connected Hub welcomed the 16-19 year old extension and she was looking forward to seeing positive results.
- 9.10 **RESOLVED-**
- 1) That the outcome of the formal consultation on the proposals to:
 - i. expand, re-designate and extend the age range up to the age of 19 years of Hillside Community Special School
 - ii. close Downs Park Community Special School

to form the integrated hub for severe and complex learning difficulties in the west of the city be noted and agreement be given to the publication of statutory notices to progress this proposal
 - 2) That the outcome of the formal consultation on the proposals to:
 - i. expand and re-designate Downs View Community Special School
 - ii. close the Cedar Centre Community Special School

to form the integrated hub for severe and complex learning difficulties in the east of the city be noted and agreement be given to the publication of statutory notices to progress this proposal.
 - 3) That the outcome of the consultation on the proposal to expand pupil numbers and site of Homewood College and to extend the age range of pupils from 11-16 to 5-19 be noted and agreement be given to the publication of statutory notices to progress this proposal.
 - 4) That the outcome of the consultation on the creation of an integrated hub for pupils with social, emotional and mental health needs, formed by merging the two Pupil Referral Units and bringing them together with Homewood College be noted.
 - 5) To note the update on other areas of the review.

10 EARLY YEARS STRATEGY

- 10.1 The Committee considered a report of the Executive Director, Families, Children & Learning that set out the Early Years Strategy and how the Council was meeting its duty and priorities for the future as per its requirements under the Childcare Act 2006.
- 10.2 Councillor Phillips asked for more information on the financial implications for the council.

- 10.3 The Head of Service, Early Years & Family Support clarified that a national formula set the council's allocation for early years funding for three and four year olds. Brighton & Hove's allocation at £4.45 an hour is below the published national average amount of £4.78. The Area Cost Adjustment is used to determine the level of funding and Brighton & Hove features very low in this because of being grouped with East Sussex. The rate is below the average hourly charge for childcare in the city and below comparator authorities such as Southampton and Portsmouth. The issue had been raised at central government level and a possible impact could be that some providers may choose not to offer 30 hours per week or place conditions on the offer.
- 10.4 Councillor Penn noted that the offer of health checks for two year olds were taken up by 75% of parents and asked if the remaining 25% were low-income parents avoiding the checks and what measures could be taken to improve that rate.
- 10.5 The Head of Service, Early Years & Family Support clarified that parents declined health checks for a variety reasons. Work was continuing in improving take-up and ensuring the most disadvantaged children received checks. Plans to do so included integrating with checks undertaken in nurseries for targeted children.
- 10.6 **RESOLVED-**
- 1) That the Committee agrees five priorities for the Early Years Strategy:
- (i) To focus on disadvantage including agreeing a shared definition of disadvantage across services in the early years.
 - (ii) To provide joined-up services through Children's Centres to strengthen families by supporting child development, parenting, healthy lifestyles and increasing the number of working families.
 - (iii) To ensure children receive early assessments including the health and progress checks at age two and promoting information sharing between health visiting, early years providers and schools.
 - (iv) To ensure there are sufficient early years childcare places in the city so that disadvantaged children take up their free early years entitlement and parents can work.
 - (v) To ensure early years childcare places are good quality and additional funding improves outcomes for disadvantaged children.
- 2) That the Committee notes the extension from 15 to 30 hours of free childcare for three and four year olds with working parents from September 2017.

11 RAISING LOWER AGE RANGE FROM THREE TO FOUR AT QUEEN'S PARK AND MIDDLE STREET PRIMARY SCHOOLS

- 11.1 The Committee considered a report of the Executive Director, Families, Children & Learning that provided feedback on the statutory representation period for the closure of nursery classes at Queen's Park and Middle Street Primary Schools and sought a final decision approving changes to the age range at both.

- 11.2 The Chair of Governors of Middle Street Primary School explained to the Committee that whilst the recommendation to raise the lower age range at the school was one of great regret, the Governors were in no doubt that the subsidy of provision could no longer continue as it had a wider impact upon all children attending the school.
- 11.3 The Chair of Governors of Queens Park Primary School reiterated that statement and that for Queens Park, the raising of the lower age would allow the school to dedicate its resources in the most effective way.
- 11.4 Councillor Wealls noted that the committee had heard earlier in the meeting during public representation, an assertion that the Governors had not made enough sufficient effort to make Queens Park nursery sustainable and had not been willing to accept offers of help. Councillor Wealls asked the Chair of Governors if they had any response to that statement.
- 11.5 The Chair of Governors of Queens Park stated that the nursery had been advertised in the local area as well as the usual channels used by all schools and nurseries citywide but there had been a low response to that advertisement. The nursery itself was known in the area due to its link with the school and was part of the school branding however; approximately forty families had chosen not to send their children to the nursery.
- 11.6 Councillor Phillips asked if there was any indication of how the changes would impact staff.
- 11.7 The Childcare Strategy Manager replied that there was an ongoing consultation with staff with the likely outcome being that staff at Middle Street would take voluntary redundancy and all three members of staff at Queen's Park had been offered other roles.
- 11.8 Councillor Penn highlighted the nationwide pressures on school funding that had contributed to the committee considering the issue. Councillor Penn asked if any assurance could be provided that there were sufficient nursery places in the local areas and enquired as to the likely impact if the nurseries were to remain open.
- 11.9 The Childcare Strategy Manager clarified that there were places in the area available in the local area and across the city as parents sometimes preferred nursery placements closer to their work.
- 11.10 The Governor of Middle Street School stated that costs did not reduce so if numbers continued at existing levels for the new term, there would be severe complications for the schools overall budget.
- 11.11 The Governor of Queens Park agreed with the above statement adding that in their case, the number of staff roles would need to be re-assessed.
- 11.12 Councillor Hamilton stated that schools throughout the city were facing serious budget pressures with those of one form entry particularly challenged as it was difficult to balance a budget below the maximum capacity of 30 children. Councillor Hamilton stated that central government were aware of the workings of schools and the difficulties

they were facing and it would be with regret that he would support the recommendations.

11.13 **RESOLVED-**

- 1) That the Children, Young People and Skills Committee should confirm the proposal contained in the statutory notice and make a final decision to raise the lower age range by one year from three to four years at Queen's Park primary school with the consequent closure of the school's nursery classes with effect from 1st September 2017.
- 2) That the Children, Young People and Skills committee should confirm the proposal contained in the statutory notice and make a final decision to raise the lower age range by one year from three to four years at Middle Street primary school with the consequent closure of the school's nursery classes with effect from 1st September 2017.
- 3) That the committee notes that the governing body of St Mark's CE primary school has carried out a non-statutory process and has resolved to raise its lower age range by one year from three to four years and close its nursery class with effect from 1st September 2017.

12 **THE USE OF SECTION 106 CONTRIBUTIONS FOR EDUCATION**

- 12.1 The Committee considered a report of the Executive Director, Families, Children & Learning that informed Members of the legislative framework which provides for Section 106 (S106) developer contributions being sought to support housing developments and informed Members of the current amount generated, how it had been used and future uses identified.
- 12.2 Referring to paragraph 3.13 Councillor Phillips asked why there was not yet a timetable for a Community Infrastructure Levy.
- 12.3 Councillor Cattell replied that background research was being conducted and she would ask Planning officers to send an email response to Councillor Phillips.
- 12.4 Ben Glazebrook asked if community forums could have input into how S106 contributions were directed as that may boost democratic engagement and the interest of young people in the planning process.
- 12.5 The Head of Capital Strategy & Development clarified that S106 guidance set out specific items that contributions could be used for and commonly related to infrastructure improvements relating to the increase in pupil places.
- 12.6 **RESOLVED-**
 - 1) That the Committee notes the legislative framework which provides for S106 developer contributions being sought to provide education infrastructure to support housing developments.
 - 2) That the Committee notes the use of the funding in accordance with the requirements of planning legislation.

- 3) That the Committee agrees that in the future spending of S106 funding will be reported to the CYPS committee in March each year and that sometimes this will need to be retrospective.

13 DRUG, ALCOHOL AND TOBACCO EDUCATION GUIDANCE FOR EDUCATIONAL SETTINGS

- 13.1 The Committee considered a report of the Executive Director, Families, Children & Learning that presented the final draft of the Brighton & Hove Drug, Alcohol and Tobacco Education Guidance for Educational Settings Guidance (2017) for comment and approval.
- 13.2 Councillor Phillips thanked officers for a very thorough report. In relation to alcohol being served at school events, Councillor Philips noted that this was a valuable income for schools and her concern was that this may potentially place restrictions on school budgets.
- 13.3 The Partnership Adviser: Health and Wellbeing stated that the issue did have sensitivities and there would be careful consultation with any school that chose to hold events restricting the sale of alcohol. The Partnership Adviser: Health and Wellbeing supplemented that some schools faced a challenge in relation to inclusivity for some of its pupil's families and there was anecdotal statements from schools that staff had uncertainties about responsibility for children at school events where parents were consuming alcohol.
- 13.4 Martin Jones stated that he understood the challenges to some schools however, events were a valuable income for schools and a prohibitive style may stop parents attending.
- 13.5 The Partnership Adviser: Health and Wellbeing stated that any decision would be for schools to make and the document was provided as guidance, one that may prompt a discussion about the school environment.
- 13.6 Councillor Penn stated that an important issue underlying the guidance was that of faith based family's integration in social environments and some Muslim families would choose not to attend events where alcohol was being served.
- 13.7 Councillor Wealls stated that the guidance did read critically rather than advisory of providing alcohol in schools that gave him some concern as responsible consumption of alcohol could provide a good reinforcement indicator for children in later life. Councillor Wealls added that he was worried the guidance may not have the desired reaction from parents.
- 13.8 **RESOLVED-**
 - 1) That the Committee approve the final draft *Brighton & Hove Drug, Alcohol and Tobacco Education Guidance for Educational Settings Guidance (2017)*
 - 2) That the Committee approve the stance on alcohol on school and college sites.

- 3) That Committee continues to support the continued improvement of drug, alcohol and tobacco education within a planned programme of PSHE Education.

14 ANALYSIS OF OUTCOMES FOR BLACK MINORITY ETHNIC (BME) CHILDREN AND YOUNG PEOPLE IN BRIGHTON AND HOVE

- 14.1 The Committee considered a report of the Executive Director, Families, Children & Learning that set out analysis of end of Key Stage results and some progress data for BME children and young people for the 2016 academic year and briefed Members on the interventions implemented to improve any areas of under achievement relating to BME pupils' outcomes.
- 14.2 Councillor Phillips asked how schools would action the recommendations set out in section 6 in the current environment of severe budget pressures and any identification of the additional support to ensure that EMAS had sufficient capacity.
- 14.3 The EMAS Team Leader stated that the recommendations main focus was on a change of ethos particularly raising awareness with staff of unconscious bias and the impact it had.
- 14.4 Councillor Wealls noted that the data was taken from a small cohort but the broad picture appeared to one of disadvantaged families rather than racism. Councillor Wealls provided an example in that black Caribbean children educationally outperformed white British pupils.
- 14.5 The EMAS Team Leader replied that deprivation was an important issue but there was an additional element of underperformance in education relating to minority groups that were not cohesive. Mixed minority groups were often not cohesive and were the fastest growing area of population in the city and that presented significant challenge.
- 14.6 **RESOLVED-**
 - 1) That the Committee note the report and endorse the focus across the city on improving outcomes for the particular BME groups highlighted in the report.
 - 2) That the Committee agree the focus on the impact of disadvantage and the significance this has for some of the BME groups. This report demonstrates that having multiple characteristics (BME and Free School Meal (FSM)) can lead to some groups being at even greater disadvantage and thus at risk of underachievement.
 - 3) That the Committee agree the next steps as outlined in section 6.

15 BRIGHTON & HOVE YOUTH JUSTICE STRATEGY 2017-19

- 15.1 The Committee considered a report of the Executive Director, Families, Children & Learning that requested approval of the Youth Justice Strategy for Brighton & Hove 2017-18 as required under the Crime and Disorder Act 1998.

- 15.2 Councillor Phillips stated that although offending rates were down, there would be a £50,000 budget reduction to the Youth Offending Service and asked what impact that reduction may have.
- 15.3 The Head of Service (Adolescents and Youth Offending Service) stated that the service had met budget reductions over a number of years which had been managed through deletion of vacant post and changes to how the service operated. In the event of further budget cuts, it would be necessary for a service re-design and restructure.
- 15.4 Councillor Wealls expressed his congratulations to officers for their tremendous work as he found the reduction in offending numbers to be staggering.
- 15.5 **RESOLVED-** That the Committee approves the Youth Justice Strategy for Brighton & Hove 2017-18

16 FAMILIES, CHILDREN & LEARNING ANNUAL REPORT 2016/17 AND LOOKING AHEAD

- 16.1 The Committee considered a report of the Executive Director, Families, Children & Learning that summarised the work of the Families, Children & Learning Directorate over the past 12 months and communicated intentions for the next year and beyond.
- 16.2 Councillor Cattell welcomed the document that she found to be very accessible and clear and one that would be useful for comparison.
- 16.3 Councillor Taylor noted that the document contained less detail than in previous years and could have been more candid regarding shortcomings of the Directorate.
- 16.4 The Service Manager - Directorate Policy & Business Support clarified that the Directorate had other documents and reports that were statistically detailed and challenging. The purpose of the Annual Report was as a precise communications tool.
- 16.5 **RESOLVED-** That the committee note the report

17 DEVELOPMENTS IN MENTAL HEALTH SERVICES FOR CHILDREN AND YOUNG PEOPLE

- 17.1 The Committee considered a report of the Executive Director, Families Children & Learning that provided information of the current children and young people's mental health and wellbeing services and future developments.
- 17.2 Councillor Taylor noted that the routine priority first treatment target was 8 weeks which was of some concern for him as just like physical health, mental health deteriorated without prompt treatment.
- 17.3 The Commissioning Manager, Children's Mental Health & Wellbeing, Brighton and Hove Clinical Commissioning Group clarified that the national target was 18 weeks and 8 weeks was a significant reduction on that. Treatment was not necessarily subject to face to face meetings and an individual self-help programme could be introduced subject to the patients need.

- 17.4 Councillor O'Quinn commended the report adding that mental health was a very important issue that was often neglected. Councillor O'Quinn asked if any benchmarking had been undertaken with authorities that had begun the process.
- 17.5 The Commissioning Manager, Children's Mental Health & Wellbeing, Brighton and Hove Clinical Commissioning Group replied that Brighton & Hove and other authorities were in a similar starting position however, each authority had its respective strengths in specific areas that gave opportunity for shared learning.
- 17.6 Councillor Phillips asked if partnerships had been established with the voluntary sector and whether in the future, some services could be co-led with young people.
- 17.7 The Commissioning Manager, Children's Mental Health & Wellbeing, Brighton and Hove Clinical Commissioning Group stated that the voluntary service were crucial and were a partner throughout the delivery of services. Furthermore, consideration was being given to commissioning young people to produce a version of the transformation plan.
- 17.8 **RESOLVED-** That the report be noted.

18 ITEMS REFERRED FOR COUNCIL

- 18.1 None items were referred to Full Council for information.

The meeting concluded at 7.40pm

Signed

Chair

Dated this

day of

Ofsted update 6 September 2017

Schools inspected since last committee 2017

School	Date of Inspection	OE Grade	Previous grade
Full inspections			
Coombe Road	06.06.17	2	3
Varndean Secondary School		(not confirmed)	2

Snapshot from 6 September 2017

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary	94.2	90	96.2	15.4	19
Secondary	80	78	72.9	0	23
Special	100	93.8	100	33.3	39
Colleges	100			33.3	
PRUs	100	86.8	100	0	18
All Schools (not colleges)	91.9	89	86.8	16.7	21

Subject:	Special Educational Needs and Disability - Reorganisation of Special Schools and Pupil Referral Units		
Date of Meeting:	18 September 2017		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Regan Delf	Tel: 01273 293504
	Email:	Regan.delf@brighton-hove.gov.uk	
Wards affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT**

- 1.1 This report is the latest in a series taking forward wide-ranging recommendations resulting from the review of special educational needs and disability (SEND) provision that was initiated in 2014.
- 1.2 The recommendations in this report are a significant milestone in the planned re-design of special school and Pupil Referral Unit (PRU) provision in the city, which:
- reconfigures our existing special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site
 - is based on a vision to improve the integrated education, health and care offer for our most vulnerable young people
 - maintains the number of special school and PRU places available
 - consolidates provision so that it runs more efficiently and more sustainably into the future
- 1.3 Specifically the report provides feedback from the recent formal representation period following the issue of statutory notices in respect of the proposals to make the required changes in respect of the following schools: Hillside school, Downs Park School, Downs View School, the Cedar Centre and Homewood College. The proposal to bring together the Pupil Referral Unit and the Connected Hub alongside Homewood College was not the subject of statutory notices, but this is a linked change.
- 1.4 On 13 June 2017 the CYPS Urgency Sub-Committee made the final decision to close Patcham House School on 31 August 2018. The intention is to open a new special facility in a mainstream school for children with similar needs to those previously met by Patcham House in September 2018. This new facility will complement the existing special facilities at Hove Park School and at BACA.

