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DATE: Tuesday 12 June 2012

EDUCATION PORTFOLIO HOLDER BRIEFING

Meeting to be held on Tuesday 12 June 2012

EDUCATION PORTFOLIO HOLDER INFORMATION ITEMS

The Briefing comprises:

- 1 EDUCATION POLICY AND LEGISLATIVE CHANGES: UPDATE** (Pages 3 - 6)
- 2 ACADEMY PROGRAMME IN BROMLEY: UPDATE** (Pages 7 - 12)
- 3 DRAFT CHILDREN'S STRATEGY FOR 2012-15** (Pages 13 - 56)
- 4 PERFORMANCE MONITORING 4TH QUARTER 2011/12** (Pages 57 - 80)
- 5 UPDATE ON THE PERFORMANCE AND DEVELOPMENT OF THE BROMLEY DUKE OF EDINBURGH AWARDS PROGRAMME** (Pages 81 - 86)
- 6 EDUCATION AND CARE SERVICES: DEPARTMENTAL STRUCTURE** (Pages 87 - 90)

Members and Co-opted Members have been provided with advanced copies of the briefing via email. The briefing is also available on the Council website at the following link:

<http://cds.bromley.gov.uk/ieListMeetings.aspx?CId=559&Year=2012>

Paper copies of this Information Briefing will not be available at the meeting of Education PDS Committee.

Information Items will not be debated at Education PDS Committee unless a member of the Committee requests a discussion be held. 24 hours notice must be given to the Clerk.

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Portfolio Holder 12 June 2012

EDUCATION POLICY AND LEGISLATIVE CHANGES: UPDATE

Contact Officer: Michael Watts, Senior Partnerships and Planning Officer
Tel: 020 8461 7608 E-mail: michael.watts@bromley.gov.uk

Chief Officer: Bob Garnett, Interim Assistant Director (Education)

1. Summary

1.1 This is the twelfth report produced since July 2010 to ensure Members are kept up to date on the Government's policy and legislative changes for education and wider children's services.

2. THE BRIEFING

2.1 The Special Educational Needs and Disability Green Paper: The Next Steps

- (i) During the Queen's Speech on 9 May 2012, the Government announced its intention to prepare and implement a Children and Families Bill. The proposed Bill will implement several key areas of the Government's reforms for education and wider children's services, including the next steps the implementation of the Special Educational Needs (SEN) and Disability Green Paper.
- (ii) This was followed by a further announcement by the Government on 15 May 2012 which provided further details of the next steps. The main elements of the announcement were:
- replacing SEN statements and separate Learning Difficulty Assessments (for older children) with a single, simpler birth to 25 assessment process and Education, Health and Care Plan from 2014, and parents of children with the plans would have the right to a personal budget for their support;
 - providing statutory protections comparable to those currently associated with a statement of SEN to up to 25 in further education, to help young people into employment and independent living;
 - local authorities and health services will be required to link up services for disabled children and young people;
 - requiring local authorities to publish a local offer showing the support available to disabled children and young people and those with SEN, and their families;
 - introducing mediation for disputes and trialling giving children the right to appeal if they are unhappy with their support;

- children would have a new legal right to seek a place at state academies and Free Schools – currently it is limited to maintained mainstream and special schools. Local authorities will have to name the parent’s preferred school so long it was suitable for the child.
- (iii) The Bill will put legislation in place for those reforms and the final legislation will draw on evidence from 20 local pathfinders (including the joint Bromley and Bexley pathfinder) set up in September 2011. The interim evaluation reports are due in summer and late autumn 2012, with a final report in 2013.
- (iv) The Bill is expected to be introduced early in 2013 and carry over into the third session of this Parliament for Royal Assent.

2.2 **Reducing Primary School Absence**

- (i) Following the independent review on improving school attendance by the Government’s Expert Adviser on Behaviour, the Government have announced on 16 April 2012 that it intends to:
- make data on attendance in reception classes available along with local and national averages
 - publish national statistics on attendance for the whole year not just up until half term in the summer, as is currently the case – with the exception to this being for Year 11
 - asking Ofsted to set specific, timed targets for improving attendance in schools where it is low
 - encouraging all primary schools to analyse their data on attendance so that they can quickly pick up on children who are developing a pattern of absence including in nursery and reception
 - whilst there should be no outright ban on term-time holidays and with head teachers having the discretion, the Government should toughen up the rules
 - amending the Pupil Registration Regulations to make clear that schools should only give permission where there are exceptional circumstances
 - increase the penalty fines available to head teachers for school absence from £60 (a £10 increase) on parents whom they consider are allowing their child to miss too much school without a valid reason, and if the parents fail to pay within 28 days, it will double to £120 (a £20 increase), to be paid within 42 days
 - review the current method of collecting the penalty fines for school absence from parents

2.3 **Revised Early Years Foundation Stage Framework**

- (i) The revised Early Years Foundation Stage (EYFS) for children aged 0-5-year-olds was published by the Government on 27 March 2012.
- (ii) The new EYFS, which will take effect from 1 September 2012, focuses on getting children ready for education and increasing the attainment of all children, particularly those from deprived backgrounds.

- (iii) The revised curriculum reduces the number of early learning goals from 69 to 17, gives more focus to the main areas of learning that are most essential for children's healthy development and simplifies assessment at age five. It also provides earlier intervention for children who need extra help with a progress check at age two. The Government has also reduced paperwork for professionals to allow them to exercise their judgement, for example by removing the requirement for written risk assessments for all activities.

2.4 **Managing Disruptive Behaviour: Review of Alternative Provision and Pupil Referral Units**

- (i) The Government's Expert Adviser on Behaviour published an independent review into alternative provision and Pupil Referral Units (PRUs) on 8 March 2012.
- (ii) The review was commissioned by the Secretary of State for Education in the following the summer riots last year as two thirds of the children involved in the riots and brought before the courts had Special Educational Needs and on average missed almost one day of school a week. They were also more likely to live in the 10% lowest income areas, to be receiving free school meals and to have been excluded from school at least once.
- (iii) The review made the following recommendations, which were all agreed by the Secretary of State:
- Outstanding PRUs should be encouraged to convert to Academy status, and where PRUs are failing, they are taken over by successful PRUs, successful alternative providers, or by academy sponsors.
 - Ensuring that all children in alternative provision continue to receive appropriate and challenging English and Maths teaching.
 - Schools rather than local authorities should become responsible for commissioning alternative provision and PRU services. This is currently being trialled in a pilot by the Department for Education with some schools in relation to excluded pupils.
 - Schools should share all relevant information about the pupil they are sending to alternative provision with providers, agree the nature of the intervention and set targets for the pupil. Progress should be regularly monitored and plans put in place for the next stage in the child's life.
 - The Department for Education should commission a 'payment by results' trial for alternative provision to encourage a greater diversity of. A trial would aim to start in 2012/13 and the Department will be setting out further details in the coming months.
 - Schools should look at using money they currently spend on alternative provision to build up their capacity for managing pupils' behaviour. By intervening earlier and using more focussed placements in alternative provision, schools can better cater for children's needs.
 - Ofsted should challenge schools on their use of alternative provision. The new school inspection framework provides a useful opportunity for close and consistent attention on how well schools meet the needs of children through alternative provision. To reinforce this, Ofsted should consider a more structured approach to monitoring alternative provision through its survey programme.
 - Ofsted should improve its intelligence gathering on poor practice – they should make sure that information on poor practice by commissioning schools and alternative provision providers is shared effectively within Ofsted and informs decisions about inspections.

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Portfolio Holder 12 June 2012

ACADEMY PROGRAMME IN BROMLEY: UPDATE

Contact Officer: Michael Watts, Senior Partnerships and Planning Officer
Tel: 020 8461 7608 E-mail: michael.watts@bromley.gov.uk

Chief Officer: Bob Garnett, Interim Assistant Director (Education)

1. Summary

1.1 This is the twelfth report produced since July 2010 to ensure Members are kept up to date on the Academies Programme in Bromley.

1.2 The Government's Academy Programme is underpinned by the Academy Act 2010.

2. THE BRIEFING

2.1 At the start of the 2010/11 Academic Year, there were 95 maintained schools in Bromley which included: 17 secondary, 74 primary phase and 4 special schools. This broad spectrum of schools included Foundation, Trust, Community, Voluntary Aided and Voluntary Controlled. In addition, Bromley maintains a Pupil Referral Service (PRS). The overall pupil population across our school and PRS provision is currently 46,539 pupils (including post-16). Educational standards in Bromley and the outcomes achieved by children and young people across our schools, places the borough in the top quartile of overall performance nationally.

2.2 Below is the position in Bromley regarding academy conversion as at 10 May 2012:

Type	Converted		Conversion in Progress		Potential Conversion		Maintained		Total	
Secondary	16	94%	1	6%	0	0%	0	0%	17	100%
Primary	13	18%	2	3%	1	1%	58	78%	74	100%
Special	0	0%	0	0%	0	0%	4	100%	4	100%
Total	29	31%	3	3%	1	1%	62	65%	95	100%

2.3 Appendix 1 provides an overview of individual schools that have converted to academy status, those in the process of conversion and those schools which have withdrawn from conversion.

- 2.4 Since the last report to the PDS Committee and the CYP Portfolio Holder on 20 March 2012, there have been a number of developments:
- **Tubbenden Primary School** has converted to academy status on 1 March 2012;
 - **St James' RC Primary School** has converted to academy status on 1 April 2012;
 - **The Priory School** has converted to academy status on 1 May 2012;
 - **Hillside Primary School** will be converting to academy status under a sponsored conversion route, with The Priory acting as the sponsor partner following formal discussion including the DfE, Local Authority and governors; with the conversion target date of 1 September 2012. Given the projected deficit for the school at the point of conversion as a sponsored Academy, the Council will be liable for the deficit on conversion;
 - **Crofton Infant School** has formally notified the local authority on 5 January 2012 of its decision to consult on possible conversion to academy status, with consultation documents published on the school website on 7 February 2012, with decision expected early in summer term.
- 2.5 Bromley has the highest number of academy conversions in the London region and is in the top ten nationally. The conversions in Bromley reflect a number of factors: the overall high performance of schools in Bromley and the percentage that are graded by Ofsted as 'Outstanding' or 'Good with Outstanding Features' and where there is strong leadership and governance; Bromley has a relatively high proportion of Foundation status schools (formerly Grant Maintained); the number of Head Teachers who are accredited National Leaders in Education (NLE) or Local Leaders in Education (LLE) (a total of 20); and the autonomy and additional funding offered by academy status.

ACADEMY DEVELOPMENTS IN BROMLEY (AS AT 10 MAY 2012)

TABLE A: Overall Summary

Type	Converted		Conversion in Progress		Potential Conversion		Maintained		Total	
Secondary	16	94%	1	6%	0	0%	0	0%	17	100%
Primary	13	18%	2	3%	1	1%	58	78%	74	100%
Special	0	0%	0	0%	0	0%	4	100%	4	100%
Total	29	31%	3	3%	1	1%	62	65%	95	100%

TABLE B: Secondary Schools that have Converted

	SECONDARY SCHOOLS	POSITION	TIMESCALE
1	Kemnal Technology College	Conversion	1 September 2010
2	Darrick Wood Secondary School	Conversion	1 December 2010
3	Beaverwood School for Girls	Conversion	1 March 2011
4	Bishop Justus CE Secondary School	Conversion	1 March 2011
5	Coopers Technology College	Conversion	1 March 2011
6	Charles Darwin School	Conversion	1 April 2011
7	Hayes School (Secondary)	Conversion	1 April 2011
8	Langley Park School for Boys	Conversion	1 April 2011
9	Newstead Wood School for Girls	Conversion	1 April 2011
10	Ravens Wood School	Conversion	1 April 2011
11	The Ravensbourne School	Conversion	1 April 2011
12	Bullers Wood School	Conversion	1 May 2011
13	Langley Park School for Girls	Conversion	1 August 2011
14	Kelsey Park Sports College (Harris Academy Beckenham)	Conversion	1 September 2011
15	Cator Park Schools (Harris Academy Bromley)	Conversion	1 September 2011
16	The Priory	Conversion	1 May 2012

TABLE C: Primary Schools that have Converted

PRIMARY SCHOOLS		POSITION	TIMESCALE
1	Hayes Primary School	Conversion	1 July 2011
2	Warren Road Primary School	Conversion	1 July 2011
3	Balgowan Primary School	Conversion	1 August 2011
4	Biggin Hill Primary School	Conversion	1 August 2011
5	Darrick Wood Infant School and Nursery	Conversion	1 August 2011
6	Green Street Green Primary School	Conversion	1 August 2011
7	Pickhurst Infant School	Conversion	1 August 2011
8	Pickhurst Junior School	Conversion	1 August 2011
9	Stewart Fleming Primary School	Conversion	1 August 2011
10	Valley Primary School	Conversion	1 August 2011
11	Crofton Junior School	Conversion	1 December 2011
12	Tubbenden Primary School	Conversion	1 March 2012
13	St James' RC Primary School	Conversion	1 April 2012

TABLE D: Secondary Schools Seeking Conversion

SECONDARY SCHOOLS		POSITION	TIMESCALE
1	St Olave's Grammar School	Notification to Local Authority (October 2010). Conversion approval 'on hold' pending resolution of governance composition between the Diocese of Rochester, the School and the Department for Education.	TBC

TABLE E: Primary Schools Seeking Conversion

PRIMARY SCHOOLS		POSITION	TIMESCALE
1	Hillside Primary School	Governing Body resolution to convert in a trust relationship with The Priory – 7 December 2011 Confirmation from DfE that Hillside will convert to academy status under a sponsored conversion, with The Priory acting as the sponsor partner. Request to Priory and LA to complete Expression of Interest to support the sponsored conversion – 30 January 2012	1 September 2012
2	Crofton Infant School	Formal notification to Director CYP on 5 January 2012 that the Governing Body has agreed to commence consultation on possible conversion to academy status. Academy Order received – 2 May 2012	1 September 2012
3	Highfield Junior School	Confirmation of Registering Interest with DfE – 20 May 2011	TBC

TABLE F: Schools that have notified the LA of withdrawal from Pursuit of Academy Conversion

	PRIMARY SCHOOLS	POSITION	TIMESCALE
1	Darrick Wood Junior School	Application to DfE – 24 May 2011. Confirmation withdrawal of application – 12 July 2011	N/A
2	Parish CE Primary School	Application to DfE – May 2011. Confirmation withdrawal of application – 7 September 2011	N/A
3	Keston CE Primary School	Application to DfE – 9 May 2011. Confirmation withdrawal of application – 18 November 2011	N/A
4	Raglan Primary School	Application to DfE – 20 May 2011. Confirmation withdrawal of application – 18 January 2012	N/A

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Portfolio Holder 12 June 2012

CHILDREN'S STRATEGY 2012 TO 2015

Contact Officer: Michael Watts, Senior Partnerships and Planning Officer
Tel: 020 8461 7608 E-mail: michael.watts@bromley.gov.uk

Chief Officer: Bob Garnett, Interim Assistant Director (Education)

1. Summary

- 1.1 This report provides the final version of the Bromley Children and Young People Partnership's Children's Strategy for 2012 to 2015 (**Appendix 1**).

2. **THE BRIEFING**

- 2.1 Since 2006 the Borough has published a statutory Children and Young People's Plan (CYPP) as required by the Children Act 2004. The CYPP was a local authority plan to be delivered in partnership with other local agencies providing services for children, young people and families, including those from the statutory, voluntary and private sectors. The Plan was based on locally identified priorities to improve the lives and opportunities of children and young people in the Borough. The last CYPP for Bromley covered the period April 2009 to March 2011, and was approved by Council on 5 December 2009 (report LDCS09144).
- 2.2 In July 2010 the Government announced that the duty on local authorities, with their partners, to develop a CYPP was to be removed from 31 October 2010. Following consideration of the future strategic partnership and planning arrangements by the Bromley Children and Young People Partnership Board (the Partnership Board) in the autumn 2010, it was agreed that the Partnership Board would develop a joint *Children's Strategy* for the three year period from 2012 to 2015.

The priorities

- 2.3 The Partnership Board's joint *Children's Strategy* has been based around the following five priority outcomes which were identified through substantial consultation with key partners and by undertaking a robust needs analysis during 2010/11 which included the views of children and young people:
- Children and young people enjoy learning and achieve their full potential.
 - Ensuring the health and well-being of children and young people, and their families.

- Children and young people are safe where they live, go to school, play and work.
- Children and young people behave positively, take responsibility for their actions, and feel safe within the Borough, and parents and carers take responsibility for the behaviour of their children.
- Young people get the best possible start in adult life.

2.4 During the summer 2011, the Partnership Board agreed that whilst the Partnership would still commit within the joint *Children's Strategy* to work towards achieving the five jointly agreed outcomes (as could be demonstrated as appropriate through the separate Business Plans of each agency), **it particularly focuses on the following three more defined areas for action** where by working together they can make significant improvements to the lives of children, young people and their families:

- **Improving the emotional health and wellbeing of all children and young people** – including issues such as: Child and Adolescent Mental Health Services (CAMHS) and pre-CAMHS services; support to parents through pregnancy and early years to promote bonding; positive activities for young people and reducing bullying; emotional health issues caused by homelessness and caring responsibilities; and reducing the fear of crime.
- **Improving the life chances of children in care** – including attainment, health, employment and independent living.
- **Improving the transition of young people with learning difficulties and/or disabilities to adult services** – including issues relating to education, employment and independent living as well as information and support.

Consultation details

2.5 The consultation on the draft Children's Strategy was undertaken for 12 weeks from Monday 31 October 2011 to Friday 20 January 2012. Consultation responses were received via:

- 22 completed questionnaires returned through Survey Monkey, the London Borough of Bromley's internal intranet, and from the Living in Care Council;
- Approximately 30 representatives from the voluntary and community sector attended a specific consultation event held by the Children and Families Voluntary Sector Forum on 1 December 2011;
- Approximately 20 parents and carers attended a specific consultation event held by Burgess Autistic Trust on 10 January 2012;
- Comments were provided by Members of the London Borough of Bromley's Children and Young People Policy Development and Scrutiny Committee on 24 January 2012 (Report No. DCYP12001);
- Approximately 80 representatives from the statutory, private, and voluntary and community sectors, children and young people, and parents and carers attended the Bromley Children and Young People Partnership Forum on 23 February 2012;
- Further responses were received from Bromley Parent Voice, the Bromley Community Engagement Forum, and the London Borough of Bromley's Education Welfare Service;
- During the consultation period the Living in Care Council also produced a DVD to illustrate their experiences of living in care, which was also shown at the Bromley Children and Young People Partnership Forum.

