



THE LONDON BOROUGH  
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DATE: 9 September 2013

To: Members of the  
**EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE**

Councillor Nicholas Bennett J.P. (Chairman)  
Councillor Neil Reddin FCCA (Vice-Chairman)  
Councillors Kathy Bance MBE, Julian Benington, Peter Fortune, Julian Grainger,  
David McBride, Alexa Michael and Sarah Phillips

Church Representatives with Voting Rights  
Father Owen Higgs and Joan McConnell

Parent Governor Members with Voting Rights  
Dolores Bray-Ash JP, Darren Jenkins and Janet Latinwo

Non-Voting Co-opted Members  
1 x Head Teacher Representative (vacancy)  
Rachel Opadiran, (Young People's Representative)  
Alison Regester, (Pre-school Settings and Early Years Representative)

A meeting of the Education Policy Development and Scrutiny Committee will be held  
at Bromley Civic Centre on **TUESDAY 17 SEPTEMBER 2013 AT 7.00 PM**

MARK BOWEN  
Director of Corporate Services

**Paper copies of this agenda will not be provided at the meeting. Copies can be printed off at [www.bromley.gov.uk/meetings](http://www.bromley.gov.uk/meetings). Any member of the public requiring a paper copy of the agenda may request one in advance of the meeting by contacting the Clerk to the Committee, giving 24 hours notice before the meeting.**

**Items marked for information only will not be debated unless a member of the Committee requests a discussion be held, in which case please inform the Clerk 24 hours in advance indicating the aspects of the information item you wish to discuss**

# A G E N D A

## **PART 1 (PUBLIC) AGENDA**

**Note for Members:** Members are reminded that Officer contact details are shown on each report and Members are welcome to raise questions in advance of the meeting.

### **STANDARD ITEMS**

- 1 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 2ND JULY 2013 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS (Pages 5 - 22)**
- 4 QUESTIONS TO THE PDS CHAIRMAN FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

To hear questions to the Committee received in writing by the Democratic Services Team by 5.00pm on Wednesday 11<sup>th</sup> September 2013 and to respond. Questions must relate to the work of the scrutiny committee.

### **PORTFOLIO PRESENTATIONS AND DECISIONS**

- 5 QUESTIONS TO THE PORTFOLIO HOLDER FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

To hear questions to the Portfolio Holder received in writing by the Democratic Services Team by 5.00pm on Wednesday 11<sup>th</sup> September 2013 and to respond. Questions must relate to the work of the Portfolio.

- 6 PORTFOLIO HOLDER UPDATE**
  - a UPDATE OF THE 2013/14 EDUCATION PORTFOLIO PLAN INCLUDING EDUCATION COMMITMENTS (Pages 23 - 56)**
  - b OFSTED REPORTS AND FOLLOW-UP ITEMS ON UNDER PERFORMING SCHOOLS (Pages 57 - 68)**
  - c COMMISSIONING REVIEW OF EDUCATION SERVICES (Pages 69 - 86)**

- 7 PORTFOLIO HOLDER PROPOSED DECISIONS**

The Education Portfolio Holder to present scheduled reports for pre-decision scrutiny on matters where he is minded to make decisions.

- a BASIC NEED PROGRAMME UPDATE (Pages 87 - 98)**

- b **BROMLEY ACADEMY PROGRAMME AND FREE SCHOOL UPDATE** (Pages 99 - 110)
- c **SCHOOL GOVERNANCE WORKING PARTY: IMPLEMENTATION OF RECOMMENDATIONS** (Pages 111 - 116)
- d **UPDATE ON PROPOSED SCHOOL EXPANSIONS FOR 2014/15** (Pages 117 - 182)
- e **ECHS DEPARTMENT PAY POLICY FOR CENTRALLY BASED TEACHING STAFF** (Pages 183 - 214)

## 8 **EDUCATION INFORMATION ITEMS**

The items comprise:

- Minutes of the Education Budget Sub-Committee held on 23<sup>rd</sup> July 2013
- Minutes of the Bromley Behaviour Services Working Group held on 23<sup>rd</sup> July 2013
- Achieving Two Year Olds Capital Allocation – Update
- ECS Contract Monitoring Report

Members and Co-opted Members have been provided with advance copies of the briefing via e-mail. The briefing is also available on the Council's Website at the following link:

<http://cds.bromley.gov.uk/ieListMeetings.aspx?XXR=0&Year=2013&CId=559>

## **POLICY DEVELOPMENT AND OTHER ITEMS**

- 9 **UPDATE ON ONLINE APPLICATION SYSTEMS - CHANGES** (Pages 215 - 220)
- 10 **SEND PUPILS IN MAINSTREAM EDUCATION** (Pages 221 - 228)
- 11 **EDUCATION PROGRAMME 2013/14** (Pages 229 - 236)

## **PART 2 (CLOSED) AGENDA**

- 12 **LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006, AND THE FREEDOM OF INFORMATION ACT 2000**

The Chairman to move that the Press and public be excluded during consideration of the items of business listed below as it is likely in view of the nature of the business to be transacted or the nature of the proceedings that if members of the Press and public were present there would be disclosure to them of exempt information.

### **Items of Business**

### **Schedule 12A Description**

- |    |  |   |
|----|--|---|
| 13 | <b>EXEMPT MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 2ND JULY 2013</b> (Pages 237 - 238) | Information relating to the financial or business affairs of any particular person (including the authority holding that information) |
|----|--|---|

**14 INDEPENDENT FEE-PAYING FULL-TIME  
RESIDENTIAL SCHOOL FOR BOYS (Pages 239  
- 256)**

Information which reveals that the authority proposes - to give under any enactment a notice under or by virtue of which requirements are imposed on a person, or to make an order or direction under any enactment.

**DATES OF FUTURE EDUCATION PDS COMMITTEE MEETINGS**

Tuesday 12<sup>th</sup> November 2013  
Thursday 30<sup>th</sup> January 2014  
Tuesday 18<sup>th</sup> March 2014

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## EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Minutes of the meeting held at 7.00 pm on 2 July 2013

### Present:

Councillor Nicholas Bennett J.P. (Chairman)  
Councillor Neil Reddin FCCA (Vice-Chairman)  
Councillors Kathy Bance MBE, Julian Benington,  
Peter Fortune, Julian Grainger, David McBride,  
Alexa Michael and Sarah Phillips

Darren Jenkins and Janet Latinwo, Joan McConnell and  
Alison Regester

### Also Present:

Councillor Stephen Wells, Portfolio Holder for Education

#### 1 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Dolores Bray-Ash JP, Father Owen Higgs and Rachel Opadiran.

The Chairman was pleased to welcome a number of new committee members and offered his thanks to those Members and Co-opted Members who had now left the Education PDS Committee.

#### 2 CO-OPTIONS TO THE EDUCATION PDS COMMITTEE 2013/14

##### Report RES13099

The Committee considered a report outlining Co-opted Membership appointments to the Committee for 2013/14.

A vacancy remained for a Head Teacher Representative and it was noted that a nomination would continue to be sought for this appointment.

##### RESOLVED that:

1) **The following Parent Governor Representative appointments be made to the Education PDS Committee for 2013/14 with voting rights:**

- Mrs Janet Latinwo, Primary Parent Governor
- Mrs Dolores Bray-Ash, Secondary School Parent Governor
- Mr Darren Jenkins, Special School Parent Governor

2) **Father Owen Higgs representing the Church of England and Mrs Joan McConnell representing the Roman Catholic Church be appointed as**

**Co-opted Members to the Education PDS Committee for 2013/14 with voting rights;**

- 3) **The following Education PDS Co-opted Membership appointments be made to the Education PDS Committee for 2013/14 without voting rights:**

- **Mrs Alison Regester as Pre-School Settings Representative**
- **Miss Rachel Opadiran as Young People's Representative**

**3 DECLARATIONS OF INTEREST**

Councillor Kathy Bance declared that she was the Chair of Governors at Malcolm Primary School.

Councillor Nicholas Bennett JP declared that he and Mrs Joan McConnell were parishioners at the same church.

Councillor Julian Benington declared that he was a Governor of Charles Darwin School and Bromley College of Further and Higher Education.

Mr Darren Jenkins, Parent Governor representative, declared that he was a Governor at Riverside School and Wickham Common Primary School.

Mrs Janet Latinwo, Parent Governor representative, declared that she was a Governor of Oaklands Primary School.

Councillor David McBride declared that he was a teacher at a school in the London Borough of Bexley and was a member of the ATC.

Mrs Joan McConnell, Church representative, declared that she was a Governor at St Joseph's Catholic Primary School.