2. RECOMMENDATIONS

2.1 That the Committee should confirm the proposals contained in the statutory notices and make a final decision to:

- a) expand, re-designate and extend the age range up to the age of 19 years of Hillside Community Special School, and
- b) close Downs Park Community Special School

so as to form the integrated hub for severe and complex learning difficulties in the west of the city with effect from September 2018

2.2 That the Committee should confirm the proposals contained in the statutory notices and make a final decision to:

- a) expand and re-designate Downs View Community Special School, and
- b) close the Cedar Centre Community Special School

so as to form the integrated hub for severe and complex learning difficulties in the east of the city with effect from September 2018.

2.3 That the Committee should confirm the proposals contained in the statutory notice and make a final decision to expand and extend the age range of Homewood College from 11-16 to 5-19 with effect from September 2018.

2.4 That having noted the outcome of the recent consultation (see Appendix 2 from the report to Committee on 19 June 2017), the Committee should approve the merger of the existing Pupil Referral Unit (PRU) and the Connected Hub, and the arrangements to bring the merged PRU together with Homewood College to form the integrated hub for social, emotional and mental health with effect from September 2018.

3. BACKGROUND INFORMATION

3.1 The Local Authority (LA) began a wide ranging review of its provision for children with special educational needs and disabilities in 2014. There have been a number of milestones as the review has progressed towards more specific proposals for change. The review's journey is outlined in Appendix 1.

3.2 The outcome of the formal consultation on the proposed changes to the special school and PRU provision in the city was reported to CYPS committee on 19 June. The relevant section outlining responses to the consultation is included for reference in Appendix 2 of this report. This section formed part of the previous report to Committee on 19 June.

- 3.3 Having considered the responses to the consultation, the CYPS committee agreed to proceed to publish statutory notices in respect of the proposals to establish the three integrated hub provisions. The notices were published in the Brighton & Hove Independent newspaper on 30 June 2017 and on the Council's website. In addition, notices were displayed at the entrance to the schools and at other places in the local community, including the local post office and library. The statutory notice stated how the full proposal information could be obtained.
- 3.4 The statutory notice forms part of the full proposal. Copies of the full proposal were sent to the governing body, the parent/carers of every registered pupil, neighbouring local authorities, the Anglican and Catholic dioceses, local ward member, the Children and Young People Committee, the Members of Parliament for Brighton & Hove and the Department for Education (DfE). Copies of the complete proposal would have been made available to anyone who requested a copy during the publication period. However, during the statutory notice period, no requests were received for the full proposal information.
- 3.5 The closing date for representations or objections to the statutory notice was 28 July 2017. During the notice period only one response was received.
- 3.5.1 The single response was not specifically an objection to proposals to create the integrated hubs or the overall consultation process. The points raised related to the leadership arrangements and related recruitment for the proposed new integrated hubs which have been given careful consideration. The LA understands the arguments and strong feelings in relation to the recruitment of the new executive Head teachers for the integrated hubs east and west. Opportunities have been created for discussion and resolution with the relevant governing bodies and HR advice has been provided to assist governors in making the best decisions on recruitment procedures. However while the LA can provide advice and a view, the decision making in relation to recruitment is the responsibility of the relevant governing bodies not the Local Authority.
- 3.5.2 To support school governance through the re-organisation process, the LA has appointed a specialist consultant who has worked with the governing bodies of the current special schools and the PRU management committees since the early stages of the development of the proposals. Joint Committees with agreed Terms of Reference have been formed between the governing body of Hillside and the Federation (in respect of the west hub) and the governing body of Downs View and the Federation (in respect of the east hub). The Joint Committees are currently formulating proposals to enable governors from the Federation to join the governing bodies of both Downs View and Hillside schools as appropriate, and in line with current statutory regulations. This will support joint decision making over the coming year, including the arrangements for the wider leadership teams.
- 3.5.3 In the context above, it is not felt that the proposals which are the subject of this report should be changed in the light of the response received.

4. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 4.1 The proposals state that the intention is to retain at least the same number of specialist placements for children with SEN and disabilities and to re-structure and re-organise provision. This approach will safeguard Dedicated Schools Grant (DSG) high needs block funding levels whilst, at the same time, delivering greater economies of scale resulting in reduced unit costs.
- 4.2 The proposed changes will enable the available funding to be used more efficiently and effectively, so that the city's special provision is sustainable into the future. These revenue savings are most likely to be realised when co-location of the schools is achieved and the economies of scale should, in particular, facilitate savings in management, administration and premises budgets.
- 4.3 In order to facilitate the necessary property changes a sum of £7.5m has been set aside in the capital programme to support the SEND review. The disposal of any surplus assets identified under this review may potentially generate capital receipts. Those receipts, less any disposal costs, will be ring-fenced to support capital investment through the Council's Capital Investment programme to enable the adaptations and improvements to the new provisions. The balance of receipts after the initial ring-fencing will be used to support the Council's future corporate capital strategy.

Finance Officer Consulted: Steve Williams

Date: 14/07/17

Legal Implications:

- 4.4 In order to achieve any reorganisation of provision the Local Authority must comply with School Organisation legislation - the Education and Inspections Act 2006 (EIA), associated regulations, and statutory guidance published by the Department for Education. Both the legislation and guidance set out the steps which the Local Authority must take before making any final decisions on proposals to reorganise school provision.
- 4.5 The EIA 2006 provides that the Local Authority is the decision maker on any proposals to close or make prescribed changes to schools. The Children, Young People and Skills Committee will act as the decision maker for the Local Authority on these proposals. The decision needs to have been made within two months of the end of the representation period ie by 28 September 2017. The exact process by which the decision maker carries out their decision making process is not prescribed, however it must have regard to the statutory 'Guidance for Decision-makers' published by the DfE in April 2016.
- 4.6 The Guidance states that the decision-maker will need to be satisfied that an appropriate fair and open consultation and representation period have been carried out and that the proposer has given full consideration to the responses received. The decision maker should consider the views of those affected by a proposal or who have an interest in it, and should not simply take account of

the number of people expressing a particular view. The greatest weight should be given to responses from those stakeholders likely to be most affected by a proposal, especially parents of children at an affected school.

- 4.7 When issuing a decision the decision-maker can;
- reject the proposal;
 - approve the proposal without modification;
 - approve the proposal with modifications, having consulted the LA;
 - approve the proposal-with or without modification- subject to certain prescribed conditions being met.

Lawyer Consulted: Serena Kynaston

Date: 12/07/2017

Equalities Implications:

- 4.8 An Equalities Impact Assessment was developed to inform the review and this has been updated as the review has moved towards more specific proposals for change. A commitment has been given to retain the overall number of places in special provision.

4.9 Sustainability Implications

The reconfiguration of the schools will contribute to the objective of the wider SEND review to ensure that the city's provision for children and young people with SEND is sustainable into the future by being financially viable and having the capacity to make provision to meet the diverse needs of this vulnerable group. This will help young people to achieve their potential and take their place in the community.

SUPPORTING DOCUMENTATION

Appendices

Appendix 1

The journey of the SEND review

In 2014 the local authority undertook a broad review of existing provision for children and young people with special educational needs and disabilities with the community, including, pupils, parent/carers, schools, education, health and care professionals, all strategic partners and the voluntary and charity sector. The LA has an ongoing responsibility to keep its provision under review, and has already made some changes in response to the new Children and Families Act 2014. There have been a number of milestones as the review has progressed towards more specific proposals for change and the review's journey is outlined here:

February 2015

Joint Children & Young People Committee and Health and Wellbeing Board -

The committee approved the recommendations arising from the wide ranging review of special educational needs and disability in the Children's Services Directorate of the council.

July 2015

Health and Wellbeing Board & Children Young People and Skills Committee -

The board and committee approved the proposal to merge the Special Educational Needs and Disabilities (SEND) Review in Children's Service and the Learning Disability (LD) Review in Adult Services.

November 2015

Joint Children & Young People Committee and Health and Wellbeing Board -

The joint meeting of the Health and Wellbeing Board and Children Young People and Skills Committee on 10 November 2015 gave approval for an engagement process with key stakeholders around proposals to integrate education, health and care provision in special schools and Pupil Referral Units.

January 2016

Children Young People and Skills Committee - The committee approved the proposed timeline for the engagement process and subsequent actions to reorganise special provision for children with complex needs.

June 2016

Children Young People and Skills Committee - The committee noted the results from the open engagement phase on special provision and approved the governance arrangements and an updated timeline for taking forward proposals.

October 2016

Children Young People and Skills Committee - The committee agreed that the proposals that are the subject of this report should go out to formal consultation,

including lowering the age range of Hillside and Downs View Community Special Schools and the proposed closure of Patcham House Community Special School.

January 2017

Children, Young People and Skills Committee - The committee agreed to publish statutory notices to extend the age range of Hillside and Downs View Community Special Schools. A further period of engagement about the structure of the new hubs began.

March 2017

Children Young People and Skills Committee - The committee agreed to the extension of the age range of Downs View and Hillside Community Special Schools to enable them to admit pupils from the age of two. Agreement was given to publish statutory notices in respect of the proposed closure of Patcham House Community Special School with effect from August 2018. A period of formal consultation was approved on the proposals to create three new hubs, two for those with learning difficulties and one for those with social, emotional and mental health needs.

13 June 2017

A Children, Young People and Skills Urgency committee made the final decision to close Patcham House on 31st August 2017.

19 June 2017

The Children, Young people and Skills committee made the decision to publish statutory notices in respect of the changes proposed to create the new integrated hubs.

Appendix 2

Outcome of formal consultation that ran from 15 May 2017 to 9 May 2017 and which was summarised in the report to CYPs committee of 19 May 2017

1. THE PROPOSED CHANGES TO CREATE THREE NEW HUBS ACROSS THE CITY

1.1 An extensive period of engagement with the local community had preceded the local consultation period on the proposed changes to five special schools and the current two pupil Referral units, which ran from 15 March to 9 May 2017. The ethos of collaboration and coproduction underpinned the process from the initial SEND review to the creation of specific proposals.

1.2 The consultation process included a range of events for staff and parents at all affected provision, alongside other opportunities for pupils and other groups of people across the city who have an interest in SEND to discuss the proposals and give their views. During the period of the consultation, there was ongoing discussion with headteachers, governing bodies and management committees.

1.3 The report to Children, Young People and Skills Committee on 19 June 2017 set out the reasons for making the proposed changes and what follows here is a summary of the main issues raised in the local formal consultation:

1.3.1 The prospect of change

Parents and were generally very happy with the current provision made for their child's needs and appreciated the high quality of the city's special provision, which are all rated good or outstanding by Ofsted. Any change that might disrupt this caused some parents and staff anxiety. However, maintaining the status quo is not an option as the city's large number of very small schools is not financially sustainable. The level of commitment from senior leaders to continuing to build on the quality offered at the moment to make the best possible provision in the future for the city's most vulnerable children and young people acknowledges the views of those who urged change, and offers reassurance that the current quality will at least be maintained or enhanced. The existing governing bodies have begun to work together in different groupings, so that the transition from one model to another is as smooth as possible for everyone. This should mitigate the concerns expressed that the mergers would result in a 'take over' of one school over another to the point of domination. Both the LA and the governing bodies have been keen to emphasise that the hubs will be deemed new organisations and the ethos developed with the shared perspective of school leaders, staff, parents and pupils. The council has agreed a long lead in time for any changes, as it is proposed that the hubs come into being on September 2018 and changes will be introduced over a number of years to minimise disruption for individual pupils. In some instances, ie the Pupil Referral Units, pupils were not always in agreement with their parents and welcomed the prospect of change, particularly new facilities and a wider

curriculum offer. The proposal to increase post 16 opportunities received very positive feedback.

1.3.2 The level of detail

Although they recognised that this consultation focussed primarily on the model of provision and its legal framework, some respondents felt that they would have liked more detail about how the hubs might work on a day to day basis to be confident that they would be able to provide effectively for the needs of pupils and families. Governors and senior leaders attended the consultation meetings with parents and were able to give reassurance not only that they would want to retain the best of what currently exists and plan any changes sensitively and over time, but also that they were committed to involving parents in taking the hubs forward, so that what is provided in the future for pupils and their families is tailored to their needs. The LA would ensure that senior leaders have the feedback from the consultation so that they can use this to frame their early thinking and talk further to staff and families in the spirit of engagement and co-production.

1.3.3 Impact on pupils

Whilst there was some anxiety about the impact of changes to schools with which pupils are already familiar, it was acknowledged that the development of hubs will broaden what they can offer to pupils within the learning curriculum and in their social and personal development. The continuing need for programmes tailored to the needs of individuals, with a particular focus on personalised learning was considered important to ensure that pupils maximise their potential. There was support for the new provision to be introduced over a period of time, as it was agreed that this would minimise disruption for pupils. The vast majority of pupils will remain on their current site with familiar staff. Where the needs of individual pupils might necessitate some changes, then this will be managed sensitively with a personalised plan for each pupil. Downs View School has had recent experience of a significant building work project adjacent to the school which was managed effectively to keep noise to a minimum and minimise any impact on pupils. The school's senior leaders were able to offer reassurance to parents that building work to extend the school or refurbish existing buildings would be managed similarly.

1.3.4 The size of the new hubs

Many parents liked very small schools and were keen to retain the personalised approaches that current provision is able to offer. The importance of continuing to tailor provision to the needs of individuals was a clear message in the consultation feedback and school leaders were able to explain that this approach, proven to be effective, would be maintained. Some respondents were very supportive of the council's rationale for creating larger organisations which could operate more flexibly and make the best use of resources. Strategic leaders in particular acknowledged that even at the new pupil numbers they would not constitute large schools, compared to both similar provision in neighbouring LAs and the national picture and would offer exciting opportunities to do things differently.

1.3.5 The combination of schools to create the hubs

Whilst recognising the need to create larger schools with greater opportunities for flexibility and efficiency, some respondents questioned the rationale for bringing together the schools in the combinations which the proposals put forward. A small number of these suggested alternatives, for example bringing together Cedar Centre and Downs Park, whose pupil populations were felt to be similar, alongside a merged Hillside and Downs View. This had been considered at an earlier stage of the review debate but not favoured, as it limited parental choice further and did not make best use of the benefits arising from the geographical location of the existing schools. Cedar Centre and Downs Park have historically been part of a Federation of three schools but this model has not enabled them to maintain an even balance of pupil numbers.

1.3.6 Inclusion

The proposal to bring together a wider range of pupils with special educational needs in one hub created considerable debate. Those who supported the concept of inclusion in its broadest sense had no problem with this. However, others did not want the pupils either across the whole age range or with different needs to mix together. There was a difference in opinion about the apparent disparity between the council's commitment to inclusion and the extension of the age ranges of the new provision, although it was recognised that this increased the options available to parents. Concern was expressed about how the admission of very young children, particularly to SEMH provision, might lead to early 'labelling' of children, which was felt to be undesirable. Some parents were worried that resources might come under pressure by the demands of those with profound and multiple learning difficulties, or that the needs of those deemed less complex might be overlooked. Some health colleagues in particular suggested that the schools should be brought together according to need, rather than locality. However, the council continues to have a legal duty to meet the needs of all pupils with special educational needs and disabilities. There is confidence, based on the experience of other LAs who have developed similar provision that this can be achieved very successfully in schools with a wider range of needs. There are a number of ways in which this can be managed-by the creative use of sites, a range of groupings according to learning style, pupil need and social, emotional and communication issues. The city's current PRU provision for primary and Key Stage 4 is effectively managed on the same site, but with separate accommodation and entrances, and offers one model of using sites creatively. Some parents who have opted to educate their children with very complex needs in mainstream were keen that consideration be given to them being able to access the wider range of services which are planned to be developed within the hubs.

1.3.7 The breadth of the new provision

Some parents were anxious that the needs of those pupils on the autistic spectrum were not being sufficiently addressed within the proposed changes. The current special schools all have pupils with a diagnosis of autism and this will continue. The council also plans to develop a new Special Facility in a mainstream secondary school to enable the needs of those with a range of

communication difficulties to be met. It is planned that this should open in September 2018. Additionally the LA is looking to create a small specialist unit within one of the hubs for the small number of more able pupils with autism/Asperger's syndrome, whose challenging behaviour or mental health needs mean that they cannot cope in a mainstream school. The LA acknowledged the view of some parents that a change in designation of Hillside and Downs View to the generic term of 'learning difficulties' may not reflect the full breadth of needs that the hub is intended to meet. Thus the proposed re-designation has been adjusted to 'severe and complex learning difficulties.' The hubs should be able to offer a wider range of curriculum opportunities than previously available through smaller schools and this is likely to result in a curriculum that is more tailored to the ability, needs and interests of pupils than ever before, including those on the autistic spectrum. Respondents were keen that a wide range of accreditation options would be available in the new hubs, so that individual students could explore their talents fully, and gain qualifications according to their potential. PRU pupils were particularly keen to access a wider and more creative curriculum than at present, and the creation of the SEMH hub is intended to offer increased flexibility by giving specialist staff the opportunity for staff development to work across different cohorts.