- 2.6 The comments raised through the consultation period, including the outcomes from the Bromley Children and Young People Partnership Forum held on 23 February 2012 have been incorporated within the final version of the *Children's Strategy*.
- 2.7 Comments have also been shared with the relevant lead officers within the different organisations in the Partnership to ensure that they can influence future policy and service decisions, including the Borough's Integrated Transition Strategy for Young People with Learning Difficulties and/or Disabilities.
- 2.8 The final version of the *Children's Strategy* was signed off by the Partnership Board at its meeting on 26 March 2012. The Portfolio Holders for Care Services and Education have added their endorsement to the Strategy and together with the Partnership Board will be reviewing and monitoring the strategy.

Links with other strategies

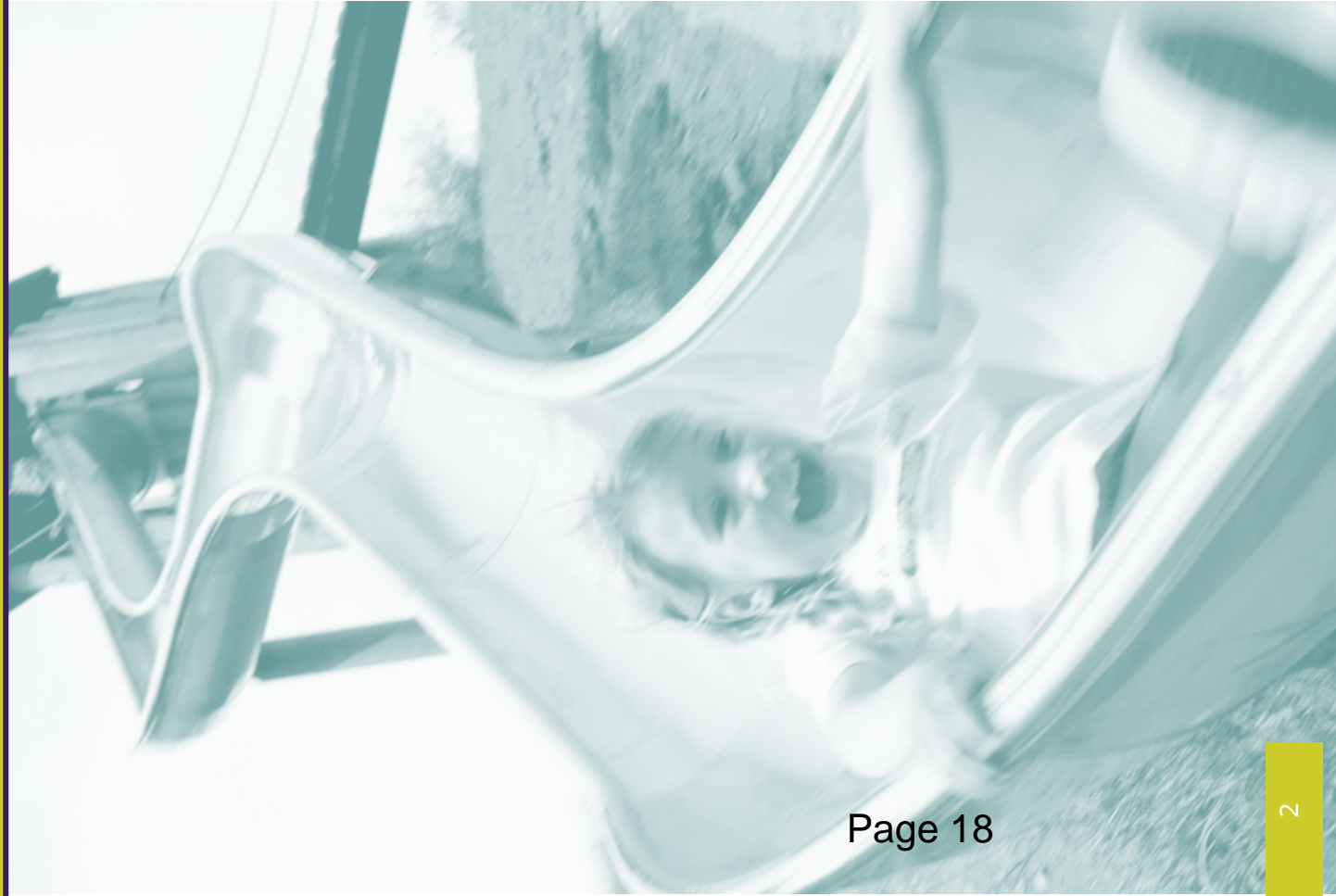
- 2.9 The priorities within the draft joint *Children's Strategy* closely mirror the identified priority areas within the emerging Education and Case Services Plan, the 2011 Joint Strategic Needs Assessment, and the Health and Wellbeing Strategy for Bromley. It contributes directly to the aspirations within *Building a Better Bromley: 2020 Vision*.

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Building better futures for all



“Securing the best possible future for all children and young people in the Borough, including a clear focus on supporting the most vulnerable children and young people in our community”



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Welcome to our strategy for improving the lives of children and young people in Bromley...

This is the first of our new-style Children's Strategy, which sets out how the key partner agencies involved in providing services to children and young people in Bromley will work together to improve the lives of all children, young people and their families in the borough.

This Strategy is closely linked to our local community plan, *Building a Better Bromley: 2020 Vision*, and it builds on our solid footing as a children's service that has been rated by Ofsted as *performing well* for the past four years.

This Strategy does not include all the individual services that are currently provided by the different agencies within the partnership. Instead, it particularly focuses on the following three jointly agreed priorities where the Partnership feels that by working closely together and using the resources jointly available, that a real difference can be achieved in improving the lives of the children and young people involved:

- Improve the emotional health of all children and young people
- Improve the life chances of children in care
- Improve the transition of young people with learning difficulties and/or disabilities to Adult Services

Listening and acting on what children and young people, and parents and carers, tell us about the services we provide and the services they need is central to the planning and delivery of services in Bromley. We have worked closely with children and young people, and parents and carers, to further enhance our needs analysis to ensure that the priorities within this Strategy reflect their views.

We have developed this Children's Strategy during a time of considerable change and challenge as our partners seek to respond to and implement the Government's reform programme, which has included significant changes to the structure and finances of public sector agencies. These changes have enhanced the need for our partners to continue to work effectively together to address jointly agreed local priorities whilst ensuring the delivery of best value services.

We will undertake an annual review of progress on the delivery of the priorities and actions within the Strategy to illustrate our progress against our stated actions.

We welcome feedback on this Strategy, therefore if you have any comments or questions you can contact us on the details provided at the end of this document.



Councillor Ernest Noad

Chairman, The Bromley Children and Young People Partnership Board
Executive Portfolio Holder for Children and Young People, London Borough of Bromley



our vision:
"To secure the best possible future for all children and young people in the Borough, including a clear focus on supporting the most vulnerable children and young people in our community"

1 about our partnership

The Bromley Children and Young People Partnership Board includes representatives from the following organisations:

- ➔ Bromley Children and Families Voluntary Sector Forum
- ➔ Bromley College of Further and Higher Education
- ➔ Bromley Early Years Development and Childcare Partnership
- ➔ Bromley Healthcare
- ➔ Bromley Primary and Special Schools
- ➔ Bromley Safeguarding Children Board
- ➔ Bromley Secondary Schools
- ➔ Connexions South London Sub Regional Unit
- ➔ Jobcentre Plus
- ➔ London Borough of Bromley
- ➔ London Probation Trust
- ➔ Metropolitan Police Service (Bromley)
- ➔ Mytime Active
- ➔ NHS South East London
- ➔ Oxleas NHS Foundation Trust
- ➔ South London Healthcare NHS Trust

The Bromley Children and Young People Partnership is a partnership of key organisations in Bromley who are working together to improve the lives of all children, young people and their families in the Borough.

This jointly agreed Children's Strategy provides the framework for the Partnership to work together to deliver the jointly agreed priorities between 2012 and 2015. It is owned, and will be implemented and monitored, by the Partnership's Board.

The Partnership Board:

- acts as the executive body of the Partnership and coordinates it's business
- contains senior representatives from across the partner agencies
- is responsible for monitoring the implementation and delivery of this Children's Strategy
- is supported by a range of partnership delivery groups which implement the actions required to deliver the priorities within this Children's Strategy
- uses the annual stakeholder Partnership Forum to engage with a wider number of representatives from partner agencies together with children, young people, and their parents and carers, to actively influence the priorities of the partnership

The Partnership Board works closely with a range of other key strategic partnerships across the Borough to ensure that the needs of children and young people are considered when developing services that will have a direct and indirect impact on their lives:

- Bromley Economic Partnership
- Bromley Health and Wellbeing Board
- Bromley Safeguarding Children Board
- Carers Partnership Group
- Health, Social Care and Housing Partnership Board
- Safer Bromley Partnership Strategic Group

about this strategy 2

The Bromley Children and Young People Partnership's Children's Strategy outlines how the organisations within the Bromley Partnership will work together to improve the lives of children and young people in the Borough over the three year period from 2012 to 2015.

It links closely to a number of other strategies and plans within the Borough, including our local community plan, *Building a Better Bromley: 2020 Vision*; the emerging Health and Wellbeing Strategy for 2012 to 2017; and the Community Safety Strategy.

This Strategy will support the Partnership to achieve its vision:

‘ to secure the best possible future for all children and young people in the Borough, including a clear focus on supporting the most vulnerable children and young people in our community

Understanding the needs of the Borough

Children and Young People's Needs Analysis

To aid the development of this Children's Strategy, the Partnership undertook a needs analysis during 2010/11 to inform and help direct service delivery and priority setting.

The Children and Young People's Needs Analysis is designed to accompany this Strategy and to act as a source of information to inform planning, commissioning and strategic developments.

To support the needs analysis, the results from surveys (such as the annual TellUs survey of school pupils in years 6, 8 and 10) and other direct engagement with children, young people and their families, have been used to identify their views, perceptions and concerns.

Key messages from the needs analysis, including the views of children and young people, are included within each of area of focus within this Strategy.

The Children and Young People's Needs Analysis can be accessed at:



www.bromleypartnerships.org > Young People Partnership > [Our Children's Strategy](#) > Needs Analysis

Joint Strategic Needs Assessments

This Strategy also closely links to the needs identified within the Borough's annual Joint Strategic Needs Assessments (JSNA).

The 2011 JSNA identified 3 key areas where the Borough is experiencing significant increases in both the number of young people requiring services and also the complexity of their needs:

- Increasing volumes and complexity of need children referred to children's social care
- Increasing volumes & complexity of need children with mental & emotional health problems
- Increasing volumes and complexity of need children with complex needs and disabilities

Alongside the emerging Health and Wellbeing Strategy, this Strategy is a vehicle for Bromley to tackle these areas.

The 2011 JSNA can be accessed at:



<http://bromley.mylifeportal.co.uk> > Health and Wellbeing > [Health](#) > Public Health in Bromley

3 a profile of Bromley



Bromley is the largest of the 32 London Boroughs, and is located to the south-east of the capital. It shares borders with the London Boroughs of Bexley, Croydon, Greenwich, Lambeth, Lewisham and Southwark; as well as the counties of Kent and Surrey.

Geographically the borough covers more than 58 square miles; including areas that are highly urbanised in the north, as well as areas that are substantially rural in the south.

The Borough's population

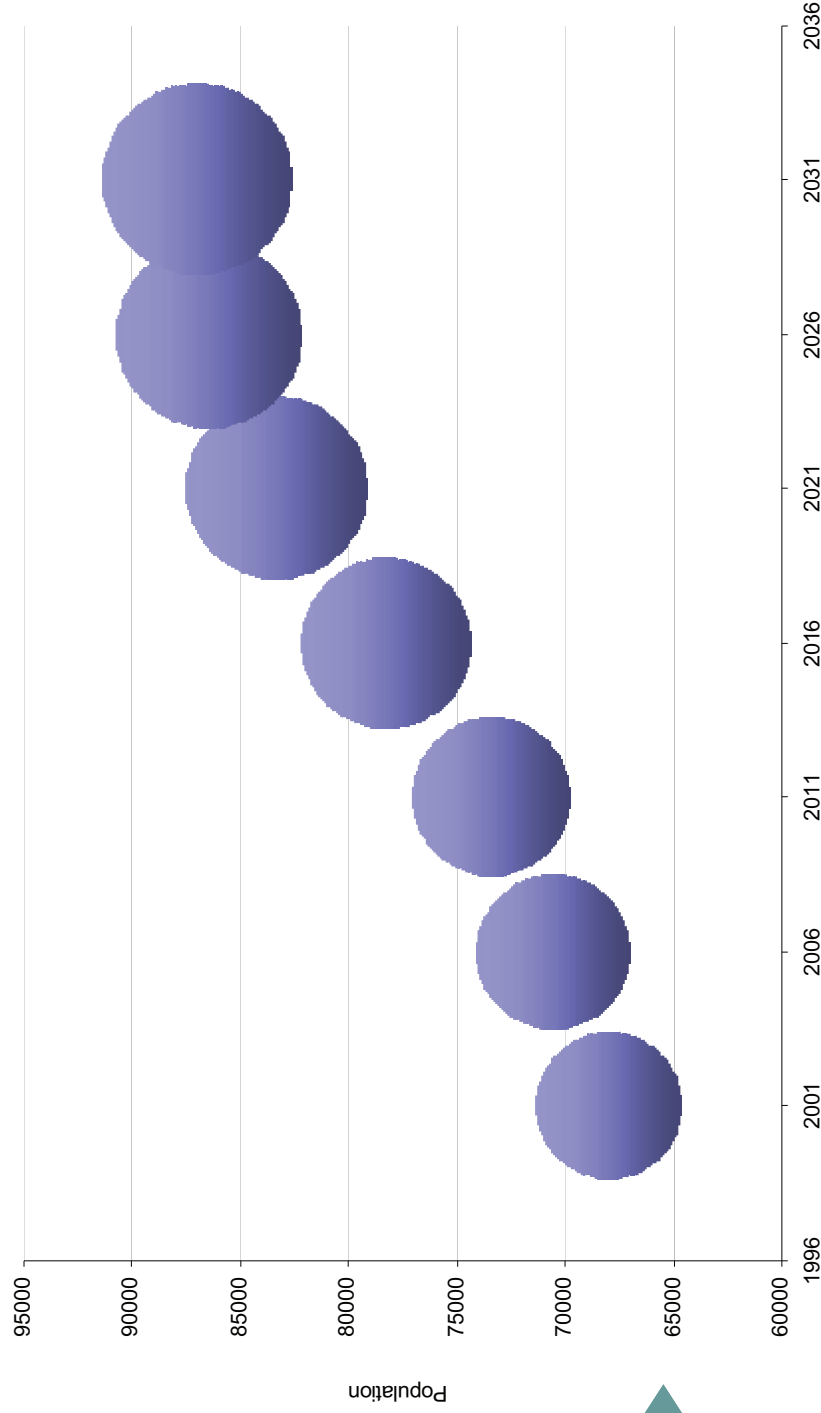
The Borough's population in the 2001 Census was 295,600, and the latest estimate by the Greater London Authority suggests that this had grown to 314,600 in 2011. It is expected that the population will continue to rise to 322,700 by 2015, to 330,600 by 2020, and then to 339,100 by 2031.

The 2001 Census identified that 23% of the population (68,100) were aged between 0-18, and that there are 64,102 parents within the Borough.

The increases in our children and young people population from 2001 to 2031 are illustrated in the graphs on the right of this page.

The graphs shows that the children and young people population (aged 0 to 18) will increase by 28% (18,900) between 2001 (68,100) and 2031 (87,000).

The Increasing Population of Children and Young People in Bromley: 2001 to 2031
[Source: Greater London Authority, 2011]



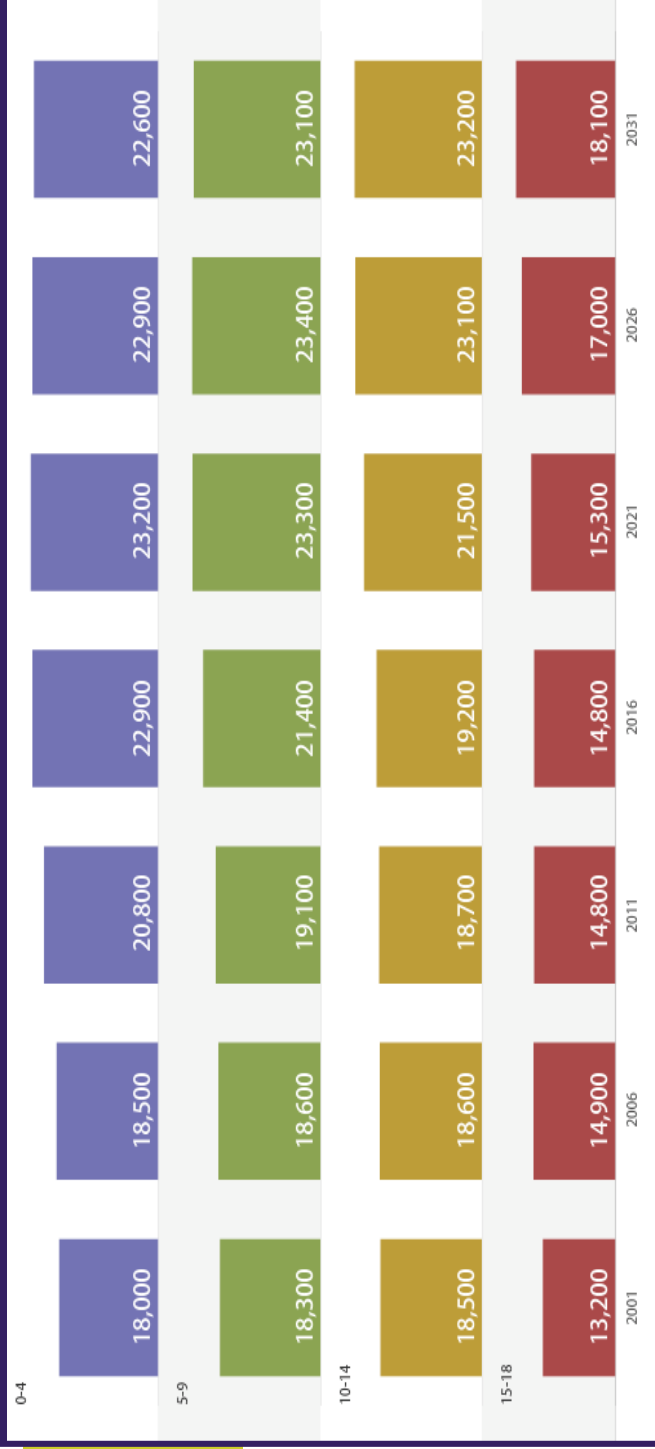
Changing Age Profiles

In the 30 years between 2001 and 2031 the age profiles of the Borough's resident children and young people are due to have significant changes as illustrated in the following table.