Councillor Sarah Phillips declared that she was a member of St George's Parish Church, Beckenham and that she had a child who attended St Olaves School.

Councillor Neil Reddin declared that he was a Governor at St Olaves School and that he had children who attended a pre-school in the Borough and Warren Road Primary School.

Mrs Alison Regester, the Pre-School Settings and Early Years representative, declared that she ran a private day nursery in the Borough.

**4 MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 19 MARCH 2013 AND THE JOINT MEETING OF CARE SERVICES AND EDUCATION PDS COMMITTEES HELD ON 7TH MAY 2013 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS**

In considering matters outstanding from previous meetings, Members were advised that work to increase the use of online applications for school admissions

continued. It was expected that a fully online admission process would be rolled out for Primary applications in September 2013 and for Secondary applications in September 2014, and progress would be reported to the meeting of Education PDS Committee on 12<sup>th</sup> November 2013.

Representations had previously been made by the Local Authority to London Councils to extend the use of 'The Hub' to support the availability online of evidence needed for admissions applications, and it was confirmed that London Councils would be contacted to provide a further progress report.

**RESOLVED that the minutes of the meeting held on 19<sup>th</sup> March 2013 and the joint meeting of Care Services and Education PDS Committees held on 7<sup>th</sup> May 2013 be agreed.**

**5 QUESTIONS TO THE PDS CHAIRMAN FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

No questions had been received.

**6 QUESTIONS TO THE PORTFOLIO HOLDER FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

No questions had been received.

**7 PORTFOLIO HOLDER UPDATE**

The Portfolio Holder for Education gave an update to Members on work being undertaken across the Education Portfolio.

The need to create additional primary school places in the Borough had been identified as a priority. Applications had been submitted for three free schools in the Borough, and work to consider temporary and permanent expansion of places at existing schools across the Borough would continue. Secondary schools had been approached around the potential to develop 'all-through' academies. It had also been identified that there would be a significant increase in demand for secondary places in the Borough from 2015-16. The Portfolio Holder for Education emphasised the importance of ensuring that the effect of any proposed school expansion on the local community was mitigated, including the issue of increased traffic, and noted that a full traffic assessment would be carried out to assess the impact of any proposed expansion of a Bromley school. Other measures such as walking buses and after school clubs would be important in minimising the impact of increased traffic at any expanded school at certain times of the day. A Member noted the potential to introduce a safer parking area in the vicinity of schools where appropriate.

Discussions continued with the RC Archdiocese of Southwark around the potential to establish a new Roman Catholic secondary school in the Borough, and work to identify a suitable site was ongoing. The Portfolio Holder was keen to encourage the Archdiocese to seek to establish a six form of entry Roman

Catholic secondary school to ensure that sufficient places were available to all parents and carers who wanted their children to attend a Roman Catholic secondary school in the Borough. A Member noted that there would be a wider choice of school sites if the decision was made to establish a smaller four form of entry secondary provision.

The Education Covenant had been agreed by Full Council on 1<sup>st</sup> July 2013. This Covenant outlined the role and responsibilities of the Local Authority in supporting education provision across the Borough into the future and would support the Local Authority in targeting its resources in the most effective way.

The Portfolio Holder noted that Councillor Pauline Tunnicliffe, who had acted as Children's Champion for 2012/13, was now the Chairman of Care Services PDS Committee and thanked her for the excellent work she had undertaken on behalf of children and young people across the Borough.

In response to a question from a Member, the Portfolio Holder for Education confirmed that a School Improvement Advisor to offer mathematics support had now been recruited and would be in post from September 2013. Remaining capacity would be filled through commissioning specialist practitioners in schools. Out of 24 Local Authority maintained schools currently being provided with support by the School Improvement Service, nine had been unable to access maths support, and funding had been offered to these schools to buy in support or be provided with additional support from the School Improvement Service next term.

**RESOLVED that the Portfolio Holder update be noted.**

## **8 PORTFOLIO HOLDER PROPOSED DECISIONS**

### **A) CONFIRMATION OF THE EDUCATION COVENANT**

#### **Report RES13132**

The Portfolio Holder introduced the updated Education Covenant which had been agreed for adoption at the meeting of Full Council on 1<sup>st</sup> July 2013. The Education Covenant outlined the Local Authority's duty to the residents of the Borough, which was to ensure there were sufficient school places, that the quality of education provided was of the highest standard and that that young people left school prepared for a successful and fulfilled adult life, well able to play their part as citizens in a democratic, economically prosperous Britain. The Education Covenant also outlined the Local Authority's commitment to pupils, parents, school governors, school leaders and local residents and businesses, as well as the role that the Local Authority hoped these stakeholders would take in contributing to the education of children and young people in the Borough.