1.3.8 Post 16 provision

This was an area of the consultation which solicited strong views. Most respondents were in favour of the proposal to extend opportunities for provision beyond the age of 16. However, there were a range of views about what this might look like and who could offer this provision. Existing providers of post 16 provision for those with the most severe and complex needs at Downs View Link College preferred that this should be expanded to retain a citywide provision for this cohort of students, although it was recognised that the numbers of students would exceed the capacity of the current building. There was considerable support from those mostly closely linked with the west and citywide SEMH hubs that the creation of post 16 provision elsewhere would enable there to be a broader range of models and thus offer different pathways to adulthood. It is intended that the new provision delivered via the other hubs should focus more on enhancing opportunities for those who could access local college courses or pathways to employment with the right level of specialist help, thus creating joint ventures with other providers. It was acknowledged that the original proposal created some inequality in the proposed age ranges for post 16 provision and the LA has addressed this in response to the views expressed during the consultation. The proposed age range for the SEMH and west hub is now extended to aged 19.

1.3.9 Closer working between the Pupil Referral unit and Homewood College

The principles behind closer working between these two LA provisions received support. Whilst many saw the benefits of closer working, some were concerned about what this would mean in practice. The need to limit the number of pupils with SEMH on one site was highlighted as important to maintaining a productive learning environment, and utilising more than one site was felt to be key to the hub being able to effectively meet the diversity of need of pupils with SEMH. Linking the newly merged PRU and Homewood

College to form the new SEMH hub will enable a more flexible response to meet the LA's responsibilities towards those whose challenging needs limit their ability to access mainstream schools. The significant rise in the number of exclusions in the last year has presented a significant challenge to the LA to meet its statutory responsibilities with the existing configuration of services. The merger of the two Pupil Referral Units does not require a statutory notice to achieve the change in model, although the governance arrangements for future working will need to be established appropriately, for which negotiations between governors and the members of the management committees have already begun. The views of many respondents reinforced the need for the LA to carefully consider the appropriate use of sites to accommodate different aspects of social, emotional and mental health needs. This will be a key consideration in planning the operational structure and management of the SEMH hub.

1.3.10 Integrated working

Meeting the holistic needs of pupils though working effectively together was rated as the one of the highest priorities at an earlier stage in the SEND review. Many respondents agreed that this would be a significant benefit of how the hubs would deliver what pupils need. The allocation of the proposed additional £300,000 across the three hubs for therapies and health services was welcomed. There was support for a greater role for school leaders in joint commissioning what services can be provided, and how they might best be integrated into the hub's core offer. Early work has begun with key partners to plan for any changes that might be necessary to secure joint planning and delivery of services.

1.3.11 Admissions

Some parents whose children do not currently attend their most local special school were anxious that they would be required to move their child to the hub closest to their home address. This consultation does not propose any changes to the admission arrangements to special provision. The LA would always look to place a child in their most local school, if that school is able to offer provision appropriate to a child's needs. However, parents still have a right to express a preference, and the LA is obliged to comply with that preference as long as it would not be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. A very small number of pupils have dual placements with mainstream schools, and the new hub arrangements do not change the city's policy and practice on these. Hubs will be encouraged to develop increased opportunities for links with mainstream schools.

1.3.12 Transport

Some parents had queries about entitlement to home to school transport, and how this might impact on which hub a child might attend, as well as the options available to families, particularly in relation to services which might be offered via the hubs in future. The council's policy on home to school transport does not form part of this consultation. However, transport arrangements will

need to be considered carefully when the hubs develop an extended day, to ensure that equalities principles are upheld.

1.3.13 Traffic

Concerns about the impact of the creation of the hubs on local traffic were raised by a small number of respondents. As the number of children attending our special provision is not likely to change significantly, it is not envisaged that there will be an increase to the traffic involved in transporting pupils between their home and the hub. However, alterations to site access and car parking will form part of the discussions about the improvements to the new hub sites.

1.3.14 Sites

Many comments were received about the location of the new provision. A number of queries emerged about the future use of current sites. No sites in current use are likely to be relinquished until it is decided that a site is no longer needed. Respondents acknowledged that some sites are no longer fit for purpose (eg Dyke Road KS3 Pupil Referral Unit, which lacks outside space and accommodation which restricts the curriculum able to be offered there). Others will need refurbishment or new buildings. £7.5 million capital funding has been secured to spend on the improvements necessary to enable the three hubs to have the appropriate facilities to meet the needs of their new pupil population, although some doubted whether this would be sufficient. The need for the SEMH hub to be based across a number of different sites was a strong message, as SEMH encompasses both a very diverse range of needs and different patterns of provision depending on whether a pupil has an Education, Health and Care plan (EHCP) or is excluded, for example. The LA intends to address the issues about sites sensitively, working closely with colleagues in the property team to make the most creative use of available accommodation and the additional capital funding.

1.3.15 Funding

There was some scepticism about the financial case for change, a few suggesting that the proposed changes were merely a budget saving exercise. Making the proposed changes will enable the available funding to be used more efficiently and effectively, so that the city's special provision is sustainable into the future. The status quo is not an option, as there are budget deficits across a range of special provision which can no longer be netted off against historic balances or bridged by additional funding from the LA. This was a strong message to staff and parents at consultation events. It is not yet clear exactly how the new funding changes at national level would impact on the city's special provision, but school leaders were positive that a larger number of pupils in each hub and thus larger budgets would give them optimum flexibility to make the best use of available resources.

1.3.16 Staffing

Whilst many saw that the creation of the new hubs and the extension of provision in some hubs to include early years and post 16 provision might create new professional opportunities for staff, and some staff welcomed this, it was recognised that changes to the staffing structures in the hubs might

also mean seeking economies of scale over time and this would impact on staff job security. The presence of union representatives at consultation meetings with staff groups gave them confidence that the appropriate HR processes would be put in place to manage any changes. There was a widespread view that the expertise within the city's current provision was highly valued and to be retained if at all possible. The intention is to focus resources on frontline services and direct support for pupils. The attendance of governors at consultation events also gave them the opportunity to reinforce their intention to exercise sensitivity in the management of any change. Clarification was given at consultation events that the LA's role was strategic in the creation of the new model of provision, while the responsibility for developing an appropriate staffing and operational structure lies with the governing body.

2. CONSULTATION RESPONSES

- 2.1 The LA received 211 responses, 203 via the online consultation portal, seven via email and one via voicemail. 12 of the responses were on behalf of groups and represented the views of a larger group of people. Over 300 people attended events or were interviewed in person or on the telephone.
- 2.2 The development of additional post 16 provision as part of the hub development was supported (55% were in favour for the Integrated Hub West, and 42% for SEMH), although in the comments there was some difference in opinion about where this should be provided and to what age. The opportunity for more integrated working alongside increased therapies and services as part of the extended day was also highlighted as a positive change in the offer to be made from the hubs. The development of the SEMH hub broadly received a balance of positive and negative comments (39% in favour, 37% against); this was generally replicated in the feedback on the other hubs too.
- 2.3 However, views from some parents and staff were less positive about the value of the proposed changes in the east and west hubs (43% in favour in the East, 42% in favour in the West). This is perhaps understandable given that in each of these hubs, proposals are for one school to 'close' as part of the merger and this was a worry for a number of staff and parents even though numbers of places would remain the same. Given the success of existing high quality educational provision, a significant number of parents and school staff were not convinced that this would be any better if delivered via a hub and this concern is reflected in the relatively high proportion of respondents who neither agreed nor disagreed. At the same time, there was recognition of the need for greater financial security for this provision and so some respondents proposed alternative ways of grouping the schools. The need for greater flexibility, economies of scale and a more sustainable model in the longer term was identified by school leaders and governors as a particularly significant benefit of the creation of the new hubs.

- 2.4 All responses to the consultation on the proposed changes to the five special schools and two Pupil Referral units were carefully reviewed by LA officers and representatives from Amaze and the Parent Carers' Council, alongside three other significant elements of consideration:
- an analysis of the current model of provision in the city which does not reflect the present pattern of need and demand for places
 - the support for change evident during the review process
 - the analysis of the current and future budget position
- 2.5 Members were informed that the principles behind the proposal to create three integrated hubs from our current provision had the support of:
- The four governing bodies concerned – Hillside, Downs View, Homewood College and the CDP Federation (Cedar Centre, Downs Park and Patcham House)
 - The management committees of the two PRUs – Brighton and Hove PRU and the Connected Hub
 - The headteachers of Hillside and Downs View Schools and the Acting Executive Headteacher of the CDP Federation
 - The Clinical Commissioning Group (specifically community paediatrics and children's mental health).
 - The Parent Carers' Council (PACC)
- 2.6 There are significant budget pressures facing all schools at this time. These have been brought about by cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and pension schemes. At the end of the 2016/17 financial year special school budgets in Brighton and Hove showed a net overspend of £164,000, with three of the eight schools/PRUs having an overspend totalling £452,000. Some schools had been able to draw on historic underspends to avoid going over budget because of spiralling costs, but this is no longer sustainable. There is a considerable challenge for these schools to bring their budgets back into balance and it is likely that licensed deficit arrangements will be necessary. The economies of scale that should be delivered through the SEND Review and specifically the redesign of the special schools and Pupil Referral Units will better enable schools (hubs) to achieve balanced budgets.

3. DECISION MAKING

- 3.1 Some changes were made to the original proposals in response to the feedback received during the consultation period:
- The proposed designation of the East and West Hubs was changed to severe and complex learning difficulties.
 - The proposed age range of the West and SEMH hubs was adjusted from 18 to 19, to create parity across the city.
- 3.2 The financial circumstances of those schools in a challenging financial position are not likely to be resolved under the existing school structures and

thus changes in some form needed to be made in order for the city to be able to maintain high quality special provision.

3.3 The creation of the new integrated hubs was intended to bring the following benefits:

- a) each hub would be able to provide a holistic package of support for pupils and their families through a much more integrated offer across education, health and care/respite on site
- b) proposals respond to feedback from families that they want to see better coordination across education, care and health so that personalised plans for children have a unified set of objectives and outcomes
- c) the integrated hub model supports families to build resilience and stay together by:
 - a better extended day/short break offer where needed
 - direct support to families at home where children have challenging behaviour or very complex needs
- d) the availability of provision within the city which can offer a holistic package for children with multiple needs will reduce the need to resort to expensive out of city placements
- e) parents can be assured that high quality education can be maintained in all hubs, as each hub would consist of a school which has been consistently rated as outstanding and one as good
- f) proposals extend the age range to 19 at all three hubs and allow for more support in the transition to adulthood where needed
- g) best value would be achieved through the largest proportion of funding focussed on pupils and front line services, made possible by a streamlined management structure being in place
- h) the hubs would have sufficient pupils to guarantee financial viability in the future
- i) there would be greater economies of scale when commissioning health and care services
- j) proposals allow for £7.5m to be spent on upgrading the remaining sites
- k) proposals that merge special provision reflect newer successful models of best practice around the country, including that in neighbouring LAs.

3.4 Taking everything into account, Members gave agreement to proceed with the publishing of statutory notices in respect of the proposed changes set out in section 2 of this report, which reflect the revisions referred to in 5.1 above.

Subject:	Children's Services Partnership Forum		
Date of Meeting:	18th September 2017		
Report of:	Executive Director – Families, Children & Learning		
Contact Officer:	Name:	Carolyn Bristow	Tel: 01273 293736
	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 update the Committee on the function and work of the Children's Services Partnership Forum
- 1.2 Brighton & Hove: The Connected City, our sustainable community strategy, gives Children & Young People as a strategic priority for the city. This sets out the vision that all have the absolute best start in life and enjoy a stable, healthy childhood, a good education, fun new experiences and the confidence, ability and opportunity to obtain meaningful employment
- 1.3 This is further reflected in the Council's Corporate Plan where we set out our ambition to provide high quality education, keeping children & young people safe, helping them access social and cultural opportunities and being a good corporate parent by creating the best opportunities for children in care.
- 1.4 This work is further clarified in the Families, Children & Learning Directorate Plan 2017-2020, which has an annual update detailing the range of actions undertaken that year to support our city vision.

2. RECOMMENDATIONS:

- 2.1 That Committee note and support the ongoing work of the Children's Services Partnership Forum.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 Following the refresh of the city's Sustainable Community Strategy, it was decided to create a new overarching partnership forum to focus on all elements of services for children and young people across the city.
- 3.2 The partnership forum has been designed to be discursive rather than business or decision orientated. It does not hold any budget or resource; rather it connects organisations and services together to deliver real results for children, young people and their families.

- 3.3 It creates a space (that does not otherwise exist in this form) where people that work in all areas of services to children and young people can come together and start talking about how their work could be better designed and delivered to meet needs in the city. It is a chance for a wide range of stakeholders to meet and consider big issues facing children and young people in the city and to develop a strategic response.
- 3.4 A membership list was drawn together from existing partnership arrangements and includes the city council, health providers, Police, probation, schools and colleagues, community and voluntary sector organisations and parent representatives.
- 3.5 The inaugural meeting was held in June 2014, was well attended and very positively received. There have since been 3 further meetings of the Forum. The contents and outcomes of the inaugural and the second meeting (on emotional wellbeing and mental health) have been previously shared with committee. A summary of the subsequent two forum events are given below.
- 3.6 Advice, Information and Guidance for post school options
 This event had a much more focussed theme and for the first time involved young people actively participating in the event, giving presentations on their experiences of the advice given when considering what to do post school. We also heard from Gary Peters and the 'Be the Change' events, Marcelo Staricoff from Balfour Primary School and Alison Browning from Varndean School. Participants were asked to move around the venue, engage in conversation with a range of young people and fellow forum members and answer the following questions (set by a group of young people in a pre-meet),
- How do we get information, advice and guidance to people who are 18 and over?
 - How do we make information, advice and guidance interesting and relevant to young people?
 - How can information, advice and guidance be delivered to take into account the individual needs of young people
 - Why do schools value further education (FE eg college) more than other options?
 - How can minority groups be better supported in choosing their next steps after school?
 - Why don't schools teach basic skills about being employed / basic workers rights?
- 3.7 Creating a child & young person friendly city
 This forum event took place in May 2017 and asked participants to consider the following questions:
- What is your interpretation of what a child & young person friendly city might mean?
 - Which children and young people are we talking about – something that works for all or should we focus our attention on vulnerable / disadvantaged groups?
 - We also invited people to share what great work is already underway and then what participants were going to pledge to take away from the event and do differently in their place of work or activity to promote the idea of a cyp friendly city.

A report will come to a future CYPS committee meeting on the proposed next steps for developing a Child & Young Person Friendly Brighton & Hove.

3.8 Following the forum meetings a report is shared that contains a summary of discussions at the event and ideas on how to take forward new solutions in the individual groups and organisations represented at the event.

3.9 A recent Peer Challenge activity highlighted the importance of having an overarching strategic partnership that pulls together a lot of disparate work with children and families across the city.

3.10 The partnership forum has committed to meet bi-annually.

3.11 Members of the forum are clear that it is their responsibility to reflect on messages heard at the events and to take forward that thinking and further conversations back in their 'home' organisations or to continue discussions with partners.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 In light of our vision for children and young people in the city and our commitment to providing space for their voice to be heard through all we do, we need a mechanisation for bringing professionals and the young people together. They can then hear about recent developments, talk through issues, start to formulate solutions and contribute to strategic thinking across the city.

4.2 This partnership forum provides the opportunity for that activity and is working well.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 In the creation of the Partnership Forum, partners were consulted on their views via Brighton & Hove Connected, our strategic partnership.

5.2 Children and young people are involved in each meeting, including co designing agendas and making presentations.

5.3 Membership of the partnership forum is always subject to review to allow for a wide and representative membership.

5.4 Feedback is collected at each event to ensure the partnership forum remains useful and effective.

6. CONCLUSION

6.1 In conclusion, the four partnership forum events held so far have been well received and all parties want to build on this, see the work continue and develop over the coming years.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The work of the Children's Services Partnership Forum will be met from within existing resources

Finance Officer Consulted: Louise Hoten

Date: 04/07/17

Legal Implications:

- 7.2 There are no legal implications arising from this report

Lawyer Consulted: Elizabeth Culbert

Date: 28/06/17

Equalities Implications:

- 7.3 The Partnership Forum seeks to better understand experiences of our vulnerable children & young people, including those of protected characteristics, and to provide solutions to issues raised.

- 7.4 Any work that city organisations or groups take forward as a result of conversations at the partnership forum would be subject to the usual policies and practices around equalities, including the public sector equality duty for due regard and the need for equalities impact assessments.

Sustainability Implications:

- 7.5 Through an effective partnership forum we can reduce waste and duplication in service delivery and promote health and happiness in the city.

Any Other Significant Implications:

- 7.6 N/A

SUPPORTING DOCUMENTATION

Appendices:

1. None

Documents in Members' Rooms

1. None

Background Documents

1. None

Subject:	Secondary School Admission Arrangements 2019/20		
Date of Meeting:	Children, Young People & Skills Committee 18 September 2017		
Report of:	Executive Director Families, Children & Learning		
Contact Officer:	Name:	Richard Barker, Head of School Organisation	Tel: 01273 290732
	Email:	Richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1. The City Council is the admission authority for maintained community schools in the city. The admission arrangements for schools must be determined 18 months in advance of the academic year in which they will take effect. This report outlines the proposed changes to the secondary school catchment areas and some primary school Published Admission Numbers (PAN) that will take effect for admissions to school in September 2019. It also seeks permission to make a light touch temporary change to the secondary school admission arrangements.
- 1.2. Local Authorities must also set out schemes for co-ordinated admissions, including key dates in the admission process, and also the arrangements for consultation with own admission authority schools in the city and with other Local Authorities. They also establish the area (the "relevant area") within which the admission consultation should take place.