- The **0-4 age range** has seen an increase since 2001 and will continue to do so until 2021, after which it will start to decline
- This has led to an increase in the **5-9 age range** particularly from 2006 and 2011, and it will continue to increase until 2026, after which it will start to decline
- The **10-14 age range** had a small increase between 2001 and 2011; however, it will begin to experience a significant increase from 2011
- The **15-18 age range** had a significant increase between 2001 and 2006, and has steadied since 2006; however, the age range will begin to experience a significant increase from 2016

Children and Young People in Bromley (2001 to 2031): Changing Age Profiles

[Source: Greater London Authority, 2011]



Lone parent households within the Borough

7.6% of families within the borough are lone parent households. The 2001 Census shows lone parent families are predominately located in the Crystal Palace, Penge and Cator, Mottingham and Chislehurst North wards, and also in Clock House, Plaistow and Sundridge, Bromley Common and Keston, Cray Valley East and Cray Valley West.

Ethnicity within the Borough

Over 85% of all residents within the borough consider themselves to be White British and approximately 13% identify themselves as having an ethnicity as other than White British.

Almost 18% of children and young people aged between 0-19 identified as having an ethnicity as other than White British. This contrasts across the borough where almost 35% of all residents in the Crystal Palace ward and 29% of all residents in the Penge and Cator ward consider themselves as not White British; compared to compared to only 3% in Biggin Hill and Darwin wards.

A distinctive group within the Borough is the settled Gypsy and Traveller community, which is estimated to be in the region of 1,000 - 1,500 families (an estimation based on data and local knowledge provided by the Bromley Gypsy Traveller Project and others working with the community). If accurate these figures would represent one of the largest settled Gypsy and Traveller populations in the UK.

However, it is difficult to obtain accurate data on the exact numbers of the Gypsy and Traveller community.

Ethnicity within the school population

The ethnic composition of the school population does vary from the resident young people population due to the influx of children from out of the Borough attending Bromley's schools.

Bromley schools have an average Black and Minority Ethnic population of 26.5% compared to the 18% resident Black and Minority Ethnic population.

This contrasts across the different wards within the borough, where almost 51% of Primary aged pupils in schools in Crystal Palace,

Penge and Cator, and Clock House wards consider themselves as not White British; compared to only 9% in Biggin Hill and Darwin wards.

Deprivation within the Borough

Bromley is a Borough of contrasting features. Although it is a prosperous Borough overall, which ranks at 228 out of 354 Councils for the level of disadvantage (where 1 is the most deprived and 354 the least deprived), this average figure hides some stark differences between areas within the borough.

Six of Bromley's 22 wards contain areas ranked among the 20% most deprived in England. These wards include: Cray Valley East, Crystal Palace, Mottingham and Chislehurst North, and Penge and Cator.

15.7% of children within the Borough live in "all out-of-work benefit claimant households" (May 2010) - compared to the national average of 23%.

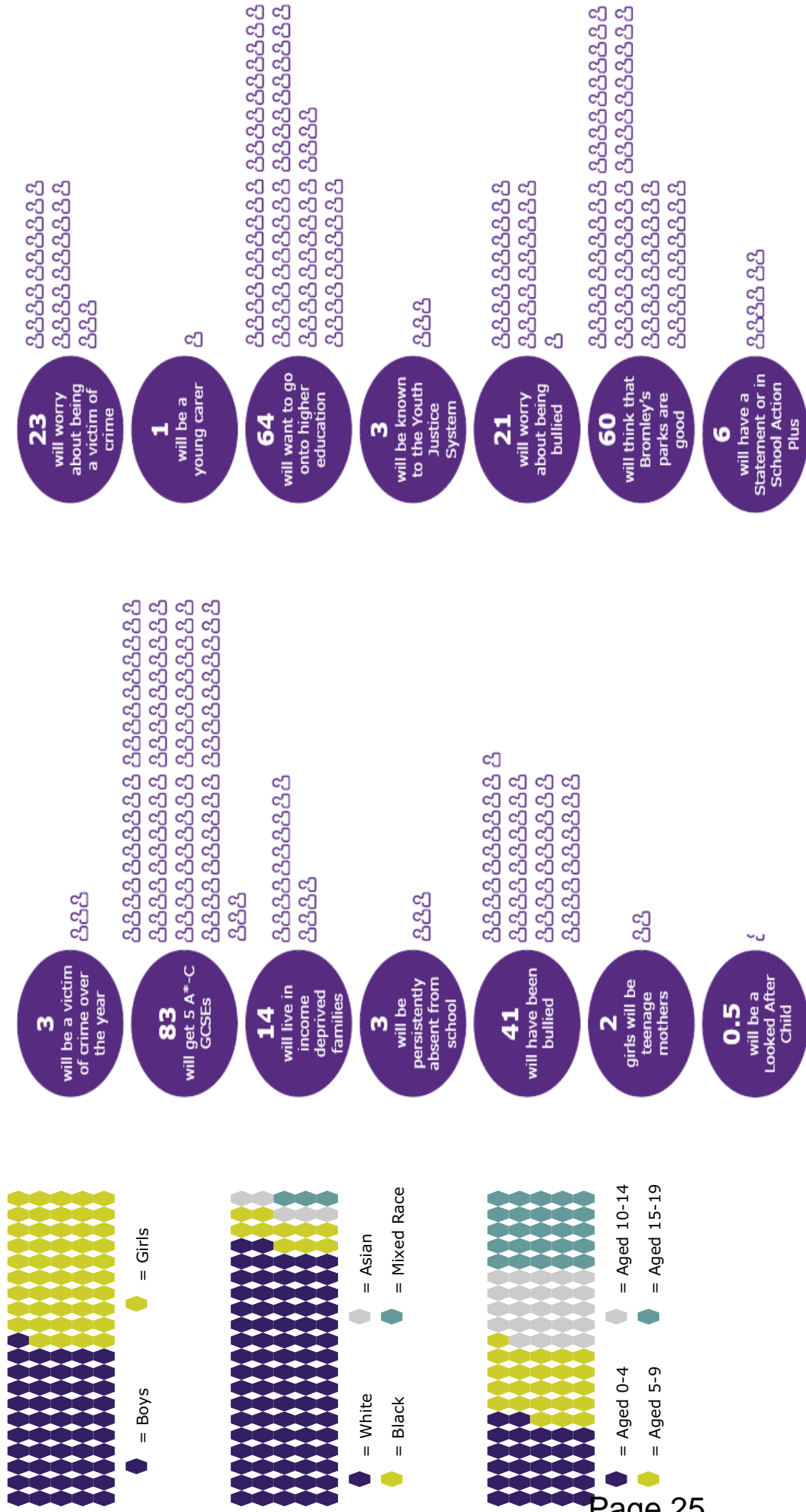
Employment within the Borough

The major employment sector within the borough is the financial and business sector. As at January 2012, 3.1% of the Borough's residents claimed Job Seekers Allowance, compared to the London average of 4.4% and the national average of 4%.

4.9% of the Borough's 16-18 year olds are not in education, employment or training (October 2011), which compares to an average of 6.4% for England.

A profile of our Children and Young People

If Bromley consisted of just 100 children and young people, our data (2010) shows the following profile for the Borough...



4 context and challenges

This Children's Strategy has been developed at a time of considerable change and challenge as the separate organisations within the Bromley Children and Young People Partnership Board seek to assist and underpin the implementation of the Government's reform programme across the Borough, which has included significant changes to the structure and finances of public sector agencies.

Within the context of reduced resources available to the public sector, these changes have enhanced the need for agencies within the Partnership to review and reform the services that they provide to ensure that they achieve value for money for the residents of the Borough.

The Government is currently in the process of implementing a number of major policy and legislative changes, which relate to education, schools and the wider children's services, which will impact on resources and services at local level.

Educational reform agenda

The Government have implemented two Acts of Parliament to implement educational reforms: **The Academies Act 2010** (received Royal Assent July 2010) and **The Education Act 2011** (received Royal Assent November 2011). It is expected that a **Higher Education Bill** will be introduced in the Houses of Parliament in 2012 to implement the changes set out in the Higher Education White Paper.

The Government have also published two White Papers setting out policy changes in schools and higher education: *The Importance of Teaching*, the **Schools White Paper** (published November 2010) and *Students at the Heart of the System*, the **Higher Education White Paper** (published June 2011).

A number of additional reviews and policy announcements have been focused on the following areas of educational reform: the **Admissions Framework** (published November 2011); the **National Curriculum** (started January 2011); **School Funding** - including the introduction of the **Pupil Premium** (published December 2011); **Testing, Assessment and Accountability at Key Stage 2** (published June 2011); and **Vocational Education for 14- to 19-year olds** (published March 2011).

Child protection and safeguarding reform agenda

The Government introduced the **Legal Aid, Sentencing and Punishment of Offenders Bill** in the Houses of Parliament in June 2011 and it is expected that the Bill will receive Royal Assent in 2012. It is expected that an **Adoption Bill** will be introduced in the Houses of Parliament in 2012 to implement the changes set in the adoption framework.

Glossary

Act of Parliament

An Act of Parliament is a Bill which has received Royal Assent and has become law

Bill

A Bill is a proposal for new legislation that is debated by the Houses of Parliament

White Paper

A White Paper is issued by the Government to lay out its policy, or proposed policy, on a topic of current concern

Although a White Paper

may be issued for consultation as to the details of new legislation, it does signify a clear intention on the part of the Government to pass new law

Green Paper

A Green Paper is a tentative report of the Government's proposals without any commitment to action

Green papers may result in the production of a White Paper

The Government have also published a Green Paper on changes in offending behaviour: *Breaking the Cycle: Effective Punishment, Rehabilitation and Sentencing of Offending*, the **Offending Green Paper** (published December 2010).

A number of additional reviews and policy announcements have been focused on the following areas of educational reform: the **adoption process** (published March 2012), the **child protection and safeguarding system** (published May 2011), the **family justice system** (published November 2011), and **tackling child sexual exploitation** (published November 2011).

Early years reform

The Government have implemented a number of additional reviews and policy announcements focused on the following areas of early years: **early years foundation stage** (published March 2012), **foundation years qualifications** (interim report published March 2012), **free entitlement to early years education** (published November 2011), and **support for families with children aged 0-5 years old** (published July 2011).

Health reform programme

The Government have implemented an Act of Parliament to implement health reforms: the **Health and Social Care Act 2012** (received Royal Assent March 2012).

The Government have also published two White Papers setting out policy changes in health services: *Equity and Excellence: Liberating the NHS*, the **NHS White Paper** (published July 2010) and *Healthy Lives, Healthy People: Our Strategy for Public Health in England*, the **Public Health White Paper** (published November 2010).

The Government have implemented a number of additional reviews and policy announcements focused on the following areas of health reform: the **health visitor implementation plan** (published October 2010) and the **Obesity Strategy** (published October 2011).

It is expected that a **Children's and Young People's Outcomes Strategy** will be published by the Government in 2012 to focus the

health service on improving health results for children, including those needing primary, hospital and urgent care, and children with long-term conditions.

Support for the most vulnerable

The Government have implemented an Act of Parliament to implement welfare reforms: the **Welfare Reform Act 2012** (received Royal Assent March 2012).

The Government have also published a White Paper setting out policy changes in services for support for the most vulnerable: *Universal Credit: Welfare that Works*, the **Welfare Reform White Paper** (published November 2010).

The Government have also published a Green Paper setting out proposed policy changes in services for support for the most vulnerable: *Support and Aspiration: A New Approach to Special Educational Needs and Disability*, the **Special Educational Needs and Disabilities Green Paper** (published March 2011).

The Government have implemented a number of additional reviews and policy announcements focused on the following areas of services for support for the most vulnerable: the **child poverty strategy** (published April 2011), **early intervention** (published January 2011), **poverty and life chances** (December 2010), the **social justice strategy** (published March 2012), **social mobility strategy** (published April 2011), and the **tackling troubled families** programme (published December 2011).

Further information on the following major policy and legislative changes are available at the website link below:



www.bromleypartnerships.org >

Bromley Children and Young People Partnership >

Children's Partnership News

5 our partnership priorities

Members of the Partnership Board have worked together to develop the priorities which form the core of this Children's Strategy to underpin the future working relationship of the Partnership during 2012 to 2015.

The Partnership Board have agreed that, whilst retaining support for all children and young people, the Partnership would have a clear focus on supporting the most vulnerable children and young people within the Borough.

Principles underpinning our work

The Partnership Board has adopted the following principles to underpin the delivery of this Strategy:

- To work with the Bromley Safeguarding Children Board to keep children safe from harm
- To maintain the balance of universal services and targeted support for the vulnerable
- To raise standards of service performance and improve outcomes for all children and young people
- To improve efficiency and value for money
- To provide appropriate, accessible early intervention and prevention
- To listen to service users
- To work with parents and carers to support them in taking parental responsibility

Who are our vulnerable groups?

Within this Children's Strategy, we focus on providing support to our most vulnerable groups as they often experience additional challenges within their lives and so require additional support.

Within Bromley our vulnerable children are:

- Children and young people growing up in deprived communities and those receiving Free School Meals
- Children and young people with Special Educational Needs, learning difficulties and/or disabilities
- Children and young people from some minority ethnic communities, including Travellers and Gypsies
- Children and young people who are young carers
- Children and young people in the care of the London Borough of Bromley and care leavers, including unaccompanied asylum seeking young people and privately fostered children
- Children and young people with mental health or substance misuse problems
- Children and young people living in inappropriate, inadequate or temporary accommodation
- Children and young people living in households where there is domestic abuse, adult mental ill health or adults who have substance misuse issues and where children suffer neglect
- Teenage parents or children of teenage parents
- Young people who are at risk of offending or in the youth justice system
- Young people who are not in education, training and employment, or missing school because of persistent absence or exclusion

Outcomes underpinning our work

To ensure that the Partnership Board continues to remain outcome focused within the current changing landscape, the following five outcomes have been identified and agreed by the partner agencies, through the review of our needs analysis, as essential outcomes which underpin our partnership working:

- Children and young people enjoy learning and achieve their full potential
- Ensuring the health and wellbeing of children and young people, and their families
- Children and young people are safe where they live, go to school, play and work
- Children and young people behave positively, take responsibility for their actions and feel safe within the Borough, and parents and carers take responsibility for the behaviour of their children
- Young people get the best possible start in adult life

The Business Plan for each partner agency includes details of how these outcomes are being addressed, either by the partners individually or through working jointly with one or more partner agencies.



6 our three areas of focus

Within the five outcomes, the Partnership Board has agreed that there are three particular areas that as a partnership it would like to focus on over the next three years.

These are areas where the Partnership feels that by working closely together and using the resources jointly available, that a real difference can be achieved in improving the lives of the children and young people involved.

The three areas of priority focus are:



Improve the emotional health and wellbeing of all children and young people



Improve the life chances of children in care



Improve the transition of young people with learning difficulties and/or disabilities to Adult Services

The following pages of the Strategy set out the three areas of focus by detailing:

■ **What we are trying to achieve?**

This will set out what outcomes the Partnership hope to achieve when delivering this priority. This will ensure that the

Partnership continues to be outcome focused in the delivery of services

■ **Why is this a priority?**

This will set out why the Partnership believe this is a key area of focus for the next three years by referring to the needs analysis, the key messages from our consultation and engagement activities, and by identifying the impact on services

■ **Our partnership actions to be delivered between 2012 to 2015**

This will set out the high-level actions that will be delivered by 2015. As all the three proposed priority areas share some elements of crossover, actions and tasks have been included within the most relevant priority area, and have not been duplicated

The Strategy will develop and evolve during it's three year period; as a consequence, the Partnership Board will regularly review and update the action plan supporting the Strategy and the three areas of focus.

Detailed reports on progress in these areas will be presented to the Partnership Board annually.



It is important to note that this Strategy and the supporting action plans have been developed at a time of considerable change; therefore, the tasks and actions will be regularly reviewed to ensure that they remain relevant and achievable

What are we trying to achieve?

- Children and young people feel happy about their lives and have opportunities to take part in positive activities that help them thrive
- Children and young people develop positive relationships with their peers and their parents and carers, and other important adults; and feel able to talk about their worries
- Children and young people do not experience or worry about experiencing bullying
- Children and young people feel safe when travelling to and from school, and do not worry about being a victim of crime
- Parents feel supported when developing bonds with their children



area of focus:
**Improve the emotional health
and wellbeing of all children and
young people**

our three areas of focus

Improve the emotional health and wellbeing of all children and young people

The development of emotional health starts before a child is born, and the first two years of life are critical for laying the foundations for emotional health throughout childhood and into adult life, in particular through the parent/child relationship.

The achievement of progress in this priority will reflect preventative work to promote positive emotional health (for example, improving support during pregnancy and the first two years of life and schools-based work to promote well-being) as well as improving support for those who have emotional health problems.

Emotional wellbeing has been defined as:

“A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment”

Mental health has been defined as:

“A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”

Emotional and mental health problems cover a range of different and complex medical conditions and social concerns, including: behavioural, emotional and social difficulties; depression; bipolar disorder (manic depression); schizophrenia; self harm; anxiety; and drugs and alcohol misuse.

Many of the services for improving the emotional and mental health of children and young people in Bromley are provided within the **Child and Adolescent Mental Health Services (CAMHS) framework**.

CAMHS services are a “four-tiered framework” which consists of: primary or direct contact services, for example general practitioners (GPs), health visitors or school nurses (Tier 1); services offered by individual specialist child and adolescent professionals (Tiers 2 and 3);

and highly specialised services, for example inpatient psychiatric care (Tier 4).

It is important that everyone who has responsibility for children values their role in promoting positive emotional health and recognising emerging emotional health problems at an early stage. Specialised mental health services for children see only a small proportion of those children who need some extra support. The vast majority of children are supported at Tier 1 level.

A number of other aspects can also impact on emotional health and wellbeing, and in some cases the onset of persistent mental health disorders, in children and young people including:

- Experiencing three or more **stressful life events**, such as family bereavement, divorce or serious illness physical illness
- **Family structure** - with national research showing that those living in single-parent households more likely to develop disorders
- The **mental health of the mother**
- **Household tenure and homelessness**
- Having a high level and persistent fear of being the victim of **bullying** and fear of being the **victim of crime**
- Persistent **substance misuse** (including alcohol and drug)
- Not being involved in **education, employment or training** or having opportunities to participate in positive activities
- Having **caring responsibilities**

Why is this a priority?