A Member queried what recourse parents had when they felt that issues they had raised with their school Governing Body were not being addressed. The Portfolio Holder confirmed that parents of pupils at Local Authority Maintained schools could approach the Local Authority if they were concerned that key issues were



not being addressed by the Governing Body. Parents of pupils at Academy schools could approach the Secretary of State with any concerns. It was noted that academy schools were required to deliver the 'Every Child Matters' agenda, and should an Academy school be unable to fulfil this role, the Local Authority would have a role in challenging the Governing Body and could refer issues to the Department for Education where appropriate. Parent Governors also had a role in representing the concerns of parents to the Governing Body. The Portfolio Holder noted that the Local Authority would work to maintain a good relationship with all schools across the Borough, including Academy schools, and that Academy schools did have a duty of cooperation with the Local Authority, which included the continued provision of statistical information, particularly that in relation to safeguarding.

A Co-opted Member underlined to need to continue to build on the number of 'Outstanding' and 'Good' schools in the Borough. The Portfolio Holder noted that the School Improvement Team targeted resources at those schools identified by Ofsted as needing additional support and that schools were also working to build links with other schools to support school improvement at every level.

**RESOLVED that the Portfolio Holder be recommended to approve the updated Education Covenant.**

**B) UPDATE OF THE 2013/14 EDUCATION PORTFOLIO PLAN  
(INCLUDING EDUCATION COMMITMENTS)**

**Report RES13130**

The Portfolio Holder introduced the progress update on the Education Portfolio Plan 2013/14, which had been agreed at the meeting of Education PDS Committee on 23<sup>rd</sup> January 2013. Each of the seven priorities had clearly defined aims and actions, as well as measures to ensure effective progress monitoring, and the majority of planned actions had now been successfully completed. The Education Covenant and the Local Authority's Education Commitments had been included as part of the Education Portfolio Plan 2013/14, to ensure that the Portfolio Priorities continued to reflect key Education aims and objectives of the Local Authority.

In considering the Portfolio Plan, the Chairman requested that the layout of the plan be reviewed and built around the Local Authority's Education Commitments. A Member requested that the job titles of Lead Officers on each action also be included. The Portfolio Holder agreed to incorporate both of these suggestions in the Education Portfolio Plan 2014-15.

The Education Commitment to support the concept of a University Technical College for 14-19 year olds was progressing. Councillor Julian Benington confirmed that Bromley College of Further and Higher Education was keen to broaden its education offer and was also working to build its Higher Education offer, delivered in partnership with Greenwich and Canterbury Christ Church Universities. Another Member noted the aim to support young people classified as 'Not in Education, Employment or Training' and highlighted the potential to link

up with the Bromley Youth Employment Programme. The Assistant Director: Education was pleased to confirm that the Bromley Education Business Partnership already worked with these young people to support them into education, employment and training through a number of routes. The Chairman suggested that a joint meeting of the Education and Renewal and Recreation PDS Committees be convened as needed to consider the issues faced by young people classified as 'Not in Education, Employment or Training', who were the responsibility of both committees.

A Member underlined that sufficient school and college places would need to be made available for young people as part of the 'Raising the Participation Age Strategy'. The Assistant Director: Education confirmed that every secondary school in the Borough had been visited during the 2012/13 academic year, and that schools and colleges had worked to develop a wide-ranging local offer for young people as they moved into post-16 provision.

A Member noted the potential for flexible school terms, particularly with Academy schools, and queried whether the impact of any change of school terms should be considered by the Education PDS Committee. The Assistant Director: Education confirmed that Academy schools in Bromley were currently setting term dates in line with Local Authority Maintained schools, but that this might change in future and the Local Authority would monitor any arising issues.

**RESOLVED that the Portfolio Holder be recommended to:**

- 1) Note Members' comments on the update of the Education Portfolio Plan 2013/14;**
  - 2) Note the progress made in the Education Portfolio Plan 2013/14; and,**
  - 3) Align the Education Portfolio Plan 2014-15 with the Education Commitments and include job titles of Lead Officers for each action.**
- C) STATEMENT OF INTENT TO SUPPORT YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) TO PREPARE EFFECTIVELY FOR ADULT LIFE**

#### **Report CS13004**

The Portfolio Holder introduced a report that provided an update on the changes in commissioning specialist placements for learners with more complex learning difficulties and disabilities in further education following a range of legislative changes. The report also requested the approval of the draft Statement of Intent to support young people with special educational needs and disabilities to prepare effectively for adult life, which had an emphasis on further education placements.