2. RECOMMENDATIONS:

- 2.1 That the Committee agree to consult upon the light touch temporary review of the secondary school catchment areas to take effect from 2019.
- 2.2 That the Committee agree to recommend to Full Council that any change to secondary school catchment areas remain in effect for two years and that there should be a further review in 2019 to look at admission arrangements from 2021 onwards.
- 2.3 That the Committee agree to the proposed schedule of public consultation events as detailed in the report.
- 2.4 That the Committee note the forecast of pupil numbers in each catchment area as noted in the report.

- 2.5 That the Committee agree to consult upon the proposed revised primary school Published Admission Numbers (PAN) to take effect from September 2019.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The city's secondary school catchment areas have often been the subject of review as the Council seeks to ensure the practices and the criteria used to decide the allocation of school places are fair, clear and objective.
- 3.2 The Cross Party School Organisation Working Group (CPSOWG) is long established and undertakes work to scrutinise the existing arrangements and review possible alternatives, making recommendations to the Children, Young People and Skills Committee (CYP&S). The group's membership is shown in Appendix 12.
- 3.3 The CPSOWG convened a Secondary Admissions Working Party (SAWP) whose membership is also shown in Appendix 12. Headteachers from Hove Park, Longhill High, Blatchington Mill, Dorothy Stringer, and Varndean schools have all taken up the opportunity to attend these meetings at times.
- 3.4 The city has seen an increase in the number of secondary school pupils and this is set to continue. The council is currently working in partnership with the University of Brighton Academies Trust (UoBAT) to open a new free school to help overcome this increase in numbers. Recently there have been a number of pupils who have not been allocated a place at their catchment school.
- 3.5 To help mitigate this situation occurring in the future, the council intends to consult upon a light touch temporary review of the catchment areas of secondary schools in the city, to take effect from September 2019. It is intended that any changes would remain in effect for two years and that there would be a further review in 2019 to look at arrangements from 2021 onwards. It is intended that the proposed changes for 2019 -21 will better match the number of pupils living in a catchment area with the places available at the relevant catchment school(s) thus providing an increased likelihood for families that they will be offered a place at a catchment school. It is hoped that this will reduce the uncertainty that some parents have experienced in recent years as the number of applicants in particular catchment areas has exceeded the places available at the catchment school.
- 3.6 Whilst the current published admission arrangements for secondary schools are considered to be clear and state that parents are not guaranteed a place at their catchment school the proposed changes to catchment areas, subject to public consultation, will offer parents whose children are due to start secondary school in September 2019 greater clarity.
- 3.7 The rise in primary aged pupils in the city is now beginning to impact on secondary schools. In order to ensure that the council is able to meet its statutory responsibility in future years to have a school place available for all pupils who require one, the council has worked closely with partners locally and in particular the UoBAT to secure agreement for the opening of a new secondary school, The Brighton and Hove Academy. The Council does not have the power to open a new school itself.

- 3.8 In the spring of 2016, in anticipation of the need to incorporate the new school into the city's admission arrangements, the Council undertook an extensive public engagement exercise on possible changes to the city's school admission arrangements for secondary schools. This included a review of existing catchment areas.
- 3.9 The outcome of the engagement phase was reported to the CYP&S committee in September 2016. The principles that received the greatest support from respondents were:
- Minimise pupil's journeys to school
 - Ensure all the city's schools are successful and viable
 - Allow children to move to a secondary school with their school friends
- 3.10 The proposal to introduce a Free School Meal (FSM) criterion was disagreed with by 63% of the respondents. It did receive support from those who were teachers or governors in Brighton and Hove schools.
- 3.11 Of the three catchment area maps put forward to prompt discussion at the engagement events two maps received significant support as respondents' first preference.
- 3.12 The tie-break option that received most support was for the use of a distance measure i.e. to prioritise pupils who live closest to the school. It was clear from the replies given that this response rate was linked to the proposed options being put forward for the catchment areas. It was not considered as a separate matter by many respondents.
- 3.13 There was no city wide consistency in the responses to the proposals put forward to the engagement phase and there were geographical differences in which proposals were preferred. As a result, the CPSOWG was not able to draw upon a consistent theme for the development of a single proposal.
- 3.14 The CPSOWG concluded that the new school should be located in a catchment area with Dorothy Stringer and Varndean Schools. It was intended that this would address the need for additional places in this area. They also proposed that the Coldean area of the city should move from being in the catchment area for Patcham High School to Brighton Aldridge Community Academy's (BACA) catchment area, thus providing a more equitable distribution of pupil numbers in future years.
- 3.15 The CPSOWG did not propose any further changes to existing catchment areas. This was in response to concerns raised during the engagement phase which included the length of safe pupil journeys, the focus on schools being successful and viable and maintaining strong local communities.
- 3.16 The working party proposed that an oversubscription criteria be introduced which would give priority for pupils in receipt of FSM, to provide disadvantaged students with more opportunities to obtain a place in a school that was not in their catchment area. Having reviewed a range of studies, whilst there were no

indisputable conclusions, the working party supported the opportunity to test the positive impact study on students eligible for FSM in the city.

- 3.17 These recommendations were supported by the CYP&S committee on 19 September 2016.
- 3.18 It had been hoped to undertake a public consultation on changes to the city's catchment areas incorporating the new secondary free school in the autumn of 2016 to take effect from September 2018. However, as detailed in the reports to the CYP&S committee in September 2016 and January 2017, without confirmation of the permanent site of The Brighton and Hove Academy, the council was unable to determine admission arrangements which included any revisions to existing catchment areas and therefore maintained its current admission arrangements for 2017/18 noting that if the new secondary free school was to open it would have a city wide catchment area. If the school had been oversubscribed places would have been allocated to pupils living closest to the school.
- 3.19 The confirmation, given in February 2016, to open the new school was made without an identified site for the new school. Extensive work was then undertaken to identify and secure a site for the school. A preferred site has now been confirmed, the Sussex Community NHS Foundation Trust's Brighton General Hospital site. In June 2017 confirmation was received from the Education and Skills Funding Agency (ESFA) that the opening of The Brighton and Hove Academy would be postponed until September 2019.
- 3.20 For all those pupils that required a secondary school place for September 2017, the council has been able to offer them one. However, it has not been possible to offer all pupils a place at their catchment school even though parents have expressed a preference to attend it. On 1 March 2017, National Offer Day for secondary school places, 147 pupils were not offered a place at the catchment school and were directed to one of four schools in the City. This included 57 pupils in the Dorothy Stringer/Varndean catchment area who, despite expressing a preference for one or both schools, did not receive a place at either of the schools. Parents have subsequently had the opportunity to apply for other schools or go through the re-allocation and appeal processes. As a result the 147 pupils affected are now attending one of 20 different schools, the majority of which as a result of parental preference. The number of pupils in the Dorothy Stringer/Varndean catchment area directed to a school that was not a preference is now 12 pupils.
- 3.21 It is only when own admission authority schools (such as Cardinal Newman Catholic School (CNCS) and King's School as well as neighbouring local authorities) inform the council of their allocations at the start of a calendar year that the council can identify the number of pupils who are not in a position to be offered their catchment school.
- 3.22 The council's published admission arrangements state that where there are insufficient places to offer all pupils in an admission category a place an electronic random allocation process will be followed as a tie-break to identify those who will receive a place. It is understood that this method of tie-break can

create uncertainty to parents affected by there being fewer places in a catchment area than places available.

- 3.23 The application round for secondary school places in September 2018 starts on 1 September 2017 and closes on 31 October 2017. The council has sufficient school places to ensure all pupils who require a place are offered one. However it cannot guarantee that all pupils in a catchment area will be offered a place at that school. Further details of the admission process can be found in the information for parents booklet and council animation at: www.brighton-hove.gov.uk/schooladmissions
- 3.24 The Council could not offer to provide additional places in the catchment areas affected for September 2017 because after careful consideration, and in close consultation with both Dorothy Stringer and Varndean schools, the council decided that it would not be possible for the schools to accommodate these additional numbers. It was considered highly unlikely that if this number of places were offered that there would be sufficient movement in the number of pupils accepting the places offered for the published admission numbers still not to be significantly exceeded in September 2017.
- 3.25 There was every expectation that The Brighton & Hove Academy would open in September 2018 and thus provide additional secondary school places in the city, thereby giving additional choice to parents. It is for the reasons referred to earlier that additional places have not been created for September 2018 in the catchment areas affected by high pupil numbers.
- 3.26 It is now anticipated that The Brighton and Hove Academy will open in September 2019. At this stage it has not been possible to confirm the permanent site of the new school to the satisfaction of the ESFA and therefore a change to the city's catchment areas, to incorporate a new school, cannot be undertaken whilst this remains the position. The ESFA will only agree an opening date for a new school once a permanent site is identified and secured and they have assessed the time needed to obtain planning permission and complete any building works or refurbishment that might be required.
- 3.27 The admission arrangements for The Brighton and Hove Academy are the responsibility of the UoBAT. It is anticipated that the school will open in September 2019 without a catchment area as was the proposal when it was due to open in September 2018.
- 3.28 In order to alleviate the issue of catchment areas failing to catch in the last two admission rounds the council is proposing a light touch review of catchment areas. It is hoped that this will reduce the uncertainties experienced by parents as a result of the random allocation tie-break procedure as the review will mean that fewer places within a catchment area will need to be allocated in this way.
- 3.29 The council is proposing that these changes will be implemented for admissions in September 2019 and September 2020. It is intended that this will also reduce uncertainties which might arise if there is any further delay in confirming the permanent site for The Brighton & Hove Academy. Every effort is being made to secure the site to ensure the opening of the new school as soon as possible. As detailed in the Education Capital Resources and Capital Investment Programme

2017/2018 report to the CYP&S committee in March 2017 a total of £15.0m is allocated to the provision of secondary places in the 2017/18 financial year.

- 3.30 To implement changes to admission arrangements in September 2020 a consultation would need to be held in Autumn 2018. It is anticipated that confirmation of the permanent site will not be available until Spring/Summer 2018. This would leave a restricted amount of time to undertake sufficient engagement exercises to inform the development of catchment area proposals across the city. By recommending arrangements which will remain in place for two years the Council will be better placed to develop proposals for September 2021 with greater certainty and with better informed engagement activities.

Background data

- 3.31 The council undertakes regular reviews of its pupil projection data. There are two sources of data that inform the council's planning. Firstly there is the estimated number of children who will be living in new housing developments. Over time an assumption of the number of children living in different types of accommodation has been developed and is applied to the numbers of homes detailed in the City Plan. The timing of when the proposed housing is actually built is affected by a number of factors. Whilst this is informed by professional judgment it is not exact and therefore this data is held separately and is not entered into more detailed projections based on catchment areas.
- 3.32 As detailed in Appendix 2 it is estimated that between 2014 and 2030 an additional 13,200 homes will be built in the city, generating a total of 1046 secondary aged pupils, from Years 7 to 11. By 2021 it is expected that approximately 483 pupils will be requiring school places on account of new housing, or just fewer than 100 in each year group.
- 3.33 The main source of pupil projection data for secondary aged pupils is found in Appendix 3 and summarised in paragraphs 3.34 – 3.36. This is calculated by taking the number of pupils recorded in the school census as attending a primary school and living in the catchment area and then adjusting this figure by the historical 'drop-out rate' which is created by considering how many of those living in this area do not go on to attend a city secondary school. Finally adjustments are made to represent the impact of pupils attending either CNCS or King's School whose admission arrangements mean that they take pupils from across the city.
- 3.34 The projections for the current admission arrangements show that in 2019 there will be 2598 pupils requiring places. With the opening of The Brighton and Hove Academy there will be 2795 places providing 197 spare places or 7% spare capacity. In 2020 there will be 2590 pupils requiring secondary school places. It is a recommended place planning convention that spare capacity should be in the region of between 5%- 10% to allow for an element of parental preference and to ensure sufficient places to accommodate pupils who require a place outside of the main transition points, such as families moving into the city part way through the academic year.
- 3.35 In 2019, the BACA, Blatchington Mill/Hove Park and the Dorothy Stringer/Varndean catchment areas are projected to have more pupils than

places available. In total it is forecast that 126 pupils will not be able to be accommodated in their catchment area school. In total there are 100 places in the Patcham High School, Longhill High School and Portslade Aldridge Community Academy (PACA) catchment areas that will not be filled from children living in the catchment area.

- 3.36 In 2020, it is forecast that 138 pupils will not be accommodated in their catchment area and, in total, 120 places in the BACA, Patcham High School, Longhill High School and PACA catchment areas will not be filled from children living in the catchment area.
- 3.37 It is widely accepted that projecting pupil numbers is not an exact science and the modelling of the proposed changes to catchment areas provides a best effort indication of its likely impact but should not be considered an accurate portrayal of actual impact.

Proposed arrangements for September 2019

- 3.38 As previously detailed in earlier committee reports, the CPSOWG maintains an overview of the city's admission arrangements and has recommended the model proposed in this report after careful consideration and lengthy deliberations.
- 3.39 Under the School Admission Code, the criteria used to decide the allocation of school places must be fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated. Therefore, where possible the Council ensures that catchment boundaries follow natural boundaries such as roads and incorporate complete postcodes.
- 3.40 The proposed changes to the catchment areas are detailed in Appendix 4 - 9. In summary, the catchment area of Dorothy Stringer/Varndean schools is being reduced by:
- a section to the northeast of Elm Grove being incorporated into the Longhill High School catchment
 - a section to the north being incorporated into the Patcham High School catchment area
 - two sections to the west being incorporated into the Blatchington Mill/Hove Park catchment area.
- 3.41 The Blatchington Mill/Hove Park catchment area is also being remodelled by:
- A section to the west being incorporated into the PACA catchment area.
- 3.42 There are no proposed changes to the BACA catchment area.
- 3.43 As previously mentioned, CNCS and King's School have admission arrangements that admit pupils across the city. Subject to planning permission approval, King's School will have been re-sited by September 2019 on the site of West Blatchington Primary School.

- 3.44 The UoBAT is expected to open The Brighton and Hove Academy without a defined catchment area but prioritising applications by distance, if oversubscribed. This arrangement will be in place for a period of two years, after that it is likely that the school will become part of the coordinated process.
- 3.45 Some families will find that their home address has been moved from one school catchment area to another. These families may have a child attending their previous catchment school and have a younger sibling due to transfer to secondary school in 2019-21 whilst the elder sibling is still at the original catchment school. In previous years when a change has been made to catchment areas, a 'sibling link' has been maintained by the council to honour the connection with the original catchment school. The council proposes to implement a sibling link as part of these proposed changes. This will mean that an application will be given the same priority as those where a sibling lives in the same household and the home is in the catchment area for the school in question. The projected pupil numbers have sought to incorporate the impact of this approach.
- 3.46 There will be no link for families whose catchment area changes and where the elder sibling will no longer be attending the original school.
- 3.47 To illustrate this approach, if a family live in an area that moves from the Dorothy Stringer/Varndean catchment area to the Longhill High School catchment area and have a child who started at Varndean School in Year 7 in Sept 2016 and have a child currently in Year 5, there will be a sibling link for the youngest child when they start secondary school in September 2019.
- 3.48 There will be no link for a child whose older sibling is in the current Year 10 or above.
- 3.49 The proposed changes detailed in paragraph 3.40 – 3.41 cannot be considered individually because of the impact on school places in the other catchment areas. This is a best fit proposal that it is recommended to be reviewed in 2019 to inform changes to the admission arrangements for September 2021.
- 3.50 Appendix 10 outlines the projected pupil numbers for each catchment area under these proposals and are summarised in paragraphs 3.51 – 3.53. Due to the nature of the drop out calculation the figures for pupils expected to require a place in each catchment area is known to be different to that illustrating pupil numbers under the current catchment area models.
- 3.51 The forecasting of pupil numbers linked to the proposed adjustments to catchment areas shows that in 2019 there will be 2592 pupils requiring places. With the opening of The Brighton and Hove Academy there will be 2795 places providing 203 spare places or 7% spare capacity. In 2020 there will be 2584 pupils requiring secondary school places.
- 3.52 In 2019, a total of 52 pupils will not be able to be accommodated in their catchment area (Hove Park/Blatchington Mill and BACA). In total there are 48 places in catchment areas that cannot be filled from children living in the catchment area (PACA, Dorothy Stringer/Varndean and Longhill High School).