The Borough has experienced increases in the number and complexity of children and young people referred to services due to emotional health and wellbeing problems, which is leading to significant pressures on services and budgets for all agencies within the Partnership.

General emotional wellbeing

National research has shown that:

- most young people are satisfied with their lives; however, a significant minority are not ⁽¹⁾
- children and young people in the UK suffer from higher incidences of emotional ill-health than their European contemporaries ⁽²⁾
- 57% of 200 young people who were convicted of 'grave crimes' [a very serious crime for which a person will normally be sent to the Crown Court for trial - e.g., robbery, murder or indecent assault] in 1997 had suffered loss (either through bereavement or separation) of a parent, grandparent or other relative or carer ⁽³⁾
- Not being in education, employment or training can have a significant impact on the emotional wellbeing of young people, including:
 - 48% of young people not in work claim that unemployment has caused problems including self harm and insomnia ⁽⁴⁾
 - 37% of young people not in education, employment or training also lack a sense of identity - this rises to 47% of those out of work a year or longer ⁽⁴⁾
 - 63% of young people in work believe that their job is an important part of their identity ⁽⁴⁾

Within Bromley:

- of the pupils surveyed in 2010 (through the TellUs 4 Survey), the number of children who feel that:
 - they have positive relationships (55%) was lower than the national average (56%), which indicates that emotional health may be less good in Bromley than in other similar areas
 - they do not have an adult to talk to about their worries (33%) is higher than the national average (30%)
 - their school listens to their ideas on what is important to them (7%) was below the national average (10%)
- a survey of new mothers within the borough showed that a large proportion would have liked more support by a midwife or health visitor with feeding while on the postnatal ward and at home
- a significant proportion of children and young people surveyed as part of the 2007 CAMHS Review were unhappy with their lives in the previous week before the survey was undertaken
- the number of young people who are not in education, employment or training is below the national average (4.9% in Bromley compared to 6.4% for England - as at October 2011); however, although this is in line with the England average, the number is increasing

Behaviour, emotional or social difficulties

National research has shown that:

- 23% (158,015) of children with Special Educational Needs (SEN) have Behaviour, Emotional and Social Difficulties (BESD) as their primary need [as at January 2011], with 26% (127,795) at School Action Plus and 14% (30,220) with Statements of SEN ⁽⁴⁾

our three areas of focus

Improve the emotional health and wellbeing of all children and young people

- overall children of mothers with mental ill-health are 5 times more likely to have mental health problems themselves, resulting in both emotional and behavioural difficulties ⁽⁶⁾

Within Bromley:

- there are 1,042 children and young people [as at September 2011] with SEN and Disabilities whose primary need is BESD
- there has been a 28% increase in the number of children in Bromley schools identified as having SEN with Statements or School Action Plus for BESD since 2006 - from 316 in 2006 to 405 in 2011

Mental health

National research has shown that:

- approximately 1 in 10 children aged 5 to 16 have a clinically diagnosable mental health disorder ⁽⁷⁾
- nearly 50% of Children in Care have a clinically diagnosed mental health disorder, compared to 10% of the general population ⁽⁸⁾
- over 1/3 of children and young people with an identified learning disability also have a diagnosable psychiatric disorder ⁽⁸⁾
- approximately 40% of children and young people in contact with the Youth Justice System, and 90% of those in custody, have a mental health problem ⁽⁸⁾
- teenage mothers are 3 times more likely than older mothers to suffer from post-natal depression and mental health problems in the first three years of their baby's life ⁽⁸⁾
- 1/2 of those with lifetime mental health problems first experience symptoms by the age of 14 ⁽⁹⁾

Within Bromley:

- there were 1,900 referrals to CAMHS (excluding Bromley Y) during 2010-11 from a wide range of agencies including GPs, hospital services, education, social care and non-statutory services. This represents an increase of 87% in referrals since 2006
- the number of referrals accepted by CAMHS (excluding Bromley Y) increased by 221% between 2006 [349] and 2010 [1,222]
- waiting times for access to CAMHS are continuing to improve and are currently better than national policy levels, with: emergency/crisis referrals usually seen within 1 working day; urgent cases usually seen within 1 – 4 weeks; and routine referrals usually seen within 8 weeks
- there were 1,225 referrals to Bromley Y in 2010-11 - a 86% increase since 2006-07 (658)
- Bromley Y offered 10,183 sessions in 2010-11 - a 134% increase since 2006-07 (4,343)

Bullying and fear of crime

National research has shown that:

- approximately 50% of children surveyed in 2010 (through the TellUs 4 Survey) said that they have been bullied at school at some point in their lives and about one in five say that they have been bullied at some point when not in school ⁽¹⁰⁾
- 38% of young people have been affected by cyber-bullying, with 26% receiving abusive emails and 24% receiving abusive text messages ⁽¹¹⁾
- disabled children and those with visible medical conditions are

Improve the emotional health and wellbeing of all children and young people

- twice as likely as their peers to become targets for bullying behaviour ⁽¹²⁾
- nearly 90% of people with a learning disability experience some form of bullying, with over 2/3 experiencing it on a regular basis ⁽¹²⁾
- 65% of young lesbian, gay and bisexual pupils have experienced direct bullying ⁽¹³⁾
- 9% of children in care who were surveyed are either bullied often or always, and a further 18% are bullied sometimes ⁽¹⁴⁾

Within Bromley:

- of the pupils surveyed in 2010 (through the TellUs 4 Survey):
 - 37% felt “very safe” going to and from school, compared to 44% nationally
 - 31% felt “a bit unsafe” when using public transport, compared to 23% nationally
 - 23% were worried about being bullied, compared to 16% nationally
- Emerging research from Bromley Primary School Council’s (conducted in November 2011) indicates:
 - bullying is being successfully challenged in schools
 - bullying is mostly a concern when ‘out and about’ in the Borough

Emotional wellbeing of young carers

National research has shown that:

- young carers can experience substantial physical, emotional or social problems, and encounter difficulties in school and elsewhere ⁽¹⁵⁾
- 30% of young carers support parents with mental health problems ⁽¹⁵⁾
- being a young carer, especially where personal and practical support is lacking, can affect elements of a child’s transition to adulthood ⁽¹⁵⁾

Within Bromley:

- 802 (as at February 2012) children and young people have been identified by the Young Carers Service (Carers Bromley) as a young carer in Bromley - this represents a 49% increase since 2009

Substance misuse

National research has shown that:

- there is a clear association between mental illness, and drug and alcohol dependency, including: ⁽¹⁶⁾
 - young people with emotional and behavioural difficulties are associated with an increased risk of experimentation, misuse and dependency ⁽¹⁶⁾
 - dual diagnosis of substance misuse and mental health problems is high among young people who have substance misuse problems ⁽¹⁷⁾
- around 30% of children under-16 years are estimated to be living with at least one binge drinking adult; 8% with an illicit drug using adult; and 4% with an adult defined as a problem drinker with a dual diagnosis of substance misuse and mental health problem ⁽¹⁸⁾

our three areas of focus

Improve the emotional health and wellbeing of all children and young people

Within Bromley:

- the number of young people who have received treatment for drug and alcohol misuse during any year fluctuates quite widely:
 - in 2008-09 144 young people received treatment compared to 221 in 2009-10, 176 in 2010-11
 - it is forecasted that 170 young people will receive treatment in 2011-12

Impact of homelessness on mental health

National research has shown that:

- having a safe, affordable and stable home helps to maintain health and wellbeing as poor housing or homelessness can contribute to the development of mental health problems or can make existing mental health problems more difficult to manage ⁽¹⁹⁾
- although homelessness is something that can happen to any young person, there are certain groups that are more likely to experience homelessness. The 2011 study of homeless young people supported by Centrepoint shows that:

- Page 36
- 33% present with symptoms of a mental health problem
 - 28% are known or suspected to use illegal drugs
 - 20% are care leavers
 - 20% are ex-offenders ⁽²⁰⁾

Within Bromley:

- there has been a year on year reduction in homeless acceptances and temporary accommodation use since 2005; however, like all

local authorities, Bromley is witnessing high and increasing levels of housing need

- the London Borough of Bromley has successfully achieved zero use of shared nightly paid accommodation for under 18s



Sources:

- (1) The Children's Society, 2011
- (2) The Children's Society, 2006
- (3) Children's Commissioner, 2011
- (4) The Prince's Trust, 2010
- (5) Department for Education, 2011a
- (6) Department for Education, 2011b
- (7) Office for National Statistics, 2004
- (8) Department for Children, Schools and Families, and Department of Health, 2008
- (9) Department of Health, 2011
- (10) National Foundation for Educational Research, 2010
- (11) NSPCC, 2011
- (12) National Children's Bureau, 2007
- (13) Stonewall, 2007
- (14) Ofsted, 2012
- (15) Social Care Institute for Excellence, 2005
- (16) HM Government, 2010
- (17) The National Treatment Agency for Substance Misuse, 2008
- (18) NSPCC, 2011
- (19) Mind, 2012
- (20) Centrepoint, 2011

Our partnership actions to be delivered between 2012 to 2015

TASKS TO BE COMPLETED		LEAD AGENCY
1.1 Improve provision of emotional wellbeing, mental health services and counselling services for children and young people	<p>Work with the Health and Wellbeing Board to implement the section of the Borough's <i>Health and Wellbeing Strategy</i> focused on tackling the increasing volumes and complexity of need of children with mental and emotional health problems</p> <p>Ensure services are effectively targeted to early intervention, including Child and Adolescent Mental Health Services and Family Support</p> <p>Continue the development of robust, evidence-based care pathways to ensure high quality and consistent care using cross-borough working groups</p> <p>Implement the <i>Black and Minority Ethnic (BME) Community Strategy</i> to raise awareness and increase the profile of BME issues within the Child Adolescent Mental Health Service and to become more responsive to the needs of specific communities</p> <p>Review the care pathway for eating disorders to consider the feasibility of establishing a specialist Tier 3 Eating Disorders team to work in partnership with existing Tier 4 provision</p> <p>Use the service reconfiguration of the Child and Adolescent Mental Health Service to seek opportunities to promote early identification and response to mental health problems. These will include the following:</p> <ul style="list-style-type: none"> – Establishment of an under 5s service as part of service re-configuration – Engagement with education partners with a view to commissioning responsive, school-based mental health services – Involvement with the national Increasing Access to Psychological Therapies initiative (IAPT) <p>To improve the quality of safeguarding young people two themed audits of multi-agency work will be undertaken by 2013 concerning the impact of domestic violence and substance misuse amongst parents</p>	<p>Bromley Children and Young People Partnership Board</p> <p>NHS South East London and London Borough of Bromley</p> <p>Oxleas NHS Foundation Trust</p> <p>Oxleas NHS Foundation Trust</p> <p>NHS South East London</p> <p>Oxleas NHS Foundation Trust</p> <p>Bromley Safeguarding Children Board</p>

our three areas of focus

Improve the emotional health and wellbeing of all children and young people

ACTION		TASKS TO BE COMPLETED	LEAD AGENCY
1.2	Improve support to families through pregnancy, the postnatal period, and the first two years of life to promote bonding between parents and baby, and to support parenting	<p>Implement a Health Visiting Commissioning Action Plan for the period 2011 to 2016</p> <p>Continue to support parents with feeding to develop bonds between parents and baby</p> <p>Maximise the use of Children and Family Centres to continue to provide support to parents with children aged 0 to 5 to further improve parenting by improving bonds between parents or carers (including fathers), and their children</p> <p>Continue to roll out HENRY (Health Exercise Nutrition for the Really Young) in Bromley</p>	<p>NHS South East London</p> <p>NHS South East London</p> <p>London Borough of Bromley</p> <p>NHS South East London</p>
1.3	Use the Healthy Schools and Healthy Further Education Programmes to work with providers to improve the health and wellbeing of all pupils and students within Bromley's schools and Bromley College	<p>Support every school within the Borough to maintain its Healthy School status by undertaking the required annual reviews</p> <p>Provide support within schools to promote health and emotional wellbeing through the Healthy Schools and Healthy Further Education Programmes:</p> <ul style="list-style-type: none"> – Offer the 'Your Choice Your Voice' programme to all secondary school – Ensure all Secondary Schools have a named School Nurse and to ensure that they offer a confidential drop-in for all pupils – Offer an agreed programme of Health Promotion to all schools – Ensure all pupils have access to the recommended Immunisation Programme <p>Provide ongoing Mental Health wellbeing training for staff and students at Bromley College by a Mental Health Promotion Advisor</p> <p>Ensure all students at Bromley College have access to healthy living activities and information via the enrichment curriculum</p> <p>Provide a range of sports, arts and physical activity programmes and services for children and young people</p> <p>Support all young people in the transition from education to employment, further/higher education or training, particularly the most vulnerable</p> <p>Support schools and families to improve school attendance and therefore improve the life chances of all children in Bromley</p>	<p>NHS South East London</p> <p>London Borough of Bromley, Bromley Healthcare, and Bromley College</p> <p>Bromley Healthcare</p> <p>Bromley College</p> <p>Mytime Active</p> <p>All partners</p> <p>London Borough of Bromley</p>

TASKS TO BE COMPLETED		LEAD AGENCY
1.5	Continue to work across the Borough to reduce bullying, including cyber bullying, and the fear of crime, particularly when outside of school	Education Welfare Service and Behaviour Service to provide support to schools on a regular basis
		Review and revise the Borough's Bullying Strategy to tackle cyber bullying
		Maximise the use of school councils to undertake surveys to identify key concerns of children and young people regarding their experiences of bullying
		Promote the Positive Behaviours Strategy through the Safer Schools and Colleges Partnership
		Develop an agreement with Schools and Colleges to share information to ensure consistency when supporting young people
1.6	Continue to increase and enhance in-borough provision and support for children with Special Educational Needs and Disabilities	Implementation of safe travel measures under the Bromley College travel plan
		Identify and train a Child Exploitation and Online Protection Centre Ambassador to advise College students and staff about online issues and risks
		Implement Phase V of the Special Educational Needs Development Plan to increase in-borough capacity for children with Behaviour, Emotional and Social Difficulties
		Reposition the London Borough of Bromley's policy for Foster Carer Allowances to increase the overall foster carer capacity providing support to the placement of children with complex needs or challenging behaviour
1.7	Continue to strengthen the support provided to young carers	Maintain the increase in provision short-breaks for children with Special Educational Needs and Disabilities to avoid residential placements
		Review, consult on and update the Young Carers Strategy and Project Plan
		Raise awareness about young carers and arrange training for staff across the partner agencies
1.8	Provide support to young people who are affected by homelessness	Implement the revised Homelessness Strategy for Bromley to include supporting young people who are made homeless
		Continue zero use of shared facility nightly paid accommodation for young people and aim for the same for families

What are we trying to achieve?

- Children and young people in care are safeguarded and protected from harm
- Children and young people in care are encouraged to have high aspirations for their future and are supported to achieve their maximum potential
- Children and young people in care achieve their full educational attainment
- Children and young people in care are encouraged to be actively involved in their own care and influence service delivery
- Young people leaving care are ready and able to live independently, and are supported into further/higher education, employment or training



area of focus:
Improve the life chances of
children in care

care creating a sense of belonging and emotional security is vital to their health and wellbeing.

Children in the care of local authorities are one of the most vulnerable groups in society.

The majority of children are in care because they have suffered abuse or neglect, with at any one time around 60,000 children being “looked after” in England, and approximately, 90,000 children being looked after at some point in any one year.

The term “looked after children” includes children and young people who are:

- in care through a care order under section 31 of the Children Act 1989
- accommodated on a voluntary basis through an agreement with their parents under section 20 of that Act, or agreement of the child if they are over 16
- placed away from home under an emergency protection order
- on police protection/remand/detention (section 21 of the Children Act)

In this Children’s Strategy the term children in care is used in preference to the term “looked after children” as children and young people themselves most often speak about being ‘in care’, rather than ‘looked after’.⁽¹⁾

A great majority of children who become looked after do so because of abuse, neglect or family dysfunction that causes acute stress among family members.

Entry into care is usually a traumatic experience and brings with it a significant sense of loss that can be insufficiently recognised in care planning.

Older children in care may also experience significant problems at school. For those children and young people who remain in long-term

“It’s important to tell my friends [that I am in care] as its an experience for them as well as me

Member of the Bromley Living in Care Council

our three areas of focus

Improve the life chances of children in care

Why is this a priority?

The Borough has experienced an increase in the number and complexity of need in children requiring support from Children's Social Care Services over the last 4-5 years.

The cost of children's social care placements to the London Borough of Bromley – one measure of increasing volumes and complexity of needs – has increased from £8.8m in 2007-08 to £10.5m in 2011-12 - which represents a 19% increase.