The Children and Families Bill, published on 5<sup>th</sup> February 2013, aimed to take a more holistic approach to special educational needs and disability for children and young people in England, and led to the establishment of a number of SEND Pathfinders to pilot a range of new measures to support children and young

people with special educational needs and disability. 'Principles of Emerging Practice', published in April 2013, outlined findings from these SEND Pathfinders to contribute to the emerging principles around 'Transition and Post-16', and in particular emphasised the need for Local Authorities to secure the most appropriate Further Education places for young people with special educational needs and disabilities. It noted that local Further Education Colleges and Independent Specialist Providers should work together to develop blended support that built local capacity to support all young people, and that there should be a good range of suitable provision offered locally so that young people did not have to leave their local area if they chose not to. It was highlighted that local authorities should use Education Health and Care Plans to agree with Independent Specialist Providers how young people would be supported to make a successful transition back to their local area after their placement had finished, and that pathways to paid employment be developed that were based on evidence-based practice.

In response to this, a Statement of Intent had been developed in collaboration with a range of stakeholders to support young people as they moved towards Post-16 provision and Transition and 'to enable young people with learning difficulties and/or disabilities to live, learn and work within their local community, achieve sustained progression, resulting in better life outcomes'.

In considering the Statement of Intent, a Co-opted Member emphasised the need to ensure that young people with special educational needs and disabilities were offered placements that provided a challenging environment. A Member of the Committee also noted that aspirations for full or part time employment would be appropriate for some young people with special educational needs and disabilities and that this should be reflected in the Statement of Intent. Following discussion, Members generally agreed that the Statement of Intent be amended to reflect these points.

**RESOLVED that the Portfolio Holder be recommended to approve an amended Statement of Intent which reflected Members' comments.**

#### **D) OFSTED REPORTS AND FOLLOW UP ON UNDER PERFORMING SCHOOLS**

##### **Report RES13131**

The Portfolio Holder introduced a report that provided an update of recent Ofsted and school improvement activity across the Borough. Since the meeting of Education PDS Committee on 19<sup>th</sup> March 2013, there had been an Ofsted Inspection of Edgebury Primary School with an outcome of 'Requires Improvement'. First monitoring inspection visits had taken place for Blenheim Primary School, Hawes Down Junior School, Poverest Primary School and St George's CE Primary School as 'Requires Improvement' schools. Further monitoring visits had also been made for Royston Primary School and St John's CE Primary School as 'Special Measures' schools, and it was noted that Royston Primary School had been assessed as making 'reasonable progress'.

As part of the new categorisation programme, 24 Local Authority Maintained schools were currently being supported by the School Improvement Service, of which eight were receiving intensive support, ten, medium support, and six, light support. The School Improvement Team comprised four Senior Education Advisors who came from a successful Headship or Ofsted background and had worked at a senior level in the Local Authority. School Improvement Advisers were also working alongside Middle Leaders in schools to support their development, and National Leaders of Education in the Borough provided mentoring for Head Teachers in a number of schools.

In response to a question from a Member, the Assistant Director: Education confirmed that, where teaching had been identified as an area of concern by Ofsted at a Local Authority Maintained school, the school's Senior Leadership Team worked with the Local Authority to put an improvement plan in place which might include bespoke training, support or mentoring.

Local Authority Governors represented the Local Authority on Governing Bodies, and the Portfolio Holder advised Members that the School Governance Working Group had recommended that the network of Local Authority Governors be utilised more effectively to identify concerns around school improvement at an early stage and ensure these concerns were raised with the school's Senior Leadership Team. Academy Schools were not required to have Local Authority Governors; however 14 out of 31 Academy Schools in the Borough had chosen to retain their Local Authority Governors.

**RESOLVED that the Portfolio Holder be recommended to note recent Ofsted and school improvement activity within the Borough.**

**E) BROADER EXAMINATION OF THE ROLE OF BROMLEY ADULT EDUCATION COLLEGE AND LIFELONG LEARNING**

**Report ED13068**

The Portfolio Holder introduced a report that explored the broader role of adult education and outlined the various options available to the Local Authority to fulfil its duty to secure reasonable provision of adult education in the Borough into the future.