- 3.53 In 2020, 74 pupils will not be accommodated in their catchment area (Hove Park/Blatchington Mill, Dorothy Stringer/Varndean and Longhill High School) and, in total, 78 places cannot be filled from children living in the catchment area (PACA, BACA and Patcham High School).
- 3.54 The projections show that the Blatchington Mill/Hove Park catchment area remains under pressure during this period and there is also pressure in 2020 in the Dorothy Stringer/Varndean and Longhill High School catchment areas. It is accepted that the theoretical modelling of catchment area numbers will not necessarily replicate itself in the number of directions due to the impact of parental preference.
- 3.55 The age profile and distribution of pupils across the city mean that it is not possible to make adjustments which eliminate any theoretical modelling of catchment areas having more pupils than places available however this is the best fit proposal when consideration is also given to the need for easily identifiable catchment area boundaries.
- 3.56 Under the School Admission Code admission arrangements must be determined by 28 February 2018. A public consultation must be undertaken between 1 October 2017 and 31 January 2018 and last for a minimum of 6 weeks. It is proposed that a public consultation should take place between 2 October 2017 and 19 November 2017.
- 3.57 The following public events are planned and subject to availability will be confirmed by the start of the consultation period:

Public Consultation Events			
Date	Session	Venue	Focus of session
Tuesday 3 October	Afternoon	Coombe Road Primary School	Primary PAN
Wednesday 4 October	Evening	Longhill High School	Secondary admissions
Thursday 5 October	Afternoon	West Hove Infant School - Connaught Road	Primary PAN
Tuesday 10 October	Evening	Dorothy Stringer School	Secondary admissions
Wednesday 11 October	Evening	PACA	Secondary admissions

Thursday 12 October	Afternoon	Benfield Primary School	Primary PAN
Tuesday 31 October	Afternoon	Hertford Infant School	Primary PAN
Tuesday 31 October	Evening	Patcham High School	Secondary admissions
Wednesday 1 November	Evening	West Hove Infant - School Road	Secondary admissions
Saturday 4 November	Morning	Jubilee Library	Secondary admissions
Wednesday 8 November	Evening	BACA	Secondary admissions
Thursday 9 November	Evening	Elm Grove Primary School	Secondary admissions

- 3.58 These will be an opportunity for the public to have the proposed changes explained and to have any questions or queries answered. An online consultation response form will allow the council to receive views on the proposals that will inform a further report to CYPS committee on 15 January 2018 prior to a recommendation being made to Full Council on 1 February 2018.
- 3.59 It is recognised that many families will have considered their secondary school preferences a number of years in advance of applying and many families will have made important decisions about their homes and jobs taking into account these thoughts.
- 3.60 Therefore a change to catchment areas may have a significant impact upon their personal expectations. This is not underestimated but a change to catchment areas is supported by the CPSOWG to address the uncertainties caused by the continuation of the existing arrangements.
- 3.61 The CPSOWG concluded that at this time no adjustment should be made to the existing admission priorities such as the inclusion of criteria for pupils in receipt of FSM, but this should be kept under review in future years.
- 3.62 The School Admission Code states that catchment areas must be designed so that they are reasonable and clearly defined.

Primary School Places

- 3.63 As part of determining their admission arrangements, all admission authorities must set an admission number for each 'relevant age group'. This is the age group at which pupils are or will normally be admitted to the school. The Council's admission arrangements therefore include the setting of the PAN of each school for which the council is the admission authority.
- 3.64 There are no plans to change the PANs of any of the secondary schools. It is proposed to change the PAN of five primary/infant schools.
- 3.65 Further to the forecasting of pupil numbers generated from new housing, as detailed in paragraph 3.32, the council also forecasts primary pupil numbers using information about the numbers of children registered with GP surgeries in the city.
- 3.66 The city's primary schools are split into 10 planning areas that represent the area from where a school draws its pupils. The city's primary schools do not have catchment areas.
- 3.67 The data supplied by the NHS on GP registrations is then adjusted to take account of the number of pupils who historically have not sought a place at a city school. Currently the adjustment is a reduction of 10% to take account of those pupils who are either educated outside of the mainstream maintained sector or move away from the area prior to a place being sought.
- 3.68 Across the city the projected number of pupils expected to need a primary school is beginning to reduce. This will leave the City with more than the 5-10% surplus capacity of school places recommended to take account of parental preference and pupils requiring a place outside of the main admission round.
- 3.69 This comes at a time when school budgets are under increasing pressure and the availability of spare places has the potential to create additional complexities for Headteachers to manage. The Council is committed to ensure that no school is disadvantaged by the actions of others and supports the family of schools approach to education in the city. The Council is committed to ensuring that all schools remain open. In learning the lessons from previous years nationally, the Council does not want to reduce the amount of school accommodation available across the city. This will mean that when demand for places increases in the future places can be made available without additional expenditure on building work.
- 3.70 Schools face an immediate financial pressure when class sizes are low. Under the School Admission Code a school is required to admit up to its PAN in the year of entry and comply with the requirements of Infant Class Size (ICS) legislation. The experience of some schools in the city is that they have admitted a number of pupils that has made class sizes less viable. For example a school with a PAN of 60 may have 46 pupils apply for a school place. ICS legislation requires a class to be limited to one teacher for every 30 pupils. Therefore the school would have a class of 30 pupils and a class of 16 pupils or any variation up to two classes of 23 pupils. In general, schools require class sizes of at least 26-27 pupils to ensure the efficient delivery of education.

- 3.71 The intention to reduce the PAN of five schools is to actively manage the availability of spare places across the city. Most schools are in planning areas that demonstrate the overcapacity of places.
- 3.72 This approach is an initial activity until the longer term projection of pupil numbers is better known. It is possible that further reductions will be proposed in future admission consultations or in exceptional circumstances from seeking a variation to established admission numbers by the Schools Adjudicator.
- 3.73 It is proposed that the following reductions to PANs are made:
- Moulsecoomb Primary School - 30 places
 - Coombe Road Primary School – 30 places
 - West Hove Infant School – 30 places
 - Benfield Primary School – 30 places
 - Hertford Infant and Nursery School – 30 places
- 3.74 The Council is the admission authority for these schools and the proposals are supported by the governing bodies of
- Moulsecoomb Primary School
 - Coombe Road Primary School
 - West Hove Infant School
- 3.75 Within the schedule of public meetings detailed in paragraph 3.57 there are events that will focus upon the proposal to reduce the PAN of five primary schools. This will ensure that the proposals can be explained further and there is the opportunity for interested parties to raise questions and queries. The consultation response form will have a specific section relating to the proposals to reduce the PANs of these five schools.
- 3.76 It is important to recognise that the proposal to reduce the PAN of these schools does not imply any negative judgment of any school. Four of the five schools are judged good or better by Ofsted. Rather it is a result of needing to take a strategic oversight of the availability of spare primary places across the city and consider the pattern of parental preference alongside the geographical distribution of children in the city.
- 3.77 It is anticipated that this will not be the only reductions in PAN required in the short to medium term in an effort to ensure that all of the city's family of schools remain viable and the city's stock of school places remain available in the longer term.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The CPSOWG and SAWG have undertaken extensive analysis of a range of different admission arrangements from which the CPSOWG has recommended the proposal outlined in this report to take effect from September 2019.
- 4.2 As can be expected, the CPSOWG has not always agreed about the specific boundaries of the options put forward but as a group they have identified the

proposal to put forward to consultation contained in this report. It seeks to address the pressure on existing catchment areas and the anticipated future demand for places.

- 4.3 The proposals have taken account of the balance between fluctuating pupil numbers in different parts of the city, the need for catchment boundaries that are clear and take account of the city's geography and existing transport links.
- 4.4 It is important to stress that the working party has been working on data that has been projected into the future. They are aware that the reliability of the data cannot be guaranteed the further into the future is projected but they have been assured of the soundness of the methodology behind its creation.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 As detailed in paragraphs 2.1 and 2.5, this report recommends that the Committee agree to a public consultation between 2 October 2017 and 19 November to inform the decision of the Full Council on 1 February 2018.
- 5.2 12 public meetings have been scheduled across the city to present the proposals outlined in this report and to provide an opportunity to respond to any questions and queries that attendees have about the proposals. An online response form will be available to gather responses through the Council's online consultation portal.
- 5.3 The CPSOWG has met and discussed the proposals. Headteachers and governing bodies are able to provide further responses to the proposals through the online consultation portal.

6. CONCLUSION

- 6.1 The proposals outlined in this report are the recommended changes to the city's admission arrangements put forward by the CPSOWG, to take effect from September 2019.
- 6.2 It is proposed that these light touch temporary changes to catchment areas remain in effect for two years and that a further review is undertaken in 2019 to look at admission arrangements from 2021 onwards.
- 6.3 The changes seek to respond to the pressures on existing catchment areas where there are more pupils than places available whilst maintaining criteria that parents can look at and easily understand how places for that school will be allocated.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 It is not possible to quantify in detail the financial implications of these recommendations. However, any changes to admission arrangements or patterns may impact on the numbers of pupils at individual schools and therefore individual school budget allocations which are largely driven by pupil numbers.

The current bulge in pupils at primary schools will filter into the secondary phase in the coming years, and this has been highlighted at a national level for authorities across the country, however there are several things that are uncertain, and will impact on the overall pupil numbers in the city's catchment areas, and those that then choose a particular school or academy as their preferred choice. The expected increase in pupils needing a place at a secondary school or academy indicated in Appendix 2 will not be spread evenly across year groups or across the city; however it does indicate that the new Brighton and Hove Academy will be needed in the city at some point, probably opening from 2019 onwards.

The viability of the secondary schools and academies will depend on the number of pupils they have; however depending upon when and where in the city the increase in secondary age pupils occurs, this could impact on one or more of the current schools or academies with spaces or the new Brighton and Hove Academy, and therefore could result in financial difficulties, depending upon the level of pupil intake and the staffing structures in those establishments.

The budget to pay for the cost of the site and the build for the new Brighton and Hove Academy, has been identified in the March 2017 CYP&S committee report under Basic Need at £15m.

Most of the primary schools where it is proposed to reduce by a form of entry have had reduced pupil numbers over the past few years, and this has resulted in a number of restructures in order to balance the school budgets, one of which includes vertically grouping classes, and therefore a reduction by a form of entry is proposed at 5 of the city's primary schools and supported by the governing bodies of 3 of them. This should help those schools manage their budgets by having greater certainty in their pupil intake in the coming years.

Finance Officer Consulted: Andy Moore

Date: 07/09/17

Legal Implications:

- 7.2 Section 88C of the School Standards and Framework Act 1998 and the School Admissions (Admissions Arrangements and Co-ordination of Admission Arrangements) Regulations 2012 require admission authorities to determine their admission arrangements annually. Arrangements must be determined 18 months in advance of the academic year to which they apply.

Where changes are proposed to admission arrangements the admission authority must first publicly consult on those arrangements. The School Admissions Code 2014 states that consultation must be for a minimum of six weeks and must take place between 1 October and 31 January of the school year before those arrangements are to apply. The admission arrangements must be determined by 28 February 2018.

Local Authorities have a statutory duty to ensure that there are sufficient primary and secondary schools to provide suitable education to meet the needs of the population in its area (section 14 Education Act 1996).

School admission arrangements must conform to the provisions of the School Admissions Code. The Code makes it clear that “in drawing up their admission arrangements, admission authorities must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated” (paragraph 14 of the Introduction to the Code).

Paragraph 1.8 of the Code provides that oversubscription criteria must be “reasonable, clear, objective, procedurally fair, and comply with all legislation, including equalities legislation.” Catchment areas must be designed so that they are “reasonable and clearly defined”. There is no statutory requirement that all pupils living within a catchment area must be offered a place at the catchment school(s).

Paragraph 1.3 of the Code provides that admission authorities must consult where they propose a decrease in the published admission number. Community schools have the right to object to the Schools Adjudicator if the PAN set for them is lower than they would wish.

Part 3.02(a)(ii) of the Council’s constitution provides that any strategic issues or reviews of the council’s school admission arrangements, including any changes to catchment areas are reserved to Full Council. The outcome of the consultation will be brought back to CYPS committee in January 2018. CYPS committee will then recommend the admission arrangements it considers should be adopted to the meeting of Full Council on 1 February 2018.

Lawyer Consulted:

Serena Kynaston

Date: 31/08/2017

Equalities Implications:

- 7.2 As this report seeks a recommendation to undertake a public consultation exercise an Equality Impact Assessment has not been carried out. Following a review of the responses and the recommendation of a final proposal to be considered by the CYP&S committee in January 2018 and then Full Council in February 2018 a full EIA will be undertaken if required.
- 7.3 The council has a statutory duty to ensure there are sufficient school places for all pupils who require one and the proposed changes ensure that this is the case. The modelling of pupil numbers indicates that there will be sufficient places available in September 2019 and September 2020

although some catchment areas may not have sufficient places in the schools which serve those areas.

- 7.4 The catchment areas where oversubscription is predicted to occur in 2019 without any change are: Hove Park/Blatchington Mill Schools, Dorothy Stringer/Varndean Schools and BACA. In 2020 these will be oversubscription at: Hove Park/Blatchington Mill Schools and Dorothy Stringer/Varndean Schools.
- 7.5 The proposed changes have oversubscription predicted to occur in: Hove Park/Blatchington Mill, Longhill High School, BACA and Patcham High School. In 2020 these will be: Hove Park/Blatchington Mill, Dorothy Stringer/Varndean and Longhill High School.
- 7.6 Planning and consultation for school admissions procedures and school places and the operation of the admission process are conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The City Council and own admission authority schools' governing bodies must be mindful of bad practice with regard to equalities issues as described in the School Admissions Code.

Sustainability Implications:

- 7.7 School admission arrangements are intended so far as it is possible to provide pupils with local places where parents have indicated a preference for one. The planning of school places for the city takes into account the changing population pattern and resultant demand for places.

The current pattern of parental preference is reflected in different schools operating both over and under capacity. In planning for school places the Council will have regard to sustainability priorities and seek to provide local places and places which are accessible by safe walking and where possible cycling routes and public transport wherever this is possible.

SUPPORTING DOCUMENTATION

Appendices:

1. Various Implications
2. Pupil number forecast from additional development
3. Secondary pupil projections for existing catchment areas
4. Proposed catchment areas for 2019/20
5. Proposed catchment areas for 2019/20 with areas of change highlighted
6. Detailed map of change to catchment area – BM/HP to PACA
7. Detailed map of change to catchment area – DS/V to HP/BM
8. Detailed map of change to catchment area – DS/V to PHS
9. Detailed map of change to catchment area – DS/V to LHS
10. Secondary pupil projections for proposed catchment areas
11. Primary pupil projections
12. Membership of CPSOWG and SAWP

Appendix 1

Crime & Disorder Implications:

- 1.1 Balanced school communities with firm parental support contribute to orderly and harmonious communities.

Risk and Opportunity Management Implications:

- 1.2 Any change to school attendance patterns and pupil numbers will impact directly on resource allocation both revenue and capital, and on the Council's ability to meet parental expectations on school places. Pupil data and broader population data is used to identify the numbers of school places required and where they should be located. This feeds into the capital programme so that resources are allocated where they will have the most beneficial effect.

Public Health Implications:

- 1.3 None known.

Corporate / Citywide Implications:

- 1.4 The allocation of school places affects all families in all parts of the city and can influence where people choose to live. Failure to obtain the desired choice of school can create a strong sense of grievance. The process of expressing a preference and if disappointed, entering an appeal can create intense anxiety for many families in the city. Admission arrangements together with school place planning are framed in such a way as to be mindful of supporting the needs of communities.