Increasing volumes of referrals, assessments and children subject to Child Protection Plans

Since 2007, Bromley experienced a significant increase within the children's safeguarding and social care services as follows:

- 193% (6,616) increase in the number of initial contacts in 2011-12 [year end prediction] (10,041) compared to 2007-08 (3,425)
- 56% (803) increase in the number of referrals to Children's Social Care services in 2011-12 [year end prediction - January 2012] (2,244) compared to 2007-08 (1,441)
- 96% (584) increase in the number of core assessments completed by children's social care services in 2011-12 [year end prediction] (1,194) compared to 2007-08 (610)
- 47% (63) increase in the number of children subject to a child protection plan in 2011-12 [between April 2011 and January 2012] (196) compared to 2007-08 (133)

Increasing numbers of children in care

National research has shown that:

- there were 65,520 children in care in March 2011, which represents a rate of 59 per 10,000 children under 18 years ⁽²⁾
- this represents a 10% (6,020) increase in the number of children in care in 2011 compared to 2007-08 (59,500 at 31 March 2008) ⁽³⁾

Within Bromley:

- there were 277 children in care (as at January 2012), which represents a rate of 39 per 10,000 children under 18 years
- this represents a 9% (22) increase in the number of children in care in 2011-12 compared to 2007-08 (255 at 31 March 2008)
- there was a 57% (49) increase in the number of new admissions into care in 2011-12 [year end prediction - January 2012] (135) compared to 2007-08 (86)

A profile of our children in care

Within Bromley:

- Of the 277 children in care [as 31 January 2012]:
 - 27% (76) are from Black and Minority Ethnic communities - compared to 18% for the general Bromley children and young people resident population
 - 62% (171) are in care due to abuse or neglect
 - 18% (50) are aged 0-4, 16% (44) are aged 5-9, 38% (105) are aged 10-15, and 28% (78) are aged over 16

Improve the life chances of children in care

- 9% (3) of children in care achieved 5 A*-C grades at GCSEs (or equivalent) at Key Stage 4 (including English and Maths) - compared to 67% of the general Bromley population
- 50% (5) of children in care reached level 4 in English at Key Stage 2, and 40% (4) reached level 4 in Maths at Key Stage 2 - compared to 79% of the general Bromley population who achieved level 4 or above in both English and Maths at Key Stage 2
- 52% of care leavers are in education, employment or training - compared to 95% of the general Bromley population
- 69% (192) of the children in care (as at January 2012) are in a fostering placement, with approximately 40 being currently placed within independent fostering agencies
- additionally, approximately 30 children in care are currently placed within independent children's homes (as at January 2012)
- 7% (18) of children in care (as at March 2011) were identified as having substance misuse problems during the past 12 months

- 46% of care leavers believe that they left care to early ⁽⁷⁾

Supporting children in care

National research has shown that:

- about 60% of those looked after in England have been reported to have emotional and mental health problems and a high proportion experience poor health, educational and social outcomes after leaving care ⁽⁴⁾
- 1/3 of all children and young people in contact with the criminal justice system have been looked after ⁽⁵⁾
- a far higher proportion of children in care are identified as having special educational needs when compared with all children ⁽⁶⁾
- a far higher proportion of children in care have been subject to permanent exclusion from school when compared with all children ⁽⁶⁾
- young children in care state that the three most important things to them are family, friends and their education ⁽⁷⁾

‘it’s nice to wake up every morning and think that ‘I’ve got it better than it could have been’

Member of the Bromley Living in Care Council on being in care

Supporting young people leaving care

National research has shown that:

- 49% of care leavers surveyed believe that they had been badly or very badly prepared for leaving care ⁽⁷⁾
- care leavers have identified that the following elements that help them during the process of leaving care:
 - getting help with learning budgeting and management money
 - domestic skills, and semi-independent living skills training
 - being given important documents and someone to talk to ⁽⁷⁾

In Bromley, members of Bromley’s Living in Care Council have identified:

- the following aspects as contributing to making a good placement:
 - feeling safe, are looked after and cared for, and treated as part of the family
 - someone who is reliable, helpful, kind, respectful, and offers help and support when the young person needs it

our three areas of focus

Improve the life chances of children in care

- support and encourage them to achieve well in education
- support their emotional health
- the following aspects as the worse elements of going in to care:
 - confusion about coming into care - not having it fully explained and an assumption that the child has an understanding
 - having numerous placements - as it is difficult to form relationships and bond with the adults and fellow children
 - not being able to see their family
- that it is important to share their story of being in care with friends who they trust

It's about loving someone in a way that they deserve to be loved

Member of the Bromley Living in Care Council on what makes someone a good foster carer



Sources:

- (1) Children's Rights Director for England, 2012
- (2) Department for Education, 2011
- (3) Department for Children, Schools and Families, 2008
- (4) Department for Children, Schools and Families, 2009
- (5) Department for Children, Schools and Families, and Department of Health, 2009
- (6) Centre for Excellence and Outcomes in Children and Young People's Services, 2010
- (7) Children's Rights Director for England, 2011

Our partnership actions to be delivered between 2012 to 2015

TASKS TO BE COMPLETED		LEAD AGENCY
ACTION		
2.1	<p>Continue to improve the educational achievement and attainment for children and young people in care</p> <p>Work in partnership with all Bromley schools (including academies) to implement a comprehensive strategy of support for all looked after learners:</p> <ul style="list-style-type: none"> – Have an expectation that all children in care have high quality education provision, mainstream where possible, appropriate to their needs – Monitor and record progress – Offer a comprehensive training programme for designated teachers and Governors – Ensure that Personal Education Plans are timely and of high quality – Monitor and support full attendance and reduce exclusions <p>Continue to challenge and support private, voluntary and independent sector providers and schools to close the gap in attainment between children in care and their peers in the Early Years Foundation Stage, the Primary and Secondary phases, and in Further and Higher education:</p> <ul style="list-style-type: none"> – Provide the same service to looked after learners placed outside Bromley – Identify Designated Members of Staff in such provision – Model good practice in the use of data as a tool for planning and support for individuals 	London Borough of Bromley
2.2	<p>Enhance opportunities for positive activities for young people across the borough</p> <p>Implement and promote free three month leisure centre memberships for Children in Care in partnership with Bromley Mytime</p> <p>Continue to promote the range of leisure time opportunities available in Bromley, including provision by the Council, and provided by the private, voluntary and independent sectors</p> <p>Work with the Living in Care Council (LinCC) to implement the Bromley Pledge for Children in Care</p> <ul style="list-style-type: none"> – Ensure that children are given adequate information at the point of becoming looked after – Support the launch of the Bromley Pledge and recruitment to LinCC – Develop and maintain clear lines of communication between LinCC and Elected Members of the Council and senior officers 	<p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p>

our three areas of focus

Improve the life chances of children in care

ACTION	TASKS TO BE COMPLETED	LEAD AGENCY
2.3	<p>Support the transition of young people leaving care and moving into independent living, further/higher education, and employment</p> <p>Implement post -16 Personal Education Plans to support Pathway Planning for looked after young people in the transition into further education, training or employment:</p> <ul style="list-style-type: none"> – Implement post-16 Personal Education Plans pilot – Pilot Career Planning tool for all 16+ young people in care and care leavers preparing for employment <p>Continue to work with our providers of supported housing and floating support services to support young people in their transition to permanent accommodation</p> <p>Ensure young people continue to receive high quality advice and guidance in relation to education, training and employment through the Bromley Youth Support Programme</p> <p>Identification of a Designated Member of Staff for Children in Care and Care Leavers enrolled at Bromley College</p> <p>Make specific provision for Care Leavers and Children in Care through the College-based Information Advice and Guidance service</p>	<p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>Bromley College</p> <p>Bromley College</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>Bromley Healthcare and London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p>
2.4	<p>Continue to increase the number of foster carer placements within the borough for the most challenging children and young people</p> <p>Proactively recruit an additional 50 foster carers, to include specifically targeting foster carers for adolescents and disabled children</p> <p>Develop plans to implement an enhanced package of support for London Borough of Bromley foster carers to enable them to care for children with more challenging and complex needs</p> <p>Expedite adoption plans to increase the number of children who are successfully adopted</p> <p>Identify funding to create additional capacity in the Community Paediatric Service to offer medical advice for prospective adopters and foster carers as a result of the increased demand of cases being presented to Adoption panel</p>	<p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p>
Page 46	<p>Continue to improve the health of children in care</p> <p>Ensure that all children in care receive good levels of support and access to health services (such as regular dental checks) through targeted support from the dedicated children in care nurse</p> <p>Identify services that will meet the health needs of children in care through the children in care health forum</p> <p>Ensure that all children in care have early access to appropriate services to improve their emotional health</p>	<p>Bromley Healthcare and London Borough of Bromley</p> <p>London Borough of Bromley</p> <p>London Borough of Bromley</p>

What are we trying to achieve?

- All young people achieve maximum independence before they leave school
- Young people are supported when making the transition from Children Services to Adult Services
- Young people achieve their maximum educational potential
- Young people take responsibility for their own health and make informed decisions regarding their lives
- Young people are supported into further and higher education, employment and/or training
- Young people are supported to live within appropriate and suitable accommodation



area of focus:
Improve the transition of young
people with learning difficulties
and/or disabilities to Adult
Services

our three areas of focus

Improve the transition of young people with learning difficulties and/or disabilities to Adult Services

The context of need in which planning and provision for children with Special Educational Needs and Disabilities (SEND) within Bromley must take place has changed dramatically in recent years:

- during the last 10 years, the number of very pre-term babies surviving long enough to enter school has increased from approximately 5% to an estimated 85/90%, and of these, 64% have additional needs or are disabled
- nationally the total number of children with profound and multiple learning difficulties (PMLD) in special schools has increased by 29.7% since 2004, and the population of pupils with complex learning difficulties and disabilities in Bromley schools and settings is also increasing

The year on year increases in the numbers of children with more complex needs and disabilities is making considerable demands on services.

Within n Bromley, referrals to:

- the Pre-school Specialist Support and Disability Service saw an increase in the number of children with the most severe, profound or very complex needs of 24% over three years from 2009 [270], 2010 [312] to 2011 [335]
- the Complex Communications Clinic (Health led) have risen by 15% from 2009 [155] to 2010 [179]
- the Bromley Children and Adolescent Mental Health Services (CAMHS) for children and young people with moderate to severe mental health problems have risen by 27% from 2009 [1,496] to 2010 [1,901]
- the Community Paediatricians Service have risen by 13% from April 2010 to September 2011

- the Community Physiotherapists have risen by 8% from April 2010 to July 2011

- the Children's Speech and Language Service have risen by 23% from April 2008 [1,958] to June 2011 [2,545] - despite the criteria for service entry and intervention becoming much higher

Transitions occur at various stages throughout life, from starting primary school and moving on to secondary school, to preparing for independence and leaving home.

This area of focus concentrates on the transition of young people with learning difficulties and/or disabilities from childhood through to adulthood.

In Bromley we expect young disabled people to be able to maximise their potential, to live independently and be given the opportunity to have as many ordinary experiences as possible. This can include working, making and keeping friends, having relationships and taking part in leisure activities.

This area of focus sits alongside the Borough's *Integrated Transition Strategy for Young People with Learning Difficulties and/or Disabilities*.

Transition has a huge impact on the lives of young people and their families... sometimes the 'small things' can be the 'tipping points'

Parent of a Bromley disabled young person

Why is this a priority?

The Borough has experienced an increase in the number and complexity of need in children requiring support from the Children's Special Educational Needs and Disabilities Services over the last few years.

The cost of education and care placements for children with Special Education Needs and Disabilities to the London Borough of Bromley – one measure of increasing volumes and complexity of needs – has increased from £11.2m in 2007-08 to £18.4m in 2011-12: a 64% increase.

Increasing volumes of referrals, assessments and children with Special Educational Needs and Disabilities

Within Bromley:

- it is estimated that there are 4,700 children and young people in the Borough who have a disability and/or significant special needs
- the percentage of pupils in Bromley schools with Special Educational Need (SEN) increased from 17.1% in 2009 to 17.8% in 2010 and to 18.3% in 2011
 - this represents an increase of 628 additional pupils
- there are currently (as at February 2012) 18.3% (8,515) of pupils (aged 5-16) in Bromley schools with some measure of SEN:
 - 9% (4,186) are identified as requiring School Action
 - 6.6% (3,079) are identified as requiring School Action Plus
 - 2.7% (1,250) have a full Statement

- the number of Statements of SEN maintained by the London Borough of Bromley increased from 1,797 in 2009, to 1,881 in 2010, to 1,942 in 2011, and to 1,975 in Jan 2012

– this represents an increase of 10% over 3 year period

- there has been a 15% increase in the most disabled children in Bromley schools those with profound and multiple learning difficulties since 2004

- there are currently (as at September 2011) 44 young people in Year 12, 18 in Year 13 and 26 in Year 14 who are supported by the Children's Disability Team

- approximately 65 young people are currently (as at September 2011) in Independent Specialist College provision on three year programmes with 29 moving on this year

Transition to adulthood

National research has shown that:

- young people with Special Educational Needs are more than twice as likely not to be in education, employment or training at the age of 18 than the general population ⁽¹⁾
- associated problems with transition to adulthood for young people with learning difficulties and/or disabilities can include social isolation, a lack of daily-living skills, difficulties in finding work, and additional problems in family relationships, such as over-protectiveness by parents and low parental expectations ⁽²⁾

'knowing there was a new flat for me but having to wait such a long time before I could move in...it was very stressful'

A Bromley disabled young person

our three areas of focus

Improve the transition of young people with learning difficulties and/or disabilities to Adult Services

- ineffective transition planning can lead young people to 'drop out' and not access adult services, whilst others experience a deterioration in their health after a move to adult services and/or poorer quality services ⁽²⁾
- common themes identified in service transition as a young person moves into adulthood include: the failure of different agencies to work and plan together; and the need for both timescales and services to be tailored to the individual ⁽²⁾
- there may be a lack of appropriate assessment of a young person's needs before and during transition, and a lack of appropriate services at the adult level for some physical disabilities ⁽²⁾

- the primary focus over the coming years will be to reduce the Borough's usage of residential services and replace them with person centred and more cost effective supported living opportunities

'the difference between success and failure is attitude of mind and those we meet along the way

Parent of a Bromley disabled young person

Within Bromley:

- an analysis of the future demand over the next ten years indicates an increase in both the number of young people with disabilities and an increase in their levels of need
- it is expected that 305 young people with complex and enduring needs who meet the threshold for support from adult care services will make the transition from Children's Services to Adult Services over the next 10 years
- in recognition of the importance of transition, Bromley has been improving its pathway services over recent years
- the local authority, in conjunction with NHS South East London and the London Borough of Bexley, have been awarded pathfinder status for the SEN and Disability Green Paper to test the following options: Personal budgets; Banded funding; and Support to parents and young people

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Sources:

- (1) Department for Education, 2011
- (2) Social Care Institute for Excellence, 2005

Our partnership actions to be delivered between 2012 to 2015

ACTION		TASKS TO BE COMPLETED	LEAD AGENCY
3.1	Implement the Integrated Transition Strategy for Young People with Learning Difficulties and/or Disabilities	In conjunction with health partners, develop the Action Plan to support the implementation of the Transition Strategy following the period of consultation	London Borough of Bromley
		Continue to implement the investment plan for services for young people with learning difficulties and/or disabilities	London Borough of Bromley
		Further develop the strategic planning and commissioning of Adult Services by using an analysis of the transition needs of the cohort of young people from 14 years onwards receiving support from Children's Services and who will be requiring services from adult health and social care services within 5 years	London Borough of Bromley
		Ensure that there is a person centred/support planning approach in place that includes: <ul style="list-style-type: none"> – Person centred/support planning methods and processes to create integrated transition plans – The promotion of direct payments – A focus on achieving outcomes, improving and supporting independence, and reducing reliance on directly funded services 	London Borough of Bromley
		Further develop systems and processes that support the monitoring and management of transition planning and care across agencies at an individual, operational, managerial and strategic level	London Borough of Bromley
		Continue to roll out independent travel training programmes	London Borough of Bromley
		In partnership with schools and colleges, continue to develop strategies for identifying young people at risk of not progressing appropriately who would benefit from mentoring support	London Borough of Bromley
Ensure that all young people are "signposted" to appropriate local and national sources of general Information, Advice and Guidance (IAG)	London Borough of Bromley		

Improve the transition of young people with learning difficulties and/or disabilities to Adult Services

TASKS TO BE COMPLETED		LEAD AGENCY
3.2 Implement the joint Pathfinder Bid for the Special Educational Needs and Disabilities Green Paper with NHS South East London and the London Borough of Bexley	Implement the Joint Pathfinder Project - as prescribed by the Department for Education and Department for Health	All partners
	Use Bromley's Specialist Support and Disability Panel to develop a single point of access to resources and test the transferability of the model with Bexley	All partners
	Develop a multi-agency commissioning forum (including GP consortia) to ensure that sufficient resources are commissioned to fulfil plans and provide a local offer	All partners
	Develop a Banded Funding Model	All partners
3.3 Commission high quality education placements to support young people to gain skills to move into independent living and employment	Investigate and develop new links for placement in "Learning for Living" provision	Bromley College
	Further improve the negotiation and commissioning of outcome based education in specialist placement settings to support independent living skills and employment (including supported) through improved multi-agency action planning, aligned to Learning Difficulty Assessments	London Borough of Bromley
	Through regular reviews, ensure that learner progression is evident throughout the duration of the placement and supports identified goals in preparation for adulthood	London Borough of Bromley

Partners within the Partnership

Bromley Children and Young People Partnership

www.bromleypartnerships.org

Bromley College of Further and Higher Education

www.bromley.ac.uk

Bromley Healthcare

www.bromleyhealthcare.org.uk

Bromley Safeguarding Children Board

www.bromleysafeguarding.org

Children and Family Voluntary Sector Forum

www.cfforum.org.uk

Connexions South London Sub Regional Unit

www.rbksru.org.uk

Jobcentre Plus

www.dwp.gov.uk/jobcentreplus

London Borough of Bromley

www.bromley.gov.uk

London Probation Trust

www.london-probation.org.uk

Mytime Active

www.mytimeactive.co.uk

Metropolitan Police Service: Bromley Borough

<http://cms.met.police.uk/met/boroughs/bromley/index>

NHS South East London

www.selondon.nhs.uk

appendix 1: website links for further information

This appendix provides links to a range of key websites, including:

- the partners within the Bromley Children and Young People Partnership
- national websites
- useful documents and sources of information



Oxleas NHS Foundation Trust

www.oxleas.nhs.uk

South London Healthcare NHS Trust

www.slh.nhs.uk

National websites

10 Downing Street

www.number10.gov.uk

Cabinet Office

www.cabinetoffice.gov.uk

Department for Business, Innovation and Skills

www.bis.gov.uk

Department for Communities and Local Government

www.communities.gov.uk

Department for Culture, Media and Sport

www.culture.gov.uk

Department for Education

www.education.gov.uk

Department for Work and Pensions

www.dwp.gov.uk

Department of Health

www.dh.gov.uk

Deputy Prime Minister

www.dpm.cabinetoffice.gov.uk

HM Treasury

www.hm-treasury.gov.uk

Home Office

www.homeoffice.gov.uk

Ministry of Justice

www.justice.gov.uk

Ofsted

www.ofsted.gov.uk

Skills funding Agency

<http://skillsfundingagency.bis.gov.uk/>

Young People's Learning Agency

www.ypla.gov.uk

Useful documents and sources of information

Children and Young People's Needs Analysis

www.bromleypartnerships.org > Bromley Children and Young People Partnership > **Our Children's Strategy** > Needs Analysis 2010

Government Reform Agenda: Briefing Paper

www.bromleypartnerships.org > Bromley Children and Young People Partnership > **Children's Partnership news**



This document was produced by:

Strategic Commissioning and Business Support Team
Children and Young People Services
London Borough of Bromley

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March 2012

The Bromley Children and Young People Partnership is a partnership of the following organisations:

Bromley Children and Families Voluntary Sector Forum | Bromley College of Further and Higher Education
Bromley Early Years Development and Childcare Partnership | Bromley Healthcare | Bromley Primary and Special Schools
Bromley Safeguarding Children Board | Bromley Secondary Schools | Connexions South London Sub Regional Unit | Jobcentre Plus
London Borough of Bromley | London Probation Trust | Metropolitan Police Service (Bromley) | Mytime Active | NHS South East London
Oxleas NHS Foundation Trust | South London Healthcare NHS Trust



London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Portfolio Holder 12 June 2012

Briefing for Care Services Portfolio Holder 19 June 2012

PERFORMANCE MONITORING QUARTER 4 2011/12

Contact Officer: Ailsa Reid-Crawford, Performance, Research and Systems Manager
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Chief Officer: Anne Watts, Assistant Director (Strategic and Business Support Services)

1. Summary

- 1.1 This report advises Members of the Education PDS Committee and the Care Services PDS Committee on progress against the key actions and indicators for Children and Young People Services for the end of 2011/12. This is the final year summary for 2011/12 against a range of indicators reported last year and it enables Members to scrutinise the final performance in Children's Services.