Bromley Adult Education College worked to support training for employment and career development and learning for personal development (sometimes referred to as leisure or informal learning). Training for employment and career development was funded through a combination of the Adult Skills Budgets, student fees (and loans from 2013) and employer contributions, and was focused on national government priorities and local employment and training needs, including delivery of a range of vocational qualifications at Levels 1-3, adult literacy and numeracy and English for speakers of other languages. It also included training in independent living skills for adults with disabilities, partnership work with Jobcentre Plus and Affinity Sutton that was focused on supporting local adults into employment, and a range of corporate training for the Local Authority including ICT and New Futures training as well as managing training for Early

Years and the schools' workforce, previously delivered through the Education Development Centre. Learning for personal development was funded by the Community Learning Grant from the Skills Funding Agency, as well as by student fees and payment 'in kind' from various community partners. The Community Learning Grant was provided to local authorities to support informal adult learning at a local level, helping to meet local needs and strategic objectives. At Bromley Adult Education College this supported the delivery of a wide range of non-accredited learning opportunities, some of which were provided in partnership with local community and third sector organisations to help engage non-traditional adult learning participants. The Community Learning Grant also supported family learning and worked in partnership with schools to encourage intergenerational learning and homework support for parents.

In considering the future delivery of adult education in the Borough, Members noted that local authority involvement in the provision of adult education was not a statutory duty and that there was only an expectation to make reasonable provision for adult education which could be commissioned from an alternate provider or as a shared service with one or more neighbouring local authorities. The Chairman underlined the commitment the Local Authority had to adult education and lifelong learning and noted that it was included as part of the Education Commitments. There was a need to consider how the service would be delivered across the Borough into the future and it was proposed that market testing be undertaken to identify potential interested organisations and develop an understanding of what a tender should include.

The Head of Service for Bromley Adult Education College confirmed that a significant restructure of Bromley Adult Education College had already been undertaken in September 2012. This restructure had been in response to a reduction in grant and student fee income to ensure the Bromley Adult Education College continued to hold a balance budget. Within this budget, a number of free courses remained available to eligible students. In total, 1502 students had received total fee remission during the 2012/13 academic year to date, the majority of whom were unemployed and training for vocational reasons through courses funded by the Adult Skills Budget. Fees were charged for the majority of courses funded by the Community Learning Grant, excluding provision such as family learning and homework support, although some students were entitled to a concessionary fee. Courses were assessed before going ahead to ensure that the full cost of running each course was met.

Members noted that the service made a profit of £559K in 2012-13 on the income received from grants and fees against the payments made, however the Local Authority had charged £661K of central recharges which offset this profit. The Head of Education, Care and Health Services Finance advised Members that this was a legitimate recharge, allocated on an FTE basis, and that it was primarily an accounting adjustment that was non-controllable for the service.

In response to a question from a Member, the Head of Service for Bromley Adult Education College confirmed that the summer term had been extended for two weeks to accommodate a range of 'taster' courses. Courses for people who were unemployed would continue during July 2013, and the Work Club would run

throughout the summer. The Chairman was sorry to note that the Transformation Project that had developed a pan-London portal for capturing informal adult learning opportunities across the London region had been forced to close in 2012. It was important to ensure that Bromley residents were able to access the widest range of adult learning opportunities across London.

**RESOLVED that the Portfolio Holder be recommended to:**

- 1) Reaffirm the Local Authority's commitment to adult education and lifelong learning;**
- 2) Agree that market testing of the existing adult education service be undertaken; and,**
- 3) Request that a further report be provided to a future meeting of the Education PDS Committee on the business case for the preferred delivery model.**

**F) UPDATE ON THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PATHFINDER**

**Report ED13069**

The Committee considered a report outlining progress being made through the Special Educational Needs and Disability (SEND) Pathfinder Programme on testing and implementing the requirements set out in the proposed Children and Families Bill and indicative Code of Practice. The report also requested that the Portfolio Holder for Education recommend that the Council's Executive release funds totalling £194,600 held in the 2013/14 central contingency to continue to support work related to the SEND Pathfinder. This comprised £150K relating to Year 3 funding to support the Bromley and Bexley Pathfinder and £44,600 to support Bromley and Bexley Pathfinder Champion work.