	5 year forecast up to 31 12 2019				5 year forecast 01 01 2020 to 31 12 2024				5 year forecast 01 01 2025 to 31 12 2029			
	Housing units	Pupils			Housing units	Pupils			Housing units	Pupils		
		Primary	Secondary	sixth form		Primary	Secondary	sixth form		Primary	Secondary	sixth form
	3733				4737				4730			
DA1 Churchill Sq and Brighton Centre	0	0	0	0	0	0	0	0	0	0	0	0
DA2 Marina and gas works site	250	23	20	3	935	86	74	10	754	69	60	8
DA3 Lewes Road	226	21	18	2	212	20	17	2	343	32	27	4
DA4 Brighton Station and London Road	338	31	27	4	377	35	30	4	276	25	22	3
DA5 Eastern Road	169	16	13	2	255	23	20	3	91	8	7	1
DA6 Hove Station and Conway Street	117	11	9	1	228	21	18	2	179	17	14	2
DA7 Toads Hole valley	50	5	4	1	400	37	32	4	250	23	20	3
DA8 Shoreham Harbour	52	5	4	1	0	0	0	0	0	0	0	0
Sub total	1202	112	95	14	2407	222	191	25	1893	174	150	21
Remainder of city	2531	233	200	26	2330	214	185	24	2837	261	225	30
TOTAL	3733	345	295	40	4737	436	376	49	4730	435	375	51

Total Housing Units	13200
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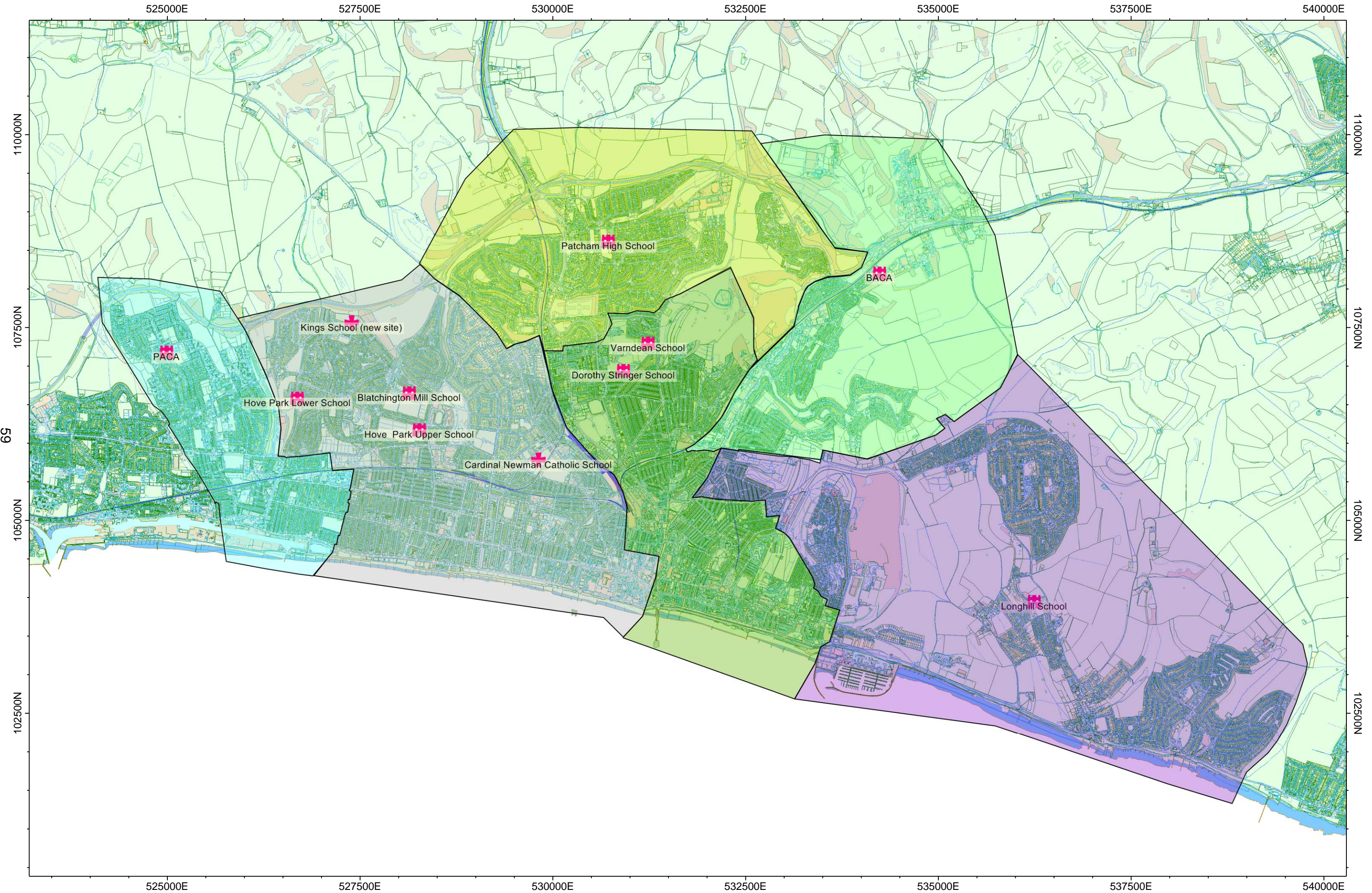
Total Primary Aged Pupils	1216
Total Secondary Aged Pupil	1046
Total Sixth Form Aged Students	140
Total Pupils/Students	2402

Assumptions
Housing assumed to be all 2 bed apartments with 30% affordable units
Total housing need within City Plan delivered on time
Pupil product ratio as for S106 funding

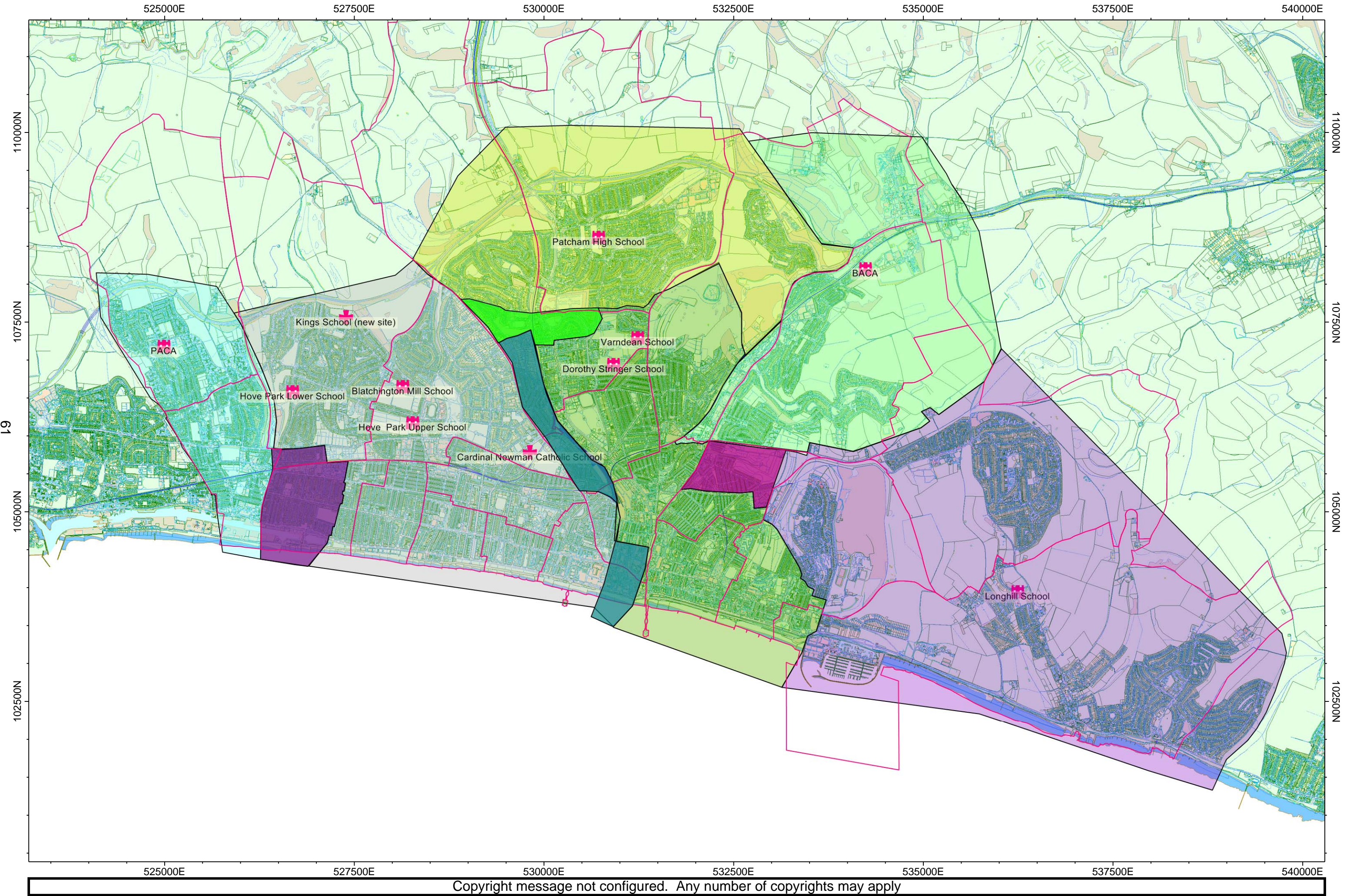
Existing Catchment Areas						
Catchment Area	Places available	Year of Entry				
		2019	2020	2021	2022	2023
PACA	240	259	246	276	263	259
Amended Projection		186	173	202	190	186
Hove Park & Blatchington Mill	600	868	840	949	891	879
Amended Projection		629	602	708	651	640
Dorothy Stringer & Varndean	600	796	837	819	819	795
Amended Projection		696	736	719	719	695
Longhill High School	270	332	353	339	323	318
Amended Projection		232	250	238	224	220
BACA	180	207	191	182	182	175
Amended Projection		181	165	157	157	150
Patcham High School	215	248	238	265	271	238
Amended Projection		207	197	223	228	197
Total places in catchment schools	2105					
Total places required - amended projection		2131	2123	2247	2169	2088
King's School	150					
CNCS	360					
Total places in pre-existing schools	2615					
Total places required		2598	2590	2714	2636	2555
Brighton & Hove Academy	180					
Total places in the city	2795					
Total number of children		2710	2705	2830	2749	2664

Notes:
Data from Oct 2016 Census
Amended projection adjusts for 'drop out rate' and pupils attending CNCS and Kings - rates vary for each catchment
Red figures show where pupil numbers exceed places available
Future years not covered by these proposals are shaded

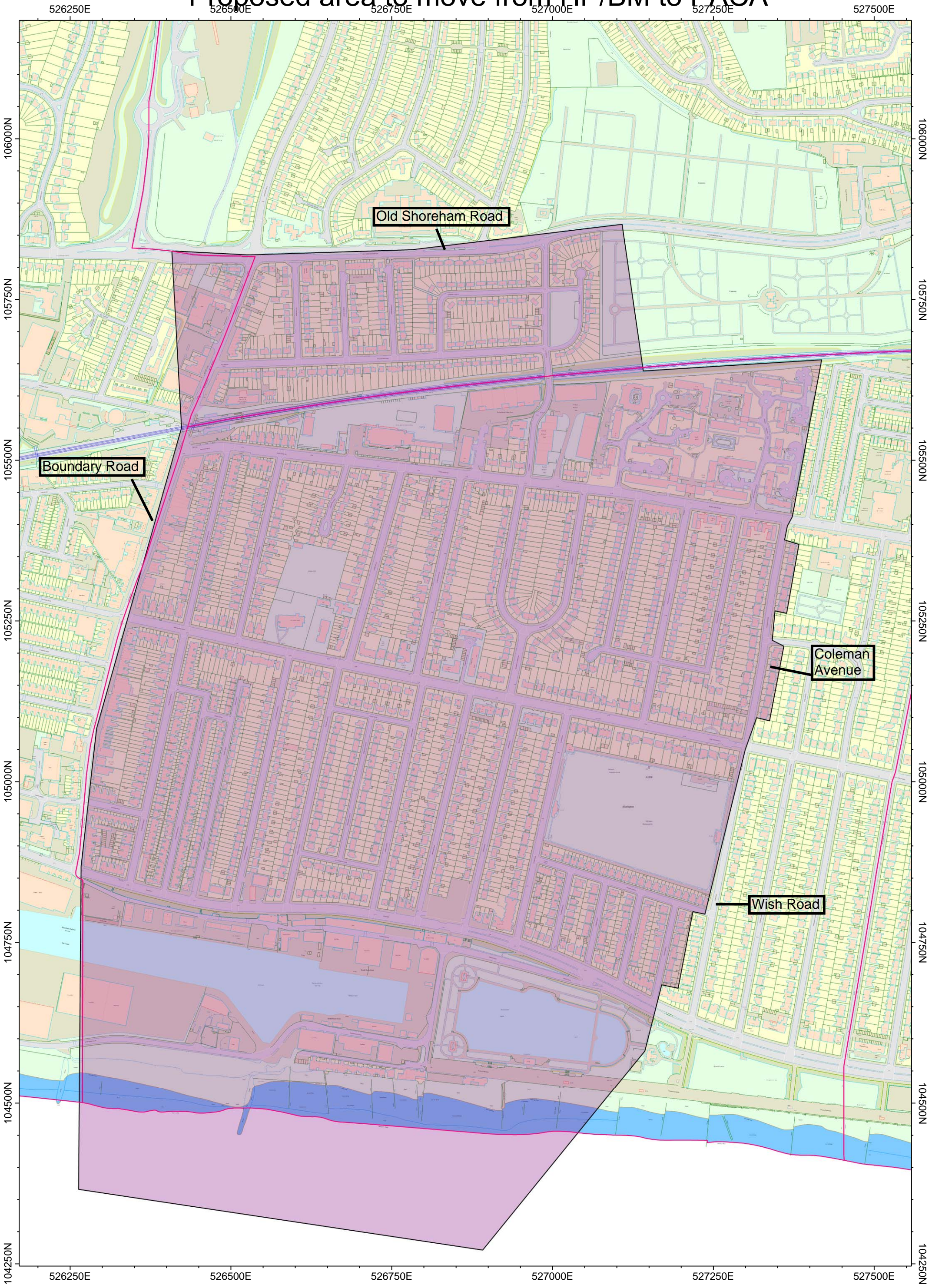
Catchment areas for 2019



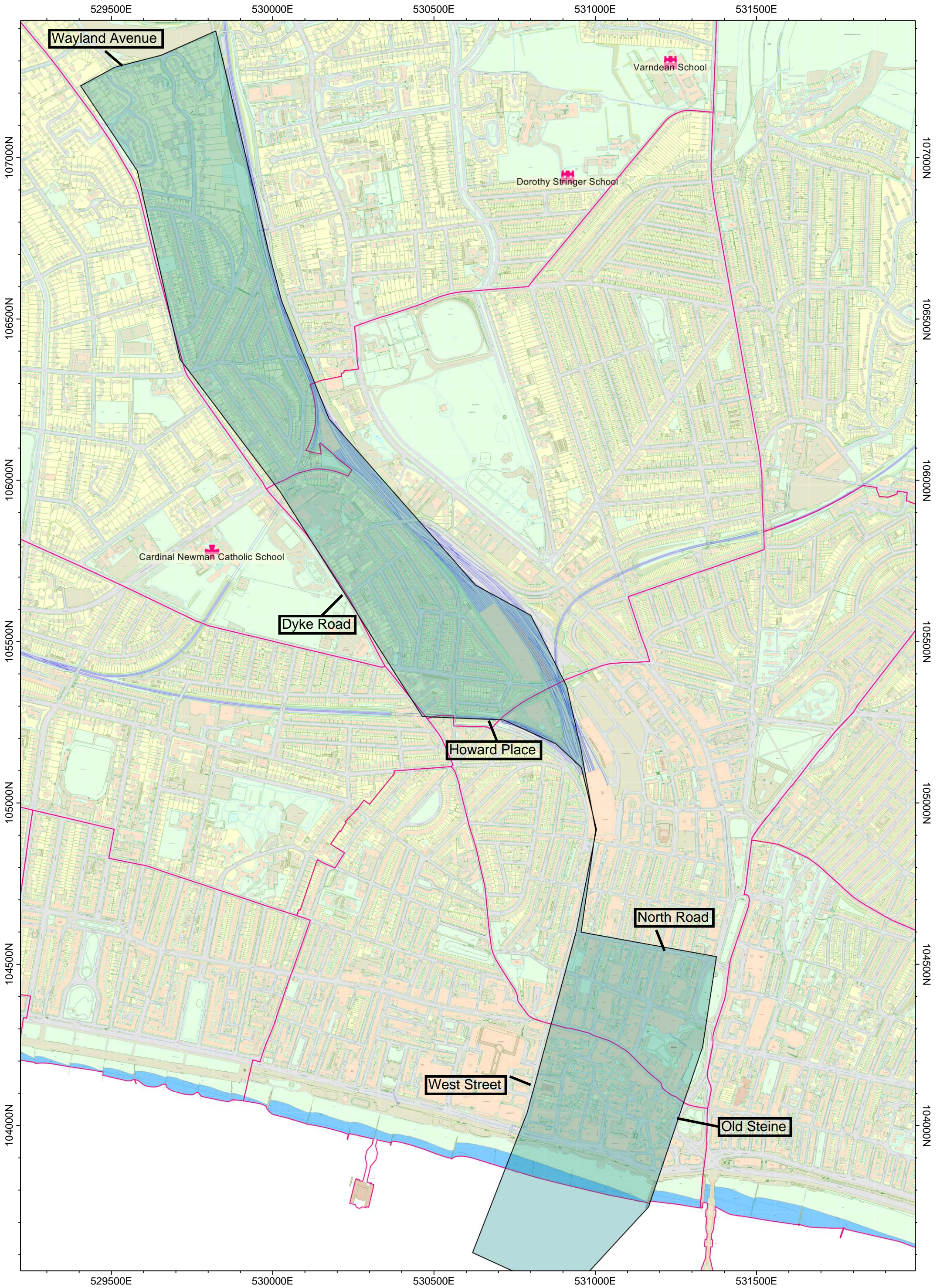
Catchment areas for 2019 - highlighting areas that have changed catchment