2. THE BRIEFING

Background

- 2.1 The set of indicators contained in this report represent those selected by the CYP PDS Committee for reporting during 2011/12. This report provides the final year summary for 2011/12.
- 2.2 As part of the annual business planning cycle all performance information should be reviewed to ensure its relevance, accuracy and timeliness. With that in mind a Member Officer working group was convened last year to review the performance indicator information to be reported to the PDS committee. This report provides the end of year performance in line with the indicator set agreed by the Member Officer working group. The basket of indicators for the full year report are set out in **Appendix A**.
- 2.3 Appendix A is divided into 'priority outcome' sections which are the priorities set out in the 2011/12 Children and Young People Portfolio Plan:
- 2.3.1 To ensure that children and young people enjoy learning and achieve their full potential.
- 2.3.2 To ensure that children and young people are safe where they live, go to school, play and work.

- 2.3.3 To ensure that children and young people behave positively, take responsibility for their actions and feel safe within the borough, and that parents and carers take responsibility for the behaviour of their children.
- 2.3.4 To ensure that young people get the best possible start in adult life.
- 2.4 In addition:
- 2.4.1 'Excellence in the eyes of local people'. - To replace 'The Place' survey, which was a form of annual residents survey and the 'Tell Us' survey, an annual survey of students in years 6, 8 and 10, Chief Officers have established a set of measures that will demonstrate service excellence in the eyes of the public through assessing the quality and efficiency of services.
- 2.5 Appendix A reports on the type of indicator, reporting frequency and provides a description of what is being measured. This is followed by the current year's data, comments on performance to date which includes numbers in the cohort and other relevant information, and the 2011/12 target. Finally it presents five years of trend information, where available and the latest national comparator which has been included for external benchmarking (where available).
- 2.6 The target setting process is done by a variety of methods:
- Targets can be set locally by the service using trend information to ascertain levels of performance and local knowledge about residents and issues affecting the service. These things combined allow for a meaningful target to be set for the forthcoming year.
- Targets can also be set nationally. Sometimes the targets set for the Local Authority are challenging but not always achievable, like narrowing the gap for children with SEN for example. Some pupil attainment targets were set nationally however, the statutory target-setting process for attainment targets has been removed and 2011 is the final year that we will be using them. Bromley will now be at liberty to set local targets for the national curriculum tests. There remain a small number of other indicators which still have a national target.
- 2.7 A full set of definitions for **all** performance measures can be found at the end of the report as **Appendix B**. The rationale regarding the selection of the indicator is also included where applicable.
- 2.8 The Member Officer working group met again in March to look at target setting for the 2012/13 year. It also made recommendations with regard to future reporting requirements. These recommendations will be incorporated and presented with quarter 1 data later in the year.
- 2.9 The new basket of indicators will reflect current priorities of the new department including a Looked After Children's dashboard and a focus on Adoption performance indicators. The Adoption Scorecard and League Tables which are published by the Department for Education (DFE) are a high profile issue nationally. Performance of Bromley Adoption services has been improving steadily in response to management actions.
- Quarter 4 – Full Year Performance**
- 2.10 The information reported for the end of the year represents all performance measures as requested by the Member Officer Working Group. There are 60 performance indicators reported for this period, 49 of which have a target set for 2011/12. The table below summarises the final year performance of indicators against the target.

Performance is at or exceeding target	25
Performance is below target	24
No target set	11
Total	60

Areas where performance is currently meeting target / good performance

- 2.11 In the area of **pupil attainment**, school pupils in Bromley continued in 2011 to perform higher across the national curriculum than the national average. The majority of performance indicators relating to pupil attainment met target. A full picture of pupil achievement was presented to Committee at the March CYP PDS in a report called Standards of Attainment in Bromley Schools 2011 (DCYP/12041). The section below on performance not meeting target will however reiterate what our areas for action are for the forthcoming year.
- 2.12 The rate of **permanent exclusions** has exceeded the target of 0.12 with an overall exclusion rate for the year of 0.10 permanent exclusions. The end of year figure is based on cumulative Q1, Q2 and Q3 data. This pertains to 48 permanent exclusions for the year; 1 in the primary phase and 47 in secondary. It is worth noting however, that the data reported for the end of the 2011/12 financial year pertains to the 2010/11 academic year. The move of the majority of our secondary schools to Academy status may mean that we will begin to see an increase in the level of exclusions. This indicator will continue to be closely monitored.
- 2.13 **Secondary attendance** and the reduction in **secondary persistent absence (PA)** are both exceeding the 2011/12 targets. Secondary overall absence is 6.02% (against a target of 6.39%) which consists of 4.91% authorised absence (this includes sickness, hospital appointments etc) and 1.11% unauthorised absence. The number of pupils who are missing more than 20% of the academic year, known as persistent absence has also dropped to 3.4% against a target of 4.5%. The DFE have recently revised their position on what should constitute persistent absence, and are now measuring it in terms of 15% of academic year missed.
- 2.14 Although the secondary phase are now academies, London Borough of Bromley will still be assessed on the performance of academies for exam results, attendance and exclusions. Therefore we will continue to monitor such data closely.
- 2.15 The percentage of pupils being awarded their **first and second choice of secondary school place** has exceeded target. The target set for 2011/12 was 82% against performance for the year of 85%. Performance is in line with national data.
- 2.16 **Attendance at school of Looked after Children** is also performing well. Just 7 out of 117 school aged looked after children have missed 25 days of schooling giving a 13.9% total for the year against a target of 15%.
- 2.17 The percentage of children who had a **referral for services** from children's social care who then went **onto an initial assessment** is exceeding the 90% target and is currently 96.6%. From April 2011 to March 2012 there have been 10,132 initial contacts to children's social care 2244 of these went onto a referral and 2167 of these then went onto an initial assessment.
- 2.18 Children's **Social Care Initial assessments** completed within 10 working days has exceeded the 75% target. 77.3% of assessments are now being carried out and authorised within the recommended timescale.

- 2.19 There has been a steady decrease of **first time entrants (FTE)** into the **Youth Offending Service** over the last 12 months. There were just 67 first time entrants in 2011/12 compared to 140 in 2010/11 and 203 in 2009/10. The Triage service which went live in December 2010 accounts for some of this reduction. The YOT police officer stringently manages Merlin notifications (a Merlin is an assessment framework that is used to refer young people to other agencies) via the Police Electronic Notification to YOT (PENY) system. The partnership is confident that its performance data is an accurate analysis of FTE activity in the borough.

The partnership recognises the benefits of Triage as detailed in the Youth Crime Action Plan have made an initial submission for LAA growth to support the implementation of Triage to further reduce FTE.

Areas where performance has not met target but is improving

- 2.20 **Attendance in primary schools** has improved but has still not achieved the 2011/12 target. **Absence data** for the Spring and Summer terms show a reduction in absence levels and were 4.51% and 4.09% respectively. These figures exceed the 4.67% target. However the previous Autumn term was 5.33% which has unfortunately meant that the overall figure for the year is 4.82%. Although the target hasn't been met there were significant improvements compared with previous years. This is also the case in both authorised and un-authorised attendance.
- 2.21 Until January 2012 the DFE has included absence data pertaining to bad weather and other unforeseen events. In future this will be removed from the reported figures so that schools who have managed to remain open, albeit partially, are not penalised when reporting absence figures. The Autumn term 2010 was such an example where bad weather severely affected schools being fully open.
- 2.22 The Spring and Summer term figures do indicate that the work the local authority is doing to support schools through the Spike project is having the right impact. The Spike project is the school attendance project mascot. The aim of the scheme is to reward good attendance by offering incentives to pupils to attend school and strategies in school to raise attendance.
- 2.23 There has been an increase in the number of **newly recruited Foster Carers in Bromley**. 17 carers were recruited in 2011/12 against a target of 20. It is double the number of carers recruited in 2010/11 and highlights the success of the advertising campaign run during the year to promote fostering in Bromley.

Areas where performance is not currently on target / poor performance

- 2.24 There were 68 **schools judged to be good or outstanding** at the end of the reporting period, representing 71% across the primary, secondary, and special phases. This is 4% lower than the 75% target.
- 2.25 The final year figure for the percentage of **schools judged by Ofsted to be in category** (ie schools that don't meet the required standard during an Ofsted inspection) is 2% which means that the target of 0% has not been met. There are 2 primary schools that are in category, 1 of which is in Special Measures and the other has been given Notice to Improve.
- 2.26 The rising numbers of young people **not in education, employment or training (NEET)** is a National issue currently with record numbers of young people in the NEET category. Bromley currently has 4.9% NEET which corresponds to 460 young people out of a cohort of 9,388. The target is 4%. Although a national issue given the current economic climate, there are additional reasons which are contributing to not meeting the target; The target was set prior to changes to the definition which now counts academic year age rather than actual age so this now includes a number of 19 year olds. In addition, the 16 -18 yr cohort is now based on

residency rather than educational establishment. Some of those students who attended schools outside the borough have not been tracked and their destination is 'unknown' or they are tracked and discovered to be NEET.

Other important factors include the ceasing of Connexions which provided a general Information Advice and Guidance (IAG) service and the academy agenda which means that some schools are more reluctant to share the information with the authority. This means that there are now more children for whom an outcome is not known.

To remedy this situation, officers are working with our schools, colleges and academies to improve data sharing arrangements. Additionally, through a six borough shared service arrangement organised on behalf of the Authorities by the Royal Borough of Kingston a 'destination tracking team' has been established to focus solely on collecting the information required. This team is actively following up students who have been reported as having an 'unknown' EET status

In order to provide support to the increasing number of young people who are identified as NEET and to work on moving young people into EET, the Bromley Targeted Youth Support Programme (BYSP) staff have caseloads comprising referrals from the destination tracking team and from key partners to provide additional 1-1 and group work support.

- 2.27 The number of **Young Offenders who are in employment, education or training (EET)** is 77% against a target of 90%. The latest Q4 figure (65%) represents 23 under 16 young people, 6 of which are not in Education. The challenge still remains for the 16+ cohort with 21/36 of young people (58%) not receiving 16+ hours education employment or training at the end of their order. The service continues to work with internal and external providers to support entrenched young offenders not in education training or employment in the 16+ cohort. The establishment of the NEET Panel has proved beneficial. As the Youth Offending Service does not have a dedicated worker for post 16 NEET, work is taking place to identify alternative options and resources. This includes utilising local providers such as NTS Training, Springboard, and Foundation Learning in an attempt to secure appropriate provision and EET opportunities for our cohort.
- 2.28 The percentage of **care leavers who were in education, employment or training (EET)** fell to 48.6% in 2011/12. The target was 73%. This represents 18 out of a cohort of 37 young people. 19 young people were not in education employment or training (NEET), 6 of which are young mothers. As performance is considerably lower than previous years and with a national comparator of 62%, an investigation is being lead by the Special Education Advisor to identify issues and make recommendations for implementation.
- 2.29 The percentage of children in care placed with London Borough of **Bromley foster carers** is 78%. This is just short of the 80% target. It is an improvement on the previous year's figure of 77.1% and reflects the work being undertaken to recruit new in-house foster carers.
- 2.30 Both indicators which measure **placement stability for Looked After Children** are below target. The indicator which looks at whether a young person has had 3 or more placement moves during the year shows 12.2% of looked after children had 3 or more moves against a target of 11% and a national comparison of 10.8%. The figure still shows an improvement on the previous two years.

The **length of time in placement** has fallen to 64% against a target of 72% and previous year's performance of 72.6%. Placement stability is an area of performance which the London Borough of Bromley has always been deemed strong in comparison to national (67%) data. An investigation is under way to look at reasons for the drop in performance and actions to address performance will be implemented.

- 2.31 The total number of court disposals for 2011/12 was 224, of which 15 were for **custodial sentences**. All custodial sentences are reviewed by the Youth Offending Team (YOT) to see if an alternative sentencing could have been offered. YOT continues to discuss with the courts any sentencing we have concerns about.
- 2.32 At the end of Quarter 4, 67.3% of social care core **assessments** were completed within the required time period of 35 working days. This represents a slight increase on the previous quarter (64.5%) but still remains lower than the 75% target. A core assessment is an in-depth detailed assessment requiring multi agency input. The priority is to ensure thoroughness and quality of the assessment to ensure the correct outcome for the child. Performance in this area has improved consistently since April 2011. In terms of service improvement, joint assessments are now undertaken with the Housing Service which is one example of improved working practice.

Priority Outcome
Children and young people enjoy learning and achieve their full potential
Primary Phase

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan / AWOT	Annual reported Mid year	Early Years Foundation Stage Profile: The percentage of pupils making the required level of progress	n/a	58%	n/a	n/a	58%	57%	54%	53%	46%	48%	47%	56%
2	Portfolio Plan	Annual reported Mid year	Early Years Foundation Stage Profile: Raising the achievement of the lowest performing pupils	n/a	31.3%	n/a	n/a	31.3%	30.0%	33.3%	33.7%	34.9%	35.0%	37.4%	32.7%
3	Portfolio Plan	Annual reported Mid year	Key Stage One: The percentage of pupils achieving Level 2+ in												
			Reading	n/a	88%	n/a	n/a	88%	88%	86%	87%	86%	86%	85%	85%
			Writing	n/a	83%	n/a	n/a	83%	84%	83%	83%	82%	82%	83%	81%
			Maths	n/a	91%	n/a	n/a	91%	91%	90%	91%	91%	92%	90%	89%
4	Portfolio Plan / AWOT	Annual reported Mid year	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	n/a	79%	n/a	n/a	79%	83%	77%	75%	77%	75%	75%	74%
5	Portfolio Plan / AWOT	Annual reported Mid year	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	n/a	94%	n/a	n/a	94%	92%	88%	84%	85%	86%	85%	84%
6	Portfolio Plan / AWOT	Annual reported Mid year	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	n/a	87%	n/a	n/a	87%	89%	87%	82%	81%	76%	78%	83%
7	Portfolio Plan / AWOT	Annual reported Mid year	Children in care reaching level 4 in English at Key Stage 2	n/a	50%	n/a	n/a	50%	55%	100%	40%	83%	55%	48%	-

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
8	Portfolio Plan/ AWOT	Annual reported Mid year	Children in care reaching level 4 in Maths at Key Stage 2	n/a	40%	n/a	n/a	40%	55%	80%	20%	67%	27%	39%	-
9	Portfolio Plan	Annual reported Mid year	Key Stage Two: Performance of pupils with special educational needs; the percentage achieving level 4+ in English and maths:		Numbers in brackets ()			Numbers in brackets ()							
			No SEN	n/a	90.6% (2,549)	n/a	n/a	90.6% (2,549)	-	91% (2,024)	88% (2,563)	87% (2,630)	87% (2,645)	88% (2,665)	-
			School Action	n/a	45.9% (338)	n/a	n/a	45.9% (338)	46%	44% (306)	42% (364)	44% (404)	38% (356)	41% (384)	-
			School Action Plus	n/a	25.8% (186)	n/a	n/a	25.8% (186)	32%	30% (213)	24% (256)	31% (223)	20% (224)	16% (243)	-
			Statemented	n/a	19.7% (147)	n/a	n/a	19.7% (147)	20%	17% (139)	23% (140)	16% (140)	15% (134)	18% (131)	-
10	Portfolio Plan	Annual reported Mid year	Key Stage Two: Performance of pupils eligible for Free School Meals (FSM) compared to non eligible pupils; the percentage achieving level 4+ in English and maths		Numbers in brackets ()			Numbers in brackets ()							
			Eligible for FSM	n/a	63% (423)	n/a	n/a	63% (423)	63%	59% (365)	50% (407)	50% (410)	46% (411)	52.8% (411)	-
			Non Eligible for FSM	n/a	81% (2,798)	n/a	n/a	81% (2,798)	81%	80% (2,328)	79% (2,916)	79% (2,987)	78.7% (2,948)	77.8% (3,012)	-
11a	Portfolio Plan/ AWOT	Termly	Overall absence at primary schools	5.33% (relates to Autumn term 2010)	4.51% (relates to Spring term 2011)	4.09% (relates to Summer term 2011)	n/a	4.82% (2010/11 Ac. Year)	4.67%	5.40%	5.27%	5.31%	5.47%	6.05%	5.0% (2010/11 Ac. Year)

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
11b		Termly	Authorised absences at primary schools	4.53% (relates to Autumn term 2010)	3.82% (relates to Spring term 2011)	3.12% (relates to summer term 2011)	n/a	4.04% (2010/11 Ac. Year)	Not set	4.62%	4.55%	4.60%	4.85%	5.38%	4.3% (2010/11 Ac. Year)
11c		Termly	Unauthorised absences at primary schools	0.80% (relates to Autumn term 2010)	0.69% (relates to Spring term 2011)	0.97% (relates to summer term 2011)	n/a	0.78% (2010/11 Ac. Year)	Not set	0.78%	0.71%	0.70%	0.62%	0.67%	0.7% (2010/11 Ac. Year)

Priority Outcome

Children and young people enjoy learning and achieve their full potential

Secondary Phase

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
12	Portfolio Plan / AWOT	Annual reported Mid year	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)	n/a	67% (2,310 / 3,469)	n/a	n/a	67% (2,310 / 3,469)	65.2%	65%	63%	60%	55%	54%	58% (2011 results)
13	Portfolio Plan	Annual reported Mid year	Percentage making the expected level of progress from KS2 to KS4 in English	n/a	80%	n/a	n/a	80%	76%	77%	75%	-	-	-	72% (2011 results)
14	Portfolio Plan	Annual reported Mid year	Percentage making the expected level of progress from KS2 to KS4 in maths	n/a	72%	n/a	n/a	72%	72%	72%	69%	-	-	-	65% (2011 results)
15	Portfolio Plan	Annual reported Mid year	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by Free School Meal status:		Numbers in brackets ()			Numbers in brackets ()							
			<i>Non Eligible for FSM</i>	n/a	69% (2,163 / 3,128)	n/a	n/a	69% (2,163 / 3,128)	69%	67%	65%	62%	59%	58%	59% (2010 results)
			<i>Eligible for FSM</i>	n/a	43% (147 / 341)	n/a	n/a	43% (147 / 341)	34%	32%	34%	33%	29%	26%	31% (2010 results)
16	Portfolio Plan	Annual reported Mid year	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by level of Special Educational Need:		Numbers in brackets ()			Numbers in brackets ()							
			<i>No Special Provision</i>	n/a	79% (2,155 / 2,723)	n/a	n/a	79% (2,155 / 2,723)	n/a	77%	74%	69%	65%	65%	-