The SEND Pathfinder had been developed in partnership with London Borough of Bexley to test areas within the Children and Families Bill, published on 5<sup>th</sup> February 2013, which aimed to take a more holistic approach to special educational needs and disability for children and young people in England. The Bromley and Bexley Pathfinder had been asked to test the development and application of Education, Health and Care Plans for children and young people with complex needs from birth to 25 years, as well as areas including development of personal budgets, banded funding and preparing for adulthood (transition). Work had been undertaken with parents through Pathfinder work stream activity, and a series of parent and professional workshops had been held to develop new Plan templates and processes that would support a single multi-age assessment process for children and young people as they moved from pre-school to school and then towards transition.

In December 2012, the London Boroughs of Bromley and Bexley were notified that further funding of £150K had been granted to take the SEND Pathfinder work forward until September 2014, in line with the timescales for the implementation of the new special educational needs reforms. During this additional phase of the

SEND Pathfinder programme, Education, Health and Care Plans would be scaled up for proposed full implementation for all new children and young people meeting the complex needs threshold in Pathfinder local authorities from September 2013. Work would align with the current statutory SEN legislative processes around statements which would remain in place until September 2014.

The Government had also announced that £900k was to be made available to a small number of Pathfinder areas to become National Pathfinder Champions. These National Pathfinder Champions would share learning and make a contribution to disseminating Pathfinder activity on a regional or national basis whilst also informing the local agenda. Selection for Champion status was based on a mix of skills, experience and regional factors, and following submission of a joint bid, the London Boroughs of Bromley and Bexley had been selected as one of only 9 National Pathfinder Champions that would work to support non-Pathfinder local authorities. Bromley and Bexley Pathfinder had been granted additional funding of £44K to lead the Champion work across London. Work would include offering support to the 29 non-Pathfinder London region Local Authorities. As London was a large region, two other Pathfinder Champions, Hertfordshire and SE7, would offer Bromley and Bexley some support. Champion work would also include the delivery of a London regional conference and 24 seminars across key areas of the Pathfinder reform agenda by the end of March 2014.

The Head of SEN and Disability advised Members that the SEN Pathfinder funding was utilised to support the development of robust processes that were beneficial for children with special educational needs and disabilities and their families and that could be sustained within existing budgets. Education, Health and Care Plans would be used for those children and young people with the most complex needs. For children and young people with lower level needs, it was proposed to increase the use of Pupil Resource Agreements, which were developed in partnership between the Local Authority, the school and a child's family to meet a child's individual needs. Pupil Resource Agreements were a cost effective alternative to Education, Health and Care Plans and supported schools and other agencies to meet a child's needs in a more flexible and responsive manner.

In response to a question from a Member, the Head of SEN and Disability confirmed that there was a new duty on Health Commissioners to deliver the health element of Education, Health and Care Plans and noted that the Clinical Commissioning Group had engaged fully with the SEND Pathfinder to support the delivery of a comprehensive local offer. There had been no confirmation from the Department for Education whether transport support needs would be included in Education, Health and Care Plans, but Members were advised that the Local Authority did offer a mileage allowance to parents where appropriate

In considering those children and young people with special educational needs and disabilities who were placed out of Borough, the Portfolio Holder confirmed that placements were regularly reviewed, and that the Head Teachers of Special Schools across the Borough had recently visited a number of high cost out of Borough placements to identify if it was possible to build a package of care for these young people in their own communities.

**RESOLVED** that the Education Portfolio Holder be recommended to:

- 1) Note the update on the Special Educational Needs and Disability Pathfinder; and,
- 2) Request the Council's Executive to approve the release of funds totalling £194,600 from the central contingency into the Pathfinder Budget, comprising £150K relating to Year 3 funding to support the Bromley and Bexley Pathfinder and £44,600 to support Bromley and Bexley Pathfinder Champion work.

## **9 EDUCATION PORTFOLIO HOLDER INFORMATION ITEMS**

The Portfolio Holder Briefing comprised six reports:

- Minutes of the Education Budget Sub-Committee held on 2<sup>nd</sup> May 2013
- Minutes of the meeting of Bromley Behaviour Services Working Group held on 2<sup>nd</sup> May 2013
- Update from the SEN Executive Working Party
- Bromley Youth Council Youth Manifesto 2013/14
- Review of Partnership Arrangements – New Approach
- Bromley Academy Programme and Free School Update

Information on the Pupil Referral Unit Board Structure would be provided to Members of the Education PDS Committee as soon as it was available.