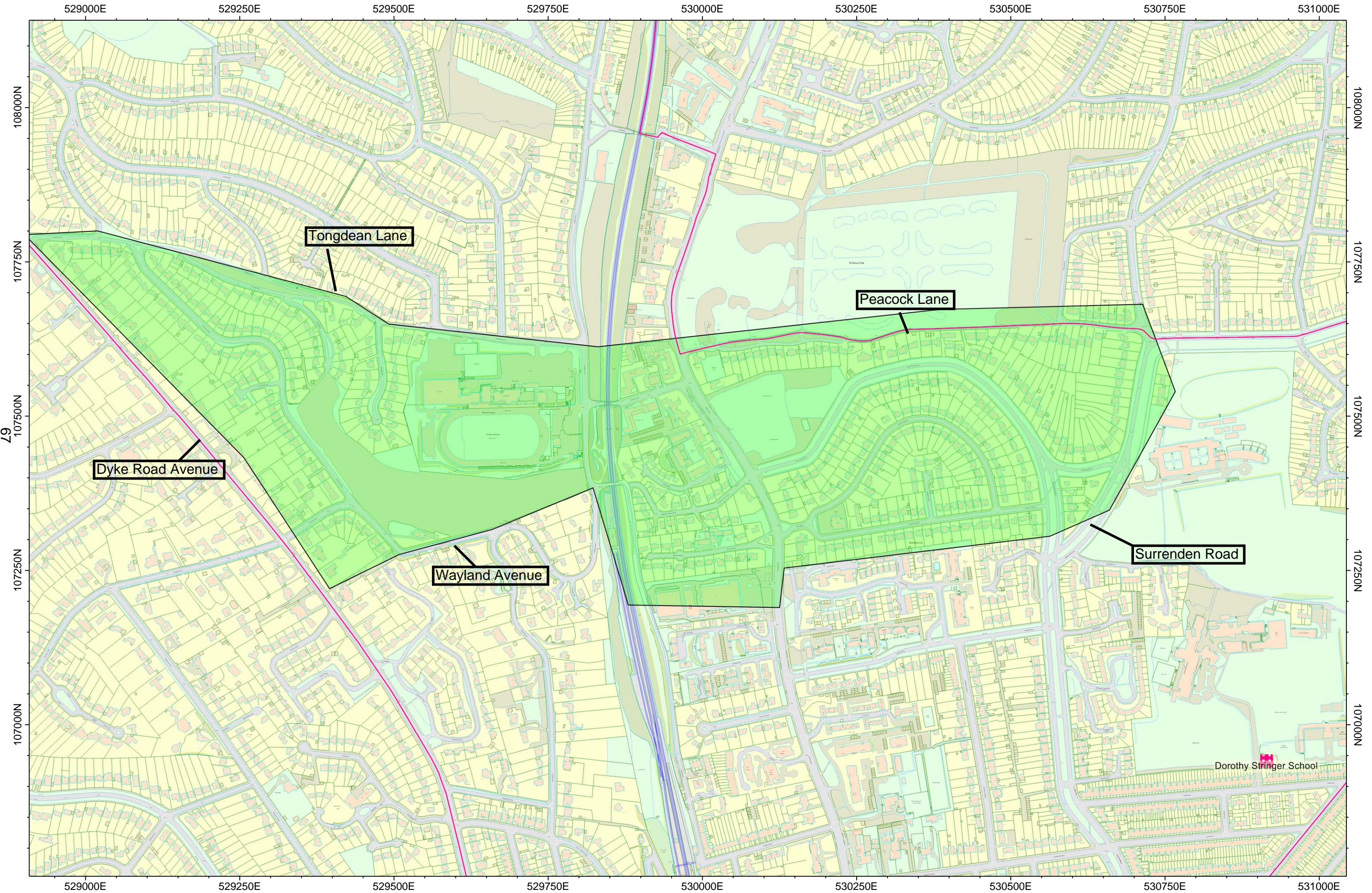
Proposed area to move from HP/BM to PACA



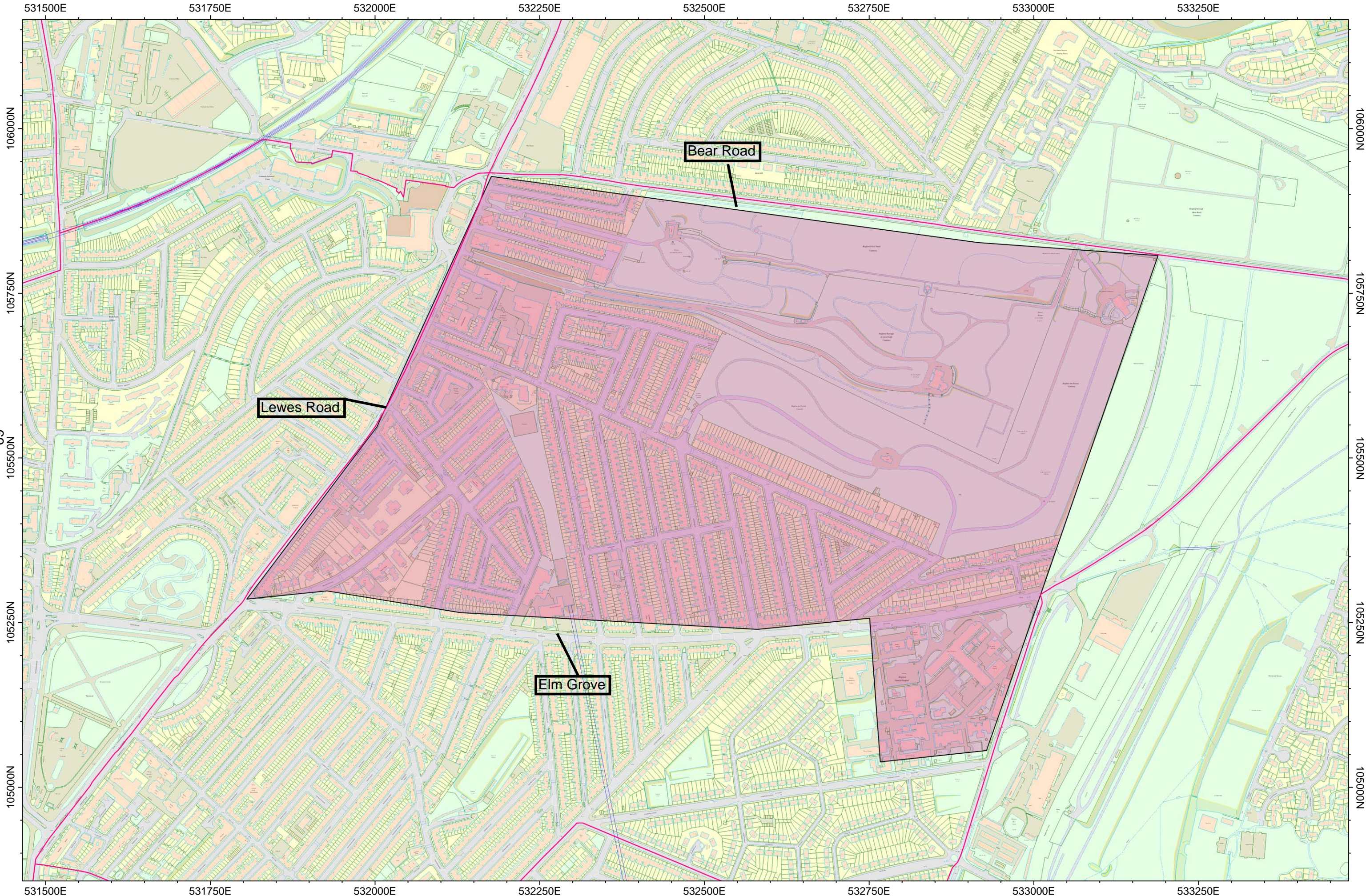
Proposed area to move from DS/V to BM/HP



Proposed area to move from DS/V to Patcham



Proposed area to move from DS/V to Longhill



Proposed Catchment Areas						
Catchment Area	Places available	Year of Entry				
		2019	2020	2021	2022	2023
PACA	240	352	332	370	367	346
Amended Projection		203	187	247	253	234
Hove Park & Blatchington Mill	600	863	838	926	862	873
Amended Projection		651	618	682	621	636
Dorothy Stringer & Varndean	600	640	680	687	667	654
Amended Projection		598	637	641	604	581
Longhill High School	270	385	410	383	384	364
Amended Projection		261	289	265	273	259
BACA	180	207	191	182	182	175
Amended Projection		181	165	157	157	150
Patcham High School	215	263	254	282	287	250
Amended Projection		215	205	234	240	206
Total places in catchment schools	2105					
Total places required - amended projection		2109	2101	2226	2148	2066
King's School	150					
CNCS	360					
Total Places in pre-existing schools	2615					
Total places required		2592	2584	2709	2631	2549
Brighton & Hove Academy	180					
Total places in the city	2795					
Total number of children		2710	2705	2830	2749	2662

Notes:
Data from Oct 2016 Census
Amended projection adjusts for 'drop out rate', sibling link and pupils attending CNCS and Kings - rates vary for each
Red figures show where pupil numbers exceed places available
Future years not covered by these proposals are shaded

Date of Birth / school year	School yr in Sept 17	Grand Total all planning areas from 2014 data	pupils likely to want a school place based on 90% of GP reg data	Permanent places in Year R in 2016	Surplus places or shortfall of places	Figures from Nov 2016 snapshot of GP data
All planning Areas						
places in each school year from Sept 2017						
	11	2,771				
	10	2,833				
	9	2,861				
	8	2,845				
01 September 05 to 31 August 06	7	2,940	2,646			
01 September 06 to 31 August 07	6	3,100	2,790			
01 September 07 to 31 August 08	5	3,211	2,890			
01 September 08 to 31 August 09	4	3,145	2,831			
01 September 09 to 31 August 10	3	3,277	2,949			
01 September 10 to 31 August 11	2	3,230	2,907			
01 September 11 to 31 August 12	1	3,140	2,826	3,000	174	
01 September 12 to 31 August 13	R	3,019	2,717	3,030	313	
01 September 13 to 31 August 14	2018	3,008	2,707	3,030	323	
01 September 14 to 31 August 15	2019	2,933	2,640	3,030	390	
01 September 15 to 31 August 16	2020	2,507	2,256	3,030	774	

Date of Birth / school year	School year in Sept 2017	Portslade	South Central Hove	Hangleton and Hove Park	West Blatchington and North Hangleton	Westdene to Seafront	Hollingbury and Preston Park to Seafront	Moulsecoomb and Coldean	Patcham	Whitehawk and Queens Park	The Deans	Total
All planning Areas												
places in each school year from Sept 2017		330	450	300	150	240	420	270	150	450	270	3,030
01 September 06 to 31 August 07	6	230	481	295	101	222	368	198	179	491	225	2,790
01 September 07 to 31 August 08	5	245	512	302	109	235	365	220	195	478	230	2,890
01 September 08 to 31 August 09	4	237	541	261	104	206	383	205	177	474	243	2,831
01 September 09 to 31 August 10	3	259	581	304	106	214	394	206	170	475	239	2,949
01 September 10 to 31 August 11	2	246	550	265	98	236	383	211	180	493	247	2,907
01 September 11 to 31 August 12	1	251	538	251	99	229	369	213	167	480	229	2,826
01 September 12 to 31 August 13	R	222	513	250	89	231	318	188	199	501	205	2,717
01 September 13 to 31 August 14	2018	248	560	224	103	224	338	199	141	459	212	2,707
01 September 14 to 31 August 15	2019	246	509	204	83	263	322	197	154	477	185	2,640
01 September 15 to 31 August 16	2020	192	443	191	73	188	293	169	134	406	167	2,256

Date of Birth / school year	School year in Sept 2017	BN41 1	BN41 2	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
Portslade		St Peters Primary Benfield Primary St Marys Primary	Brackenbury Primary St Nicolas Mile Oak Primary Peter Gladwin Pri			
places in each school year from Sept 2017		120	210	330		
	11	67	161			
	10	67	178			
	9	62	170			
	8	57	157			
01 September 05 to 31 August 06	7	78	175	253	228	102
01 September 06 to 31 August 07	6	74	182	256	230	100
01 September 07 to 31 August 08	5	82	190	272	245	85
01 September 08 to 31 August 09	4	82	181	263	237	93
01 September 09 to 31 August 10	3	96	192	288	259	71
01 September 10 to 31 August 11	2	85	188	273	246	84
01 September 11 to 31 August 12	1	88	191	279	251	79
01 September 12 to 31 August 13	R	87	160	247	222	108
01 September 13 to 31 August 14	2018	80	195	275	248	53
01 September 14 to 31 August 15	2019	82	191	273	246	54
01 September 15 to 31 August 16	2020	60	153	213	192	108

Date of Birth / school year	School year in Sept 2017	BN3 1	BN3 2	BN3 3	BN3 4	BN3 5	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
South Central Hove (Includes 3 F E at St Andrew's)		Hove Juniors Holland Road Brunswick Primary		West Hove inf @ Connaught St Andrews Primary		West Hove Infant Hove Junior			
places in each school year from Sept 2017		120		210		120	450		
	13	58	29	47	73	104	311		
	12	69	28	62	80	112	351		
	11	66	36	73	76	117	368		
	10	55	23	78	86	134	376		
	9	86	34	91	103	151	465		
	8	79	37	95	89	159	459		
01 September 05 to 31 August 06	7	92	44	102	113	150	501	451	-1
01 September 06 to 31 August 07	6	94	56	115	105	164	534	481	-31
01 September 07 to 31 August 08	5	102	45	129	115	178	569	512	-62
01 September 08 to 31 August 09	4	100	59	171	100	171	601	541	-91
01 September 09 to 31 August 10	3	112	67	157	107	202	645	581	-131
01 September 10 to 31 August 11	2	105	43	162	99	202	611	550	-100
01 September 11 to 31 August 12	1	107	54	150	106	181	598	538	-88
01 September 12 to 31 August 13	R	104	60	145	96	165	570	513	-63
01 September 13 to 31 August 14	2018	104	67	194	92	165	622	560	-110
01 September 14 to 31 August 15	2019	105	46	171	89	154	565	509	-59
01 September 15 to 31 August 16	2020	97	63	152	61	119	492	443	7

Date of Birth / school year	School year in Sept 2017	BN3 6	BN3 7			
Hangleton and Hove Park		Cottesmore Primary Bilingual Primary School	Aldrington Primay Goldstone Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
places in each school year from Sept 2017		150	150	300		
	13	177	140			
	12	155	178			
	11	161	161			
	10	134	161			
	9	155	164			
	8	154	170			
01 September 05 to 31 August 06	7	134	157			
01 September 06 to 31 August 07	6	164	164	328	295	5
01 September 07 to 31 August 08	5	175	160	335	302	-2
01 September 08 to 31 August 09	4	142	148	290	261	39
01 September 09 to 31 August 10	3	170	168	338	304	-4
01 September 10 to 31 August 11	2	142	152	294	265	35
01 September 11 to 31 August 12	1	133	146	279	251	49
01 September 12 to 31 August 13	R	124	154	278	250	50
01 September 13 to 31 August 14	2018	121	128	249	224	76
01 September 14 to 31 August 15	2019	112	115	227	204	96
01 September 15 to 31 August 16	2020	99	113	212	191	109

Date of Birth / school year	School year in Sept 2017	BN3 8				
West Blatchington and North Hangleton		Hangleton Primary West Blatch Prim	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	
places in each school year from Sept 2017		150	150			
	11	121				
	10	101				
	9	92				
	8	108				
01 September 05 to 31 August 06	7	97				
01 September 06 to 31 August 07	6	112	112	101	49	
01 September 07 to 31 August 08	5	121	121	109	41	
01 September 08 to 31 August 09	4	115	115	104	47	
01 September 09 to 31 August 10	3	118	118	106	44	
01 September 10 to 31 August 11	2	109	109	98	52	
01 September 11 to 31 August 12	1	110	110	99	51	
01 September 12 to 31 August 13	R	99	99	89	61	
01 September 13 to 31 August 14	2018	114	114	103	47	
01 September 14 to 31 August 15	2019	92	92	83	67	
01 September 15 to 31 August 16	2020	81	81	73	77	

Date of Birth / school year	School year in Sept 2017	BN1 2	BN1 3	BN1 5			
Westdene to Seafrost			St Mary Mags Prim St Pauls Primary	Stanford Infant Stanford Junior Westdene Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
places in each school year from Sept 2017			60	180	240		
	11	15	47	124			
	10	14	67	133			
	9	15	77	124			
	8	24	66	134			
01 September 05 to 31 August 06	7	18	74	138			
01 September 06 to 31 August 07	6	19	76	152	247	222	18
01 September 07 to 31 August 08	5	28	69	164	261	235	5
01 September 08 to 31 August 09	4	26	67	136	229	206	34
01 September 09 to 31 August 10	3	25	67	146	238	214	26
01 September 10 to 31 August 11	2	27	76	159	262	236	4
01 September 11 to 31 August 12	1	30	88	136	254	229	11
01 September 12 to 31 August 13	R	33	82	142	257	231	9
01 September 13 to 31 August 14	2018	35	84	130	249	224	16
01 September 14 to 31 August 15	2019	38	117	137	292	263	-23
01 September 15 to 31 August 16	2020	25	100	84	209	188	52