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
			<i>School Action</i>	n/a	27% (88 / 322)	n/a	n/a	27% (88 / 322)	26%	25%	21%	23%	22%	20%	-
			<i>School Action Plus</i>	n/a	15% (43 / 282)	n/a	n/a	15% (43 / 282)	18%	17%	13%	15%	11%	8%	-
			<i>Statemented</i>	n/a	17% (24 / 142)	n/a	n/a	17% (24 / 142)	15%	15%	13%	9%	9%	10%	-
17	Portfolio Plan / AWOT	Annual reported Mid year	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	n/a	9%	n/a	n/a	9% (3/35)	22%	25%	10%	4%	14%	-	-
18	Portfolio Plan	Annual reported Mid year - available March 31st	% Achieving a Level 3 qualification by the age of 19	n/a	n/a	n/a	60.30%	60.3% (2,395/ 3,975)	57.4	57%	56%	55%	55%	53%	54.5% (2011-12)
19a	Portfolio Plan / AWOT	Annual	Overall absences at secondary schools	6.03% (relates to Autumn term 2010)	5.93% (relates to Spring term 2011)	6.29% (relates to summer term 2011)	n/a	6.02% (2010/11 Ac. year)	6.39%	6.56%	7.17%	7.33%	8.21%	8.01%	6.5% (Ac. Yr 2010/11)
19b		Annual	Authorised absences at secondary schools	4.94% (relates to Autumn term 2010)	4.81% (relates to Spring term 2011)	5.13% (relates to summer term 2011)	n/a	4.91% (2010/11 Ac. year)	Not set	5.52%	5.89%	6.00%	6.75%	6.85%	5.1% (Ac. Yr 2010/11)
19c		Annual	Unauthorised absences at secondary schools	1.09% (relates to Autumn term 2010)	1.12% (relates to Spring term 2011)	1.17% (relates to summer term 2011)	n/a	1.11% (2010/11 Ac. year)	Not set	1.04%	1.27%	1.33%	1.46%	1.16%	1.4% (Ac. Yr 2010/11)
20	Portfolio Plan	Annual	Secondary school persistent absence rate - old definition of 20% absence	4.2% (relates to Autumn term 2010)	3.9% (relates to Autumn term 2010 and Spring term 2011)		n/a	3.4% (Ac. Yr 2010-11)	4.5%	4.0%	5.0%	5.6%	7.0%	7.0%	4.0% (Ac. Yr 2010/11)

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
20	Portfolio Plan	Annual	Secondary school persistent absence rate - new definition of 15% absence	n/a	7.9% (relates to Autumn term 2010 and Spring term 2011)	n/a	n/a	7.3% (Ac. Yr 2010-11)	New Definition						8.4% (Ac. Yr 2010/11)
21	Portfolio Plan	Quarterly	Percentage of Children Looked After continuously for at least 12 months of compulsory school age who missed at least 25 days of schooling for any reason	16.2%	0.0%	5.9%	13.9%	13.9%	15%	12.7%	10.9%	12.8%	15.4%	16.2%	-

Priority Outcome

Children and young people are safe where they live, go to school, play and work

Line number	Type of indicator	New Reporting frequency	Indicators	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan	Six monthly	Number of children subject to Child Protection Plans	267	248	198	188	188	-	301	252	167	133	141	-
2	Portfolio Plan/ AWOT	Six monthly	% of children in foster care placed with London Borough of Bromley foster carers	79.0%	76.6%	72.6%	79.0%	78.8%	80%	77.10%	78.50%	81.10%	81.00%	81.90%	-
3	Portfolio Plan	Annual	Number of newly recruited in-house Foster Carers	3	3	5	6	17	20	8	6	-	-	-	-
4	Portfolio Plan	Annual	Emotional and behavioural health of Looked After Children					13.5	12	13.1	13.9				14.2
5	Local	Quarterly	Referrals to children's social care going on to initial assessment	93.0%	96.1%	94.9%	96.6%	96.6%	90%	90%	78.7%	70.5%	79.1%	54.9%	-
6	Local	Annual	Children becoming the subject of a Child Protection Plan for a second or subsequent time	6.3%	12.9%	13.1%	13.1%	13.1%	12%	10.9%	4.8%	12.5%	11.3%	16.3%	13.4%
7	Local	Annual	Number of Looked After Children	277	276	277	271	271	n/a	266	285	247	255	256	-
8	Local	Annual	Stability of placements of looked after children: number of moves	2.1%	3.6%	8.3%	12.2%	12.2%	11%	12.8%	17.5%	10.2%	11.0%	7.4%	10.8%
9	Local	Annual	Stability of placements of looked after children: length of placement	61.8%	69.9%	64.5%	64.0%	64%	72%	72.6%	73.3%	76.8%	70.0%	62.0%	67.0%

Priority Outcome

Children and young people behave positively, take responsibility for their actions and feel safe within the Borough and parents and carers take responsibility for the behaviour of their children

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan/ AWOT	Termly	Rate of permanent exclusions from school	0.02% (11 exclusions)	0.05% (22 exclusions)	0.03% (15 exclusions)	n/a	0.10% (48 exclusions)	0.12 (60 exclusions)	0.09 (41 exclusions – Ac. Year 09/10)	0.13 (58 exclusions – Ac. Year 08/09)	0.22 (100 exclusions – Ac. Year 07/08)	0.11 (50 exclusions – Ac. Year 06/07)	0.19 (90 exclusions – Ac. Year 05/06)	0.08 (Ac. Yr 09/10)
2	Portfolio Plan	Annual	Number of Penalty Notices issued to parents as a result of non school attendance of their child	n/a	n/a	n/a	n/a	56	NEW INDICATOR	-	-	-	-	-	-
3	National	Annual	First time entrants to the Youth Justice System aged 10–17	20	41	55	12	67	-2% year on year reduction	140	203	305	408	533	-
4	National	Annual	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	5.1%	8.0%	7.0%	3.8%	6.7%	5%	6.0%	5.9%	3.0%	-	-	6.0%

Priority Outcome

Young people get the best possible start in adult life

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan	Quarterly	% of Young People (aged 16 to 18) not in education, employment and training (NEET)	n/a	n/a	n/a	n/a	4.9% (full year data based on quarter 2 figures)	4.0%	4.3% (450 young people, cohort of 10,394)	4.2% (450 young people, cohort of 10,636)	4.60%	4.80%	5.00%	6.40%
2	Portfolio Plan / AWOT	Annual	Care Leavers in Education, Employment and Training (EET)	55.6%	52.0%	51.6%	48.6%	48.6%	73%	71.40%	62.50%	66.70%	63.00%	58.00%	62.10%
3	National	Annual	Young offenders engagement in suitable education, employment or training	74.0%	78.0%	93.0%	65.0%	77.0%	90%	73.0%	77.0%	81.0%	76.0%	63.0%	73.5%

Priority Outcome

Excellence in the eyes of the local people

Line number	Type of indicator	Reporting frequency	Indicators	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
Residents consider Bromley schools to be of the highest standards															
1	Local	Six monthly	Percentage of schools judged by Ofsted to be good or outstanding.	73%	74%	71%	71%	71%	75.0%	71.0%	72.0%	69.0%	-	-	-
2	Local	Quarterly	Percentage of schools judged by Ofsted to be in category (special measures or notice to improve).	3%	2%	2%	2%	2%	0%	3.6%	5.0%	5.0%	-	-	-
Residents are successful in securing a place for their child in their secondary school of choice															
3	Local	Annually usually in March	Percentage of children receiving first and second choice of secondary school place.	n/a	n/a	n/a	n/a	85%	82%	81%	84%	83%	-	-	85% (2011-12)
4	Local / AWOT	Annually usually in April	Percentage of children receiving their first choice of Primary school place.	n/a	n/a	n/a	n/a	78%	80%	79%	77%	81%	-	-	-
Children, young people and families requiring help from social care receive advice and support swiftly, to ensure children remain safe															
5	National	Quarterly	Percentage of social care initial assessments completed within 10 working days.	75.5%	75.3%	77.3%	77.3%	77.3%	75%	54.6%	29.1%	-	-	-	-
6	National	Quarterly	Percentage of social care core assessments completed within 35 working days.	60.8%	64.4%	64.5%	67.3%	67.3%	75%	66.7%	43.5%	-	-	-	-
The support provided to children and young people with special educational needs is considered timely and appropriate															
7	Local	Six monthly	Percentage of special educational needs statements issued within the statutory timeframe	79%	78%	67%	83%	86%	85.0%	64.1%	62.0%	73.0%	-	-	91.0%

Line number	Type of indicator	Reporting frequency	Indicators	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
8	Local	Quarterly	The number of SEN Tribunals as a result of dissatisfaction with the statementing process.	16	10	11	14	51	NEW INDICATOR	51	39	48	-	-	
9	Local	Quarterly	The percentage of children with special educational needs in out borough special school placements	14.0%	14.7%	14.7%	14.0%	14.0%	NEW INDICATOR	14.3%	13.5%	12.6%	-	-	

**Children and Young People Services
Definitions of All Performance Indicators 2011/12**

Line number	Indicator	Definition/Rationale
Children and young people enjoy learning and achieve their full potential		
1	Early Years Foundation Stage Profile: the percentage of pupils making the required level of progress	The number of children in Bromley schools who achieve the expected level, which is - 78 points across all 13 Early Years Foundation Stage Profile scales, with at least 6 points or more in each of the Personal, Social and Emotional Development and Communication, Language and Literacy scales, expressed as a percentage of the total number of children assessed against the Early Years Foundation Stage Profile.
2	Early Years Foundation Stage Profile: Raising the achievement of the lowest performing pupils	The lowest level of performance is taken to mean the bottom 20% of children in Bromley. A 'gap' or difference calculation is then done by looking at the median Foundation Stage Profile score of all children locally and the mean score of the lowest achieving 20% of children locally, as a percentage of the median score of all children locally.
3	Key Stage One: the percentage of pupils achieving level 2+ in reading, writing and maths	The number of pupils achieving Level 2 and above in each of the reading writing and maths assessments as a percentage of the number of pupils in the cohort at the end of KS1. Level 2 being the expected level for a Year 2 pupil to achieve at KS1. This indicator is broken down by subject.
4	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	The number of pupils achieving level 4+ in both English and maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths. (Level 4 being the expected level of achievement at KS2). The target for this is set nationally for 2011/12.
5	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	The number of pupils at the end of KS2 making 2 levels of progress in English between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the tests).
6	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	The number of pupils at the end of KS2 making 2 levels of progress in maths between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the tests).
7	Looked after children reaching level 4 in English at Key Stage 2	The number of looked after children who have been in care for at least one year who were in year 6 (key stage 2) and who achieved at least level 4 in English, as a percentage of the total number of looked after children who were in care for at least one year who were in year 6 (key stage 2).

Line number	Indicator	Definition/Rationale
8	Looked after children reaching level 4 in maths at Key Stage 2	The number of looked after children who have been in care for at least one year who were in year 6 (key stage 2) and who achieved at least level 4 in maths, as a percentage of the total number of looked after children who were in care for at least one year who were in year 6 (key stage 2).
9	Key Stage Two: Performance of pupils with Special Educational Needs - the percentage achieving level 4+ in English and Maths	The number of pupils achieving level 4+ in both English and maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths. A breakdown of the number and percentage of children with different categories of SEN is provided.
10	Key Stage Two: Performance of pupils eligible for Free School Meals (FSM) compared to non eligible pupils; the percentage achieving level 4+ in English and maths	The number of pupils achieving level 4+ in both English and maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths. A breakdown of the number and percentage of children who are eligible for Free School Meals (FSM) is provided.
11	Authorised and unauthorised absences at primary schools	Total absences in primary schools, the percentage reported includes authorised and unauthorised absence. Authorised and Unauthorised absence are also presented separately
12	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths	The number of pupils achieving 5 or more A*-C or equivalent including English and maths at KS4 as a percentage of the number of pupils at the end of KS4.
13	Percentage of pupils making the expected progress from KS2 to KS4 in English	This indicator measures the level of progress made between the end of primary school (KS2) and Year 11 in secondary school. The expected level of progress at KS2 is at least a level 4, if a pupil's progress is to be consistent then they are expected to achieve at least a grade C at GCSE (or equivalent). The higher a pupils achievement at KS2 the higher the expected level at KS4.
14	Percentage of pupils making the expected progress from KS2 to KS4 in maths	This indicator measures the level of progress made between the end of primary school (KS2) and Year 11 in secondary school. The expected level of progress at KS2 is at least a level 4, if a pupil's progress is to be consistent then they are expected to achieve at least a grade C at GCSE (or equivalent). The higher a pupils achievement at KS2 the higher the expected level at KS4.
15	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by Free School Meal status	The number of pupils achieving 5 or more A*-C or equivalent including English and maths at KS4 as a percentage of the number of pupils at the end of KS4. . A breakdown of the number and percentage of children who are eligible for Free School Meals (FSM) is provided.
16	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by level of special educational need	The number of pupils achieving 5 or more A*-C or equivalent including English and maths at KS4 as a percentage of the number of pupils at the end of KS4. A breakdown of the number and percentage of children with different categories of SEN is provided.

Line number	Indicator	Definition/Rationale
17	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	The number of looked after children who were in care for at least one year who were in year 11 and achieved the equivalent of at least 5 A*-C GCSEs, including English and maths (or equivalent) as a percentage of the total number of looked after children who were in care for at least one year who were in year 11.
18	Achievement of a level 3 qualification by the age of 19	This indicator reports the percentages of young people attaining Level 3 by age 19 in a Local Authority Area.
19	Authorised and unauthorised absences at secondary schools	Total absences in secondary schools, the percentage reported includes authorised and unauthorised absence. Authorised and Unauthorised absence are also presented separately.
20	Secondary school persistent absence rate	<p>The number of persistent absentees as a percentage of the total number of local authority maintained secondary school pupil enrolments.</p> <p>A persistent absentee is a pupil who has accumulated the threshold number of half day sessions of absence over the relevant reporting period. The thresholds are:</p> <p>On an annual basis – 64 or more half day sessions of absence (2 and a half terms ending at the May half term).</p> <p>On a two-term basis – 52 or more half day sessions of absence over the combined autumn and spring terms.</p>
21	Percentage of children looked after continuously for at least 12 months, of compulsory school age, who missed at least 25 days schooling for any reason during the previous school year	Looked after children who have been in care for a year or more and absent from school for 25 days or more.
Children and young people are safe where they live, go to school, play and work		
1	The number of children subject to Child Protection Plans	This figure provides a snapshot at the time of reporting as to the number of children who have a Child Protection Plan.
2	The percentage of children in foster care placed with London Borough of Bromley (in-house) foster carers	This indicator measures the take-up of foster care through in-house provision. The number of looked after children placed with LBB carers as a percentage of all looked after children in placements. In house provision is promoted as it often offers greater value for money and means that children are placed in their own locality. Locality is important not only to the child in terms of closeness to home for visits, but it will also mean that children have access to Bromley schools and services. It makes social worker visits more efficient in terms of journey time and can reduce the time involved in facilitating court ordered contact.
3	The number of newly recruited in-house foster carers	This is a cumulative figure throughout the year and measures the number of newly approved carers to the London Borough of Bromley.

Line number	Indicator	Definition/Rationale
4	Emotional and behavioural health of Children in care	It is based on a strength and difficulties questionnaire sent to the carers of each child who has been in care for a year or more and aged between 5 and 17. The scores from the questionnaires help identify any mental health issues. The indicator is an average of all the scores for looked after children. Anything below 13 is good, between 14 and 16 is a raised concern and anything over 16 requires further investigation.
5	Referral to children's social care going on to initial assessment	The percentage of children referred to children's social care whose cases go on to initial assessments.
6	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time	The percentage of children who became subject to a Child Protection Plan at any time during the year, who had previously been the subject of a Child Protection Plan, or was on the Child Protection Register of that council, regardless of how long ago it was.
7	Number of looked after children	Snapshot of children in care as at the end of each reporting period.
8	Stability of placements of looked after children: number of placements	The percentage of children looked after at 31 March with 3 or more placements during the year.
9	Stability of placements of looked after children: length of placement	The percentage of looked after children aged under 16 at 31 March who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years.
Children and Young People behave positively, take responsibility for their actions and feel safe within the borough, and that parents and carers take responsibility for the behaviour of their children		
1	Rate of permanent exclusions from school	The number of permanent exclusions from school in the academic year expressed as a percentage of the school population, including maintained primary, secondary and special schools.
2	The number of penalty notices issued to parents as a result of non school attendance of their child	The rationale for measuring the number of penalty notices is to improve attendance at school. A penalty notice can be issued if the child is persistently absent and initial support provided to the parent to ensure that their child attends school has not lead to improvement. The penalty notice is issued by the LA. If a penalty notice is not paid the parents are then taken to court. In terms of performance, it is anticipated that initially there would be a higher number of notices issued to support Bromley's attendance strategy, with a view to the number decreasing as the percentage of pupils attending school improves.
3	First time entrants to the Youth Justice System aged 10 – 17	The number of first time entrants to the youth justice system, where first-time entrants are defined as young people (aged 10-17) who receive their first substantive outcome (relating to a reprimand, a final warning with or without an intervention, or a court disposal for those who go directly to court without a reprimand or final warning).

Line number	Indicator	Definition/Rationale
4	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	The proportionate use of custody is the percentage of custodial sentences issued to young people (aged 10-17) out of all convictions received by young people in court (total of first-tier disposal, community sentence, and custodial sentence).
Young people get the best possible start in adult life		
1	Percentage of Young People (aged 16-18) not in education, employment and training (NEET)	The percentage of 16 to 18 year olds who are not in education, employment or training (NEET). This indicator uses an annual result which is based on 3 one month snapshots at the end of November, December and January each year.
2	Care leavers in education, employment or training	The percentage of former care leavers aged 19 who were looked after on 1 April in their 17 th year, who were in education, employment or training.
3	Young offenders' engagement in suitable education, training and employment	The proportion of young offenders aged 10-17 who are actively engaged in education, training and employment (at least 25 hours, or 16 hours for those above statutory school age).
Excellence in the eyes of local people		

Residents consider Bromley schools to be of the highest standards

1	The percentage of schools judged by Ofsted to be good or outstanding	The number of schools graded as good and outstanding expressed as a percentage of all schools that have been inspected within the three year inspection cycle.
2	Percentage of schools judged by Ofsted to be in category (special measures or notice to improve)	The number of schools in the LA that are judged by Ofsted to be in special measure or have been given a notice to improve expressed as a percentage of all schools in the LA.