Date of Birth / school year	School year in Sept 2017	BN1 1	BN1 4	BN1 6	BN1 7			
Hollingbury and Preston Park to Seafrost		Middle Street Primary	St Bartholomews	Downs Infant Downs Junior Balfour Primary St Bernadettes Pri	Hertford Infant Hertford Junior St Josephs Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
places in each school year from Sept 2017		30	30	270	90	420		
	11	8	65	241	105			
	10	6	61	259	109			
	9	7	45	231	107			
	8	5	47	245	113			
01 September 05 to 31 August 06	7	9	50	246	115			
01 September 06 to 31 August 07	6	3	58	234	114	409	368	52
01 September 07 to 31 August 08	5	7	54	231	114	406	365	55
01 September 08 to 31 August 09	4	9	63	228	125	425	383	38
01 September 09 to 31 August 10	3	8	68	245	117	438	394	26
01 September 10 to 31 August 11	2	7	70	225	123	425	383	38
01 September 11 to 31 August 12	1	11	68	230	101	410	369	51
01 September 12 to 31 August 13	R	8	61	206	78	353	318	102
01 September 13 to 31 August 14	2018	10	63	194	109	376	338	82
01 September 14 to 31 August 15	2019	15	75	186	82	358	322	98
01 September 15 to 31 August 16	2020	20	74	159	73	326	293	127

Date of Birth / school year	School year in Sept 2017	BN1 9	BN2 4			
Moulsecoomb and Coldean (assumes 2 F E at Bilingual)		Coldean Primary	Bevendean Primary Coombe Rd Primary Moulsecoomb Prim	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
places in each school year from Sept 2017		60	210	270		
	13	58	167			
	12	72	168			
	11	48	163			
	10	52	184			
	9	64	162			
	8	51	161			
01 September 05 to 31 August 06	7	65	150			
01 September 06 to 31 August 07	6	67	153	220	198	72
01 September 07 to 31 August 08	5	62	182	244	220	50
01 September 08 to 31 August 09	4	58	170	228	205	65
01 September 09 to 31 August 10	3	61	168	229	206	64
01 September 10 to 31 August 11	2	75	159	234	211	59
01 September 11 to 31 August 12	1	69	168	237	213	57
01 September 12 to 31 August 13	R	55	154	209	188	82
01 September 13 to 31 August 14	2018	53	168	221	199	71
01 September 14 to 31 August 15	2019	47	172	219	197	73
01 September 15 to 31 August 16	2020	39	149	188	169	101

Date of Birth / school year	School year in Sept 2017	BN1 8				
Patcham		Patcham Infant Patcham Junior Carden Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	
places in each school year from Sept 2017		150	150			
	11	189	189			
	10	187	187			
	9	181	181			
	8	180	180			
01 September 05 to 31 August 06	7	196	196			
01 September 06 to 31 August 07	6	199	199	179	-29	
01 September 07 to 31 August 08	5	217	217	195	-45	
01 September 08 to 31 August 09	4	197	197	177	-27	
01 September 09 to 31 August 10	3	189	189	170	-20	
01 September 10 to 31 August 11	2	200	200	180	-30	
01 September 11 to 31 August 12	1	186	186	167	-17	
01 September 12 to 31 August 13	R	221	221	199	-49	
01 September 13 to 31 August 14	2018	157	157	141	9	
01 September 14 to 31 August 15	2019	171	171	154	-4	
01 September 15 to 31 August 16	2020	149	149	134	16	

Date of Birth / school year	School year in Sept 2017	BN2 0	BN2 1	BN2 2	BN2 3	BN2 5	BN2 9			
Whitehawk and Queens Park		Queens Park Pri St John the Baptist Primary			Elm Grove Primary Fairlight Primary St Martins Primary	St Marks Primary City Academy Whitehawk	Carlton Hill Primary St Lukes Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
places in each school year from Sept 2017		90			150	90	120	450		
	11	103	37	0	80	157	125			
	10	92	38	0	96	160	118			
	9	57	44	0	88	172	134			
	8	56	51	0	93	145	133			
01 September 05 to 31 August 06	7	78	51	0	84	158	134			
01 September 06 to 31 August 07	6	64	56	0	102	173	150	545	491	-41
01 September 07 to 31 August 08	5	70	50	0	95	162	154	531	478	-28
01 September 08 to 31 August 09	4	58	60	0	92	160	157	527	474	-24
01 September 09 to 31 August 10	3	59	56	0	100	153	160	528	475	-25
01 September 10 to 31 August 11	2	58	77	0	116	158	139	548	493	-43
01 September 11 to 31 August 12	1	55	74	1	96	145	162	533	480	-30
01 September 12 to 31 August 13	R	63	77	0	98	157	162	557	501	-51
01 September 13 to 31 August 14	2018	55	61	0	94	144	156	510	459	-9
01 September 14 to 31 August 15	2019	62	70	0	103	142	153	530	477	-27
01 September 15 to 31 August 16	2020	48	57	0	99	114	133	451	406	44

Date of Birth / school year	School year in Sept 2017	BN2 6	BN2 7	BN2 8			
The Deans		Rudyard Kipling Pri Woodingdean Prim	Our Lady of Lourdes Pri St Margarets Pri	Saltdean Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places
places in each school year from Sept 2017		120	60	90	270		
	11	113	30	82			
	10	111	45	84			
	9	107	41	97			
	8	123	35	78			
01 September 05 to 31 August 06	7	123	34	75			
01 September 06 to 31 August 07	6	119	45	86	250	225	45
01 September 07 to 31 August 08	5	126	42	87	255	230	41
01 September 08 to 31 August 09	4	133	39	98	270	243	27
01 September 09 to 31 August 10	3	126	38	102	266	239	31
01 September 10 to 31 August 11	2	137	35	102	274	247	23
01 September 11 to 31 August 12	1	108	38	108	254	229	41
01 September 12 to 31 August 13	R	106	31	91	228	205	65
01 September 13 to 31 August 14	2018	112	24	99	235	212	59
01 September 14 to 31 August 15	2019	90	21	95	206	185	85
01 September 15 to 31 August 16	2020	89	25	72	186	167	103

Membership of the Cross Party School Organisation Working Group

- Cllr Daniel Chapman (Chair)
- Cllr Clare Moonan
- Cllr Vanessa Brown
- Cllr Andrew Wealls
- Cllr Alex Phillips
- Cllr Amanda Knight

Membership of Secondary Admissions Working Party

- Cllr Daniel Chapman (Chair)
- Cllr Vanessa Brown
- Cllr Andrew Wealls
- Cllr Alex Phillips
- Cllr Amanda Knight
- Dylan Davies, Principal, Brighton Aldridge Community Academy
- John McKee, Headteacher Patcham High School
- Martin Andrews Chair of Governors, Longhill High School
- Andrew Saunders, Governor, Patcham High School

Subject:	Early Headlines: Standards and Achievement in Brighton & Hove Schools and Colleges, 2016 - 2017		
Date of Meeting:	18th September 2017		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Mark Storey	Tel: 294271
	Email:	<u>Mark.Storey@brighton-hove.gov.uk</u>	
Ward(s) affected:	All		

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

- 1.1 This report outlines the early headlines of the results of the national tests in summer 2017. Not all results are published and validated yet so this report contains provisional data. There will be a more detailed report produced later in the academic year which will include the achievement of vulnerable groups in the city.
- 1.2 This year has seen significant changes to key stage four and key stage five qualifications arrangements. This means that the results from this year cannot be compared with previous years. Also at this point the national comparators for key stage four and five performance have not been published by the Department for Education.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the Early Headlines Standards and Achievement Report for the academic year 2016 – 2017.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness – snapshot July 2017**

The percentage of schools judged to be good or outstanding in the city has risen from 86% in summer 2016 to 93% in summer 2017. The percentage of pupils attending a school judged to be good or outstanding at the end of the summer term was 88%, which is a rise of seven percentage points from 2016. There are now 5 schools in the city that are judged to require improvement, five less than this time last year. There are no schools judged to be inadequate.

Key Stage Summary

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

3.2.1 Good Level of Development

Early Foundation Profile	Years Stage	Brighton & Hove				National			
		2014	2015	2016	2017	2014	2015	2016	2017 (Proxy from NEXUS)*
% Achieving a Good Level of Development		60%	65%	66%	69%	61%	66%	69%	71%
Pupils in Reception Year Cohort		2769	2851	2864	2793	-	-	-	-

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

69% of pupils achieved a good level of development (GLD) in the Early Years Foundation Stage Profile. This is three percentage points more than last year. Brighton and Hove are two percentage points below the emerging national percentage for 2017.

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- The early learning goals in the specific areas of mathematics and literacy.

3.2.2 Areas of learning

% pupils at the expected level in areas of learning	Brighton & Hove		National	
	2016	2017	2016	2017
Communication & Language combined	79%	82%	82%	-
- Listening & Attention	87%	86%	86%	-
- Understanding	86%	87%	86%	-
- Speaking	84%	86%	85%	-
Physical Development	87%	88%	88%	-
Personal, Social & Emotional Development	84%	86%	85%	-
Literacy combined	71%	73%	72%	-
- Reading	76%	78%	77%	-
- Writing	72%	75%	73%	-
Mathematics	79%	80%	77%	-
Understanding the World	86%	87%	83%	-
Expressive Arts & Design	89%	90%	86%	-

Pupils achieved highest in the Expressive Arts and Design area of learning, with 90% of pupils achieving the expected level.

The lowest outcome was in Literacy, with 73% of pupils achieving the expected level. This is, however, a two percentage point increase on the 2016 literacy outcome, with a three percentage point increase in writing.

The outcomes for Communication and Language have increased one percentage point in the ‘understanding’ learning goal and two percentage points in the ‘speaking’ learning goal.

3.3 Year 1 phonics screening check (age 6)

Year 1 phonics check	Brighton & Hove		National	
	2016	2017	2016	2017
% achieving the expected standard	80%	78%	81%	81%

3.3.1 78% of year 1 pupils achieved the expected standard in the phonics screening check this year. This is a decrease of 2 percentage points from last year and is 3 percentage points below the emerging national figure for 2017 of 81%. The gap has widened with national.

3.3.2 Year 2 Phonics Screening Check

By the end of year 2, 89.2% of children (provisional data) had achieved the expected standard (including retakes of those who did not meet it in year 1 and checks for new pupils with no year 1 result). This is a decrease on 2017 (91%) although the DfE pupil matching may not reflect the local analysis.

There is no national benchmark data available until the statistical release is published in the autumn.

3.4 Key Stage 1 outcomes (seven year olds)

3.4.1 2017 is the second year of tests for 7 year olds in the ‘new’ National Curriculum, introduced in 2014. The interim teacher assessment frameworks still apply this year. Brighton and Hove outcomes are above the emerging national proxy figure from NEXUS* for 2017 in each reading and writing and in line for combined reading, writing and maths.

Key Stage One		Brighton & Hove		National	
		2016	2017	2016	2017
% pupils achieving expected standard	Reading	75%	76%	74%	76%
	Writing	67%	69%	65%	68%
	Maths	74%	75%	73%	75%
	Reading, Writing & Maths	60%	63%	60%	64%
% pupils achieving greater depth	Reading	26%	25%	24%	25%
	Writing	13%	14%	13%	16%
	Maths	18%	18%	18%	20%
	Reading, Writing & Maths	9%	9%	8.9%	11%

3.5 Key Stage 2 outcomes (11 year olds)

3.5.1 This was the second year of the new, more challenging national curriculum 2014 new tests and interim frameworks for teacher assessment. Figures for 2017 are comparable to last year only.

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

3.5.2 There are also progress scores in reading, writing and maths, but currently these are provisional and subject to change. Progress is part of the floor standard and coasting definition but the DfE will not confirm these thresholds for 2017 results until the autumn.

3.5.3 Summary

Overall schools in the city have outperformed the national results by three percentage points. 64% of pupils attained the new benchmark standard in reading, writing and mathematics against the national of 61%.

There have been increases in attainment in 2017 and the city is matching or exceeding national attainment levels in all areas:

Key Stage Two		Brighton & Hove		National	
		2016	2017	2016	2017
% pupils achieving expected standard	Reading	75%	77%	66%	71%
	Grammar, punctuation and spelling (GPS)	75%	77%	73%	77%
	Writing	76%	78%	74%	76%
	Maths	70%	75%	70%	75%
	Reading, Writing & Maths	58%	64%	54%	61%

Reading

Brighton and Hove results reading results are significantly above national average..

Maths

In maths city schools were in line with the national of 75%.

Writing

In writing city schools were two percentage points above the national average. Writing is judged by teacher assessment and the LA had a statutory duty to moderate a number of schools to verify judgements and check process, which it completed.

Grammar, punctuation and spelling (GPS)

In GPS the city schools were in line with the national of 77%.

3.5.4 Underperforming schools

The DfE will not confirm the floor standards and coasting definition for 2017 results until the autumn and will not confirm whether schools have met the coasting definition or were below the floor standard until December when finalised results are released in their performance tables.

Until this information has been published we can only postulate which schools will be judged to be 'below the floor standard' or 'coasting', and require intensive support and challenge.

Eighteen schools had combined attainment below national and so we will be exploring the results of these schools further. Using last year's thresholds and provisional progress results the indication is one school may be below the floor standard and two schools may meet the coasting definition.

All schools which may be coasting or below floor targets already have plans to improve that are monitored by a school improvement board. In one case school improvement is slightly different as this is the responsibility of their Academy sponsor.

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

3.6.1 This year is the first year that students sat the new reformed GCSEs in English and maths and were awarded grades 9 to 1, where 9 is the top grade. Grade 4 is called a standard pass and Grade 5 is a strong pass. Grade 5 is positioned between the old Grade C and B. Other subjects will continue to use A*-G grades this year and so students received a mixture of letter and number grades. This year the proportion of pupils achieving a strong pass in English and mathematics (5+) will begin to be a headline school accountability measure. It is important to note that new GCSEs in English and Maths are very different in content and assessment to previous examinations.

3.6.2 The new 9-1 grades in the new English and maths GCSEs mean that it is not possible to compare results to last year. Furthermore the 2017 national figures will not be published by the DfE until later this autumn term.

3.6.3 All schools will continue to be measured on how much progress students make from where they start in Year 7 to when they complete their exams at the ends of Year 11. This is known as Progress 8. The measure is based on student progress measured across eight subjects. This is the eight 'best' results. English and maths are double weighted.

Provisional GCSE results 2017		Brighton & Hove
Pupils		2208
Attainment 8		48
% achieving 'standard pass' grade 4 or above	English and maths	67%
	English	78%
	Maths	72%

3.6.4 Nationally the number representing Attainment 8 is expected to 'fall' because of 9-1 grades in English and maths and the changes in the points awarded to A*-C grades in other subjects. For example in 2016 a C grade was worth five points whereas in 2017 a C is worth four points. This change does not mean that attainment itself has 'fallen', but that the numbers used to represent attainment have been adjusted. The roll-out of the new GCSEs with 9-1 grades for other subjects will continue to affect the comparability of results to the preceding year until 2020.

3.6.5 At this point there is no national picture and so appropriate comparisons to evaluate these results and make secure judgements cannot be made. National

figures will be released in mid-October. Comparisons cannot be made with previous years national averages as these were calculated in different ways.

3.6.6 As stated above, at a future CYPS committee we will report on progress, gaps and strong passes in English and Maths (5+) when this data is available.

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

Provisional A level results 2017		Brighton & Hove	National (JCQ* benchmark)
Entries		5117	-
% of entries graded	A*-A	30.0%	26.2%
	A*-B	58.8%	52.9%
	A*-C	79.9%	77.3%
	A*-E	97.9%	97.9%

* Joint Council for Qualifications.

3.7.1 National Results

Nationally, the A level pass rate (A*-E) has fallen slightly from 98.1% to 97.9%, whilst the proportion of A* and A grades was 26.2%, up by 0.4% on last year.

This year's pattern is a slight increase in the top grades, but a slight decrease in the overall pass rate.

The A* - B pass rate is 52.9% and A*-C is 77.3%.

The 2017 results feature some linear A levels, as these are being phased in over a two year period. A-levels being linear rather than modular means that grades will be awarded on an end-of-course exam, instead of modules taken throughout the course.

AS levels are "decoupled" from being part of A-levels as part of these reforms, so that they are stand-alone qualifications. This year's figures show a 42% drop in AS Level entries.

3.7.2 Brighton & Hove

Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A*-B grades. The overall pass rate is level with national.

Around 86% of A Level entries in the city were from the two sixth form colleges, which can be broken down into around 64% at BHASVIC and around 22% at Varndean College. The remaining 14% of entries were from the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with the majority of these from Cardinal Newman.

For 2016/17, there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is 58.8%, well above the provisional national average figure of 52.9% and above the Brighton result for the previous year (58.0%).

The proportion of all entries achieving a pass grade fell slightly to 97.9% from 98.1%, however this figure is level with the provisional national average.

3.8 Looking ahead

The provisional headline results for 2017 suggest that Brighton & Hove will be in line with or above the national figures for almost every key stage. As more national data is released and schools undertake their own analysis, a clearer picture will emerge and we will be able to analyse the performance of vulnerable groups. School Partnership Advisers from the Standards and Achievement Team will be visiting every school to discuss the outcomes and plan next steps. A priority for 2017 is to continue the further development of schools supporting schools and partnership working that will enable further improvements to be made.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

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

5. COMMUNITY ENGAGEMENT & CONSULTATION

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

6. CONCLUSION

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

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils, which include their key stage exam results. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.
- 7.2 There are no financial implications for the LA as a result of the recommendations in this report.

Finance Officer Consulted: Andy Moore

Date: 08.09.2017

Legal Implications:

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

Lawyer Consulted:

Serena Kynaston

Date: 05.09.2017

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

None

Background Documents

None