Residents are successful in securing a place for their child in a school of their choice

3	Percentage of children receiving first and second choice of secondary school place	The percentage of pupils who have been offered either their first or second choice of secondary school place by the end of the admissions process. This figure is reported annually as a statutory requirement to the DFE
4	Percentage of children receiving their first choice of primary school place	The percentage of pupils who have been offered their first choice of primary school. This figure is reported annually as a statutory requirement to the DFE.

Children, young people and families requiring help from social care receive advice and support swiftly to ensure children remain safe

5	Initial assessments for children's social care carried out within 10 working days of referral	The percentage of initial assessments completed in the period between 1 April and 31 March within 10 working days of referral. (in 2010/11 the definition changed from 7 working days to 10 working days).
6	Core assessments for children's social care that were carried out within 35 working days of their commencement	The percentage of core assessment completed in the period between 1 April and 31 March within 35 working days of initial assessment end date.

Line number	Indicator	Definition/Rationale
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The support provided to children and young people with special educational needs is considered timely and appropriate

7	Percentage of Special Educational Needs statements issued within the statutory timeframe	<p>Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year.</p> <p>The exceptions are those set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, Regulations 12(5), 12(7), 12(9) and 17(4).</p>
8	The number of SEN Tribunals as a result of dissatisfaction with the statementing process	An SEN tribunal is a full legal process whereby a parent can appeal against the decision or information written in their child's statement. Therefore a low number of tribunals would indicate satisfaction with the statementing process.
9	The number of parents choosing out of borough special school placements (for which the authority pays)	Parents are encouraged to choose an in borough placement for their child wherever possible. In house provision not only offers value for money but also enables Bromley to maximise its resources. Most out of borough options available to parents are within the independent sector.

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Portfolio Holder 12 June 2012

UPDATE ON THE PERFORMANCE AND DEVELOPMENT OF THE BROMLEY DUKE OF EDINBURGH AWARDS PROGRAMME

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Chief Officer: Kay Weiss, Assistant Director (Safeguarding and Social Care)

1. Summary

- 1.1 To update Members of the Education Policy Development and Scrutiny Committee on the current performance and recent development of the Duke of Edinburgh Award Programme within Bromley.

2. **THE BRIEFING**

- 2.1 Introduced in 1956, the aim of the Duke of Edinburgh (DoE) Award is to provide an enjoyable, challenging and rewarding programme of activities for young people, which gives young people aged 14-24 the chance to develop skills for work and life, fulfill their potential and have a brighter future.
- 2.2 Irrespective of interest and ability, background or gender, the Award offers the opportunity to gain nationally recognised certificates of achievement at three levels:
- Bronze Award for those aged 14 and over.
 - Silver Award for those aged 15 and over.
 - Gold Award for those aged 16 and over.
- 2.3 To undertake the award young people are required to undertake activity in four different sections which include:
- Volunteering (helping other people in the local community);
 - Expeditions (training for, planning and completing a journey on foot, or horseback, by boat or cycle);
 - Skills (covering almost any hobby, skill or interest);
 - Physical recreation (sport, dance and fitness);
 - Residential project - Gold Award only (a purposeful enterprise with people not previously known to the participant).

- 2.4 Bromley Youth Support Programme (BYSP) is responsible for managing the DoE Award Licence held by the Local Authority (LA) which enables young people in the Borough to take part in the Award. As Licence holders, the LA is responsible for maintaining the quality and standards of the award and the health and safety of young people who undertake the Award in the Borough, through direct delivery from the Bromley Youth Support Programme DoE Award Team, or via a group within a school setting. The Bromley Youth Support Programme's DoE Award Team comprises staff (paid and voluntary) who are responsible for developing, offering and supporting the Award to young people who live, work or are educated in Bromley. The operation and development of the Award in Bromley is supported by a DoE Support Committee.
- 2.5 Bromley has a long history and a close association with the Award. The Award is currently delivered via 21 schools and groups within the Borough (Appendix 1). Historically, in a few schools within the borough the DoE Award has always performed well particularly at the Bronze level. Participation from other schools has been variable.
- 2.6 For several years, in its role as Operating Authority, the Council has worked to increase the take up and involvement of more schools with the Award and encouraged groups to value the quality of the Award product they deliver. This has resulted in increased opportunity for young people in the Borough and a 45% increase in the number of Awards achieved in 2011.
- 2.7 Bromley now has 3.2% (1,199 people) of our 14-24 year olds undertaking the Award, compared with a pan London figure of 3% (32,095 people). Similarly the LA's 2011 completion rate was 51% (311 people) compared with a pan London figure of 40% (7,801 people). A summary of enrolments in schools delivering the Award is in Appendix 2.
- 2.8 A condition of operating the Award is that licence holders deliver an Open Award Centre, which provides access to the Award for young people who are unable to access it via their school or other group.
- 2.9 The Open Award Centre has historically worked only with small groups of young people from schools local to the delivery site, mainly at bronze and occasionally silver levels of the award prior to the development of the current staff team in 2009. To enable the development of improved opportunities for young people the Bromley Youth Support Programme (BYSP) DoE Team has developed a network of volunteers which increases the number of young people involved and from the outset there has been a succession plan in place to continue delivery should any of the current team leave post.
- 2.10 In 2010, three priorities were identified for the forward development of the Award. These priorities are increasing opportunities for young people:
- to undertake the Gold Award;
 - from socially excluded and disadvantaged groups;
 - from schools and groups who currently don't undertake the Award.

Increasing opportunities to undertake the Gold Award

- 2.11 For the last two years BYSP has undertaken a schools' gold development project. This has sought to improve the range of opportunity for young people to undertake the Gold Award in the borough. The team recognised that it would not be practical to work with all the young people in the Borough who may want to undertake gold, and so developed a model where they would work in partnership with schools to support and train school staff to deliver the Award at this level, with a view to them undertaking and delivering it themselves in future years. In the first year of operation, Newstead Wood, Langley Park Girls and Bullers Wood Schools worked with the team to implement the project.

- 2.12 All three schools had young people who were successful at the Gold expedition, and following a year as part of the pilot project, both Newstead Wood and Bullers Wood are now directly delivering the Gold Award to young people in school. The project now supports Ravens Wood School, and this may result in an additional school delivering at gold in future years.

Increasing involvement by young people who are disadvantaged and socially excluded:

- 2.13 The Award is a framework for young people to undertake positive activities and through volunteering contribute to their communities and are developing opportunities for young people who may be socially excluded or disadvantaged to participate.
- 2.14 This year the BYSP DoE Team was successful with an application to secure short breaks funding which has enabled us to begin working with Marjorie McClure School. The Team is supporting this initiative whilst working with the school staff with the intention of the school continuing delivery in the future on a self-supported basis.
- 2.15 Further developments include direct support to young people supported by the BYSP's Targeted Youth Support Programme and a new project which will extend opportunities to young people involved with the Youth Offending Team is in progress.

Increasing opportunity at Schools and groups who do not currently deliver the Award:

- 2.16 This year intake to the Open Award Centre prioritised young people who were unable to undertake the Award at their school due to non delivery of the Award at their schools.
- 2.17 The team has also visited and worked with key schools with a view to encourage and support them to offer the Award. Over the last 2 years, 3 new schools have become involved. Work is currently going on to encourage effective development with those schools that deliver to very few young people each year, those schools that have a very poor completion record and to support schools to step up and include Silver/Gold delivery within their offer.
- 2.18 Other activities undertaken in support of Award development include the continued development of the work of the volunteer staff within the team, who regularly give up weekends and evenings to support young people achieving Awards. With a vision to increase the team of volunteers, the team has developed a network of young people who have previously undertaken the Gold Award with the Open Award Centre to become the next group of volunteers. The team sought funding to create a Basic Expedition Leader course for these young people so they could learn the skills necessary to work as a volunteer and be part of the staff team in the future.
- 2.19 The Duke of Edinburgh Award team aims to continue this careful and planned expansion of the work. In the year ahead delivery will focus on increasing silver award opportunities, encouraging voluntary sector youth groups to be involved, and recruiting voluntary sector groups to offer volunteering opportunities within their organisations to young people.

Summary of Performance

- 2.20 In the last year, the DoE Team has facilitated the achievement of:
- a 30% increase in the numbers of young people signing up for the Award. (Representing 668 new starters in 2010/2011, compared with 891 new starters in 2011/2012);
 - a 100% increase in the numbers of young people signing up at Gold level. (Representing 51 new Gold starters in 2010/2011, compared with 103 new Gold starters in 2011/2012);
 - an 18% increase in the numbers of young people completing the Award. (Representing 251 completions in 2010/2011, compared with 311 completions in 2011/2012).

Pricing Structure:

- 2.21 This year a revised pricing structure has been introduced for young people to undertake the Award within the Open Award Centre, with charges near to market cost for young people to access the expedition training elements. This pricing structure operates effectively at Bronze and Gold levels. However a drop off in uptake at silver level suggests that pricing may need to be reviewed to support silver delivery next year.
- 2.22 This year an administrative charge of £5 per enrolment of young person to the Award was introduced, to supplement the income to cover the considerable amount of administrative work required. We are in the process of implementing a Service Level Agreement with schools and groups for the 2012 academic year.
- 2.23 The DoE Support Committee holds a fund of money which is available for young people to apply to should the cost of undertaking the Award prove restrictive to young people. This year Bromley Youth Support Programme also intends to organise an event which will act as an opportunity for young people to gain sponsorship to support the costs of involvement with the Award.

3. POLICY IMPLICATIONS

- 3.1 The Children and Young People's Plan 2011/12 and Building a Better Bromley Plan set out the Council's aspirations and objectives for Integrated Children's Services, working with partners to improve outcomes for the Borough's children and young people.

4. FINANCIAL IMPLICATIONS

- 4.1 The Bromley Youth Support Programme budget allocation for delivery of the Duke of Edinburgh's Award in 2012/13 is £96,852. The budget funds the employment of a 2.1FTE staff team. These are a full-time Team Leader, a half-time Operations Officer and a range of sessional Youth Support Workers who support front line delivery of the Award. A Programme Manager is responsible for the line management of the team.
- 4.2 Revenue for the Award is generated in two ways. Firstly a £5 administration charge has been implemented for every enrolment to the Award. In a full year, using this year's enrolment figures this will generate £4,375. Secondly a higher level of charging for access to the Open Award Centre expedition training courses has been implemented. This brings the income closer to the actual cost of the services. Having considered current market rates, a costing structure was identified that charges £100 at bronze level, £300 at silver and £750 at gold level. In the 2011/12 academic year, this will generate an annual income to the Open Award Centre of £21,350.

5. LEGAL IMPLICATIONS

- 5.1 Section 507B Education Act 1996 states (1) A Local Authority in England must, so far as reasonably practicable secure for qualifying young persons in the authority's area access to:
- (a) sufficient educational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities; and
 - (b) sufficient recreational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities.
- 5.2 Statutory guidance on the requirements for such is published. However, the Council does have a discretion in how it meets this duty as is expressed by the wording in the Act 'so far as reasonably practicable'.

**LIST OF SCHOOLS AND GROUPS CURRENTLY DELIVERING THE
DUKE OF EDINBURGH AWARD IN BROMLEY:**

School/Group	Bronze Award	Silver Award	Gold Award
Beaverwood School for Girls	X	X	
Bishop Justus School	X	X	
Bishop Challoner School	X		
Bromley High School	X	X	
Bromley Youth Support Programme Open Award Centre	X	X	X
Bromley Youth Support Programme M2 Group	X	X	
Bullers Wood School	X	X	X
Charles Darwin School	X		
Coopers Technology College	X		
Darrick Wood School	X	X	X
Farringtons School	X	X	X
Glebe School	X		
Hayes School	X		
Kemnal Technology College	X		
Langley Park School for Boys	X		
Langley Park School for Girls	X	X	
Marjorie McClure School	X		
Newstead Wood School for Girls	X	X	X
Ravens Wood School	X	X	X
The Priory School	X		X
The Ravensbourne School	X		

**NUMBER OF DUKE OF EDINBURGH AWARD ENROLMENTS PER SCHOOL
AND GROUP FOR THE 2011/12 ACADEMIC YEAR:**

School/Group	Bronze Award	Silver Award	Gold Award
Beaverwood School for Girls	44	28	
Bishop Justus School	52	4	
Bishop Challonor School		16	
Bromley High School	63	12	
Bromley Youth Support Programme Open Award Centre	62	16	20
Bromley Youth Support Programme M2 Group		6	
Bullers Wood School	55	22	15
Charles Darwin School	26		
Coopers Technology College	29		
Darrick Wood School	2	5	11
Farringtons School	20	27	30
Glebe School	No new enrolments this period		
Hayes School	36		
Kemnal Technology College	8		
Langley Park School for Boys	56		
Langley Park School for Girls	28	14	
Marjorie McClure School	4		
Newstead Wood School for Girls	52	20	12
Ravens Wood School	29	20	6
The Priory School	19		6
The Ravensbourne School	No new enrolments this period		

London Borough of Bromley

PART 2 - NOT FOR PUBLICATION

Briefing for Education Portfolio Holder 12 June 2012

EDUCATION AND CARE SERVICES: DEPARTMENTAL STRUCTURE

Contact Officer: Kerry Nicholls, Democratic Services Officer
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Chief Officer: Bob Garnett, Interim Assistant Director (Education)

1. Summary

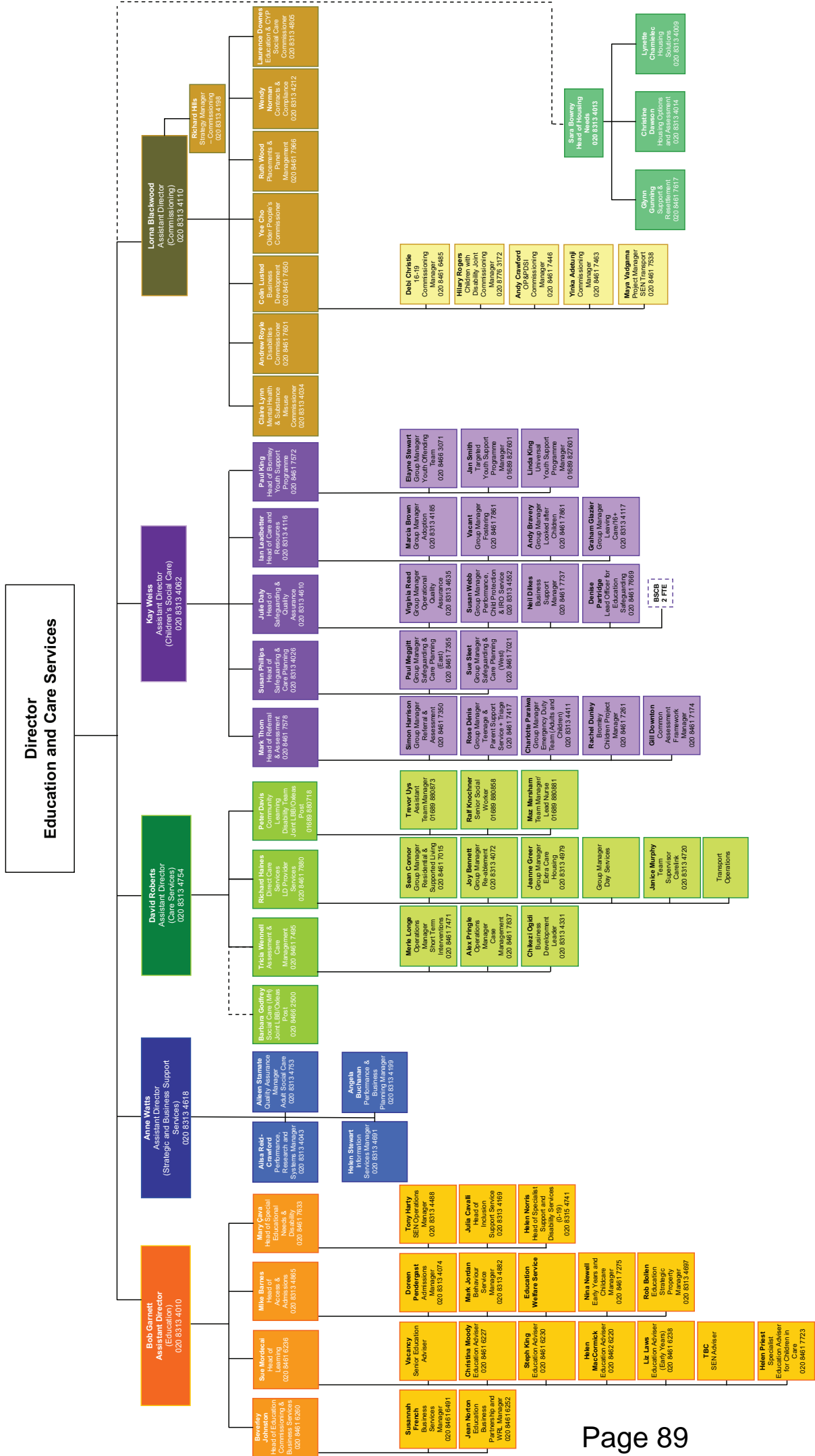
- 1.1 At the meeting of Children and Young People PDS Committee on 20th March 2012, Members requested that updates be provided to the Committee with regard to the Departmental structure of Education and Care Services as they became available.
- 1.2 Members are advised that the closing date for applications for the Director of Education and Care Services was 18th May 2012.
- 1.3 Tessa Moore, Head of School Effectiveness at the London Borough of Richmond upon Thames has been appointed as the new Assistant Director for Education and will join the London Borough of Bromley on 23rd July 2012. She has more than 36 years experience in the field of education, and has been involved in a number of high profile regional and national initiatives.

2. **BACKGROUND**

- 2.1 The Education and Care Services department was formed on 1 April 2012 to:
support improved quality of life through encouraging high aspirations, maximising independence, promoting healthy lives, and protecting the most vulnerable
- 2.2 The Education and Care Services Department brings together the service areas for Adults Care, Children's Social Care and Education, with support from joint commissioning, administration, performance management. An updated Departmental structure chart is available at **Appendix 1**.

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Education and Care Services



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