**RESOLVED** that the Portfolio Holder Briefing be noted.

## **10 CHALLENGES FOR BEHAVIOUR SERVICES AND FUTURE MODELS CONSIDERED BY THE PDS WORKING GROUP**

### **Report ED13067**

The Committee considered a report outlining thirteen options for the future delivery of Behaviour Services across the Borough that had been considered at the meeting of the Bromley Behaviour Services Working Group on 2<sup>nd</sup> May 2013. In considering these options, Members of the Bromley Behaviour Services Working Group had requested that a more detailed business case be developed for the best option of the eight that were being considered.

**RESOLVED** that the work of the Bromley Behaviour Services Working Party be noted.

## **11 UPDATE ON THE TRANSITION STRATEGY**

### **Report CS13005**

The Committee considered a report providing an update on the revised approach to the Transition Strategy for young people with learning difficulties, which had



been delayed pending consideration of the findings from the Bromley and Bexley Special Educational Needs and Disability (SEND) Pathfinder.

Preparing for adulthood (transition) had been a key part of the SEND Pathfinder and as part of this, the Maximising Potential Project had been established with three Preparing for Adulthood Coordinators recruited to work with an identified cohort of young people aged 14-25 years to maximise their potential for independence as they prepared for adult life. The purpose of the Preparing for Adulthood Coordinator role was to work with young people and their parents and carers to develop Education, Health and Care Plans that met identified needs and supported long term goals across four key pathways of work opportunities, independent living, good health and community inclusion.

To support the identified need to develop further education provision and facilities in the Borough for young people with more complex needs, the Bromley College of Further and Higher Education's Bromley campus had been remodelled to support increased accessibility. Work was also being undertaken with a range of stakeholders to develop holistic pathways across education, health and care services in the Borough, supporting more young people to live, learn and work in their local communities and achieve sustained progress leading to better life outcomes. This was being supported through the Raising Aspirations and Improving Choice Projects, which aimed to work collaboratively with a range of partners to raise aspirations, improve pathways and achieve better life outcomes for young people with disabilities. Through these projects, intensive work would be undertaken with a cohort of young people with more complex needs to enable them to live and learn within their own community whilst accessing the new facilities at Bromley College.

Work to develop the Borough's Local Offer was also underway, which would provide clear, comprehensive and accessible information about the support and opportunities available to children and young people with special educational needs and their parents and carers, as well as ensuring that provision was more responsive to local needs and the aspirations of young people and their families. The Local Offer was being developed across three tranches: 0-5 years, 5-16 years and 16-25 years and it was aimed to publish the draft Local Offer by 30<sup>th</sup> June 2013.

**RESOLVED that the revised approach to the Transition Strategy be noted in view of forthcoming legislative changes as well as the outcomes from the SEND Pathfinder.**

## **12 EDUCATION PROGRAMME 2013-14**

### **Report ED13070**

The Committee considered the forward rolling work programme for the year ahead, based on items scheduled for decision by the Education Portfolio Holder and items for consideration by the Education PDS Committee.

The School Governance Working Group had met on 12<sup>th</sup> March 2013 and a report on progress in delivering the Working Group's recommendations would be provided to the meeting of the Education PDS Committee on 17<sup>th</sup> September 2013.

The Chairman noted that Member visits were regularly arranged for care homes and schools and colleges across the Borough and encouraged all Members and Co-opted Members to attend.

The Chairman proposed that the Education Budget Sub-Committee be reconvened for 2013/14 to consider budgetary matters relating to the Education Portfolio. This was supported by the Members of the Education PDS Committee and Member nominations were received from Councillors Kathy Bance MBE, Julian Benington, Nicholas Bennett JP, Julian Grainger, David McBride and Neil Reddin, and for Councillor Stephen Wells as a guest Member.

The Chairman highlighted the priority for primary and secondary school place planning and proposed that the Primary School Development Plan Working Group be reconvened for 2013/14. This was supported by the Members of the Education PDS committee and Member nominations were received from Councillors Peter Fortune, Sarah Phillips and Neil Reddin, and for Councillors Nicholas Bennett JP and Stephen Wells as guest Members.

In 2012/13, the Education PDS Committee had established the Bromley Behaviour Services Working Group and the School Governance Working Group. The Chairman proposed that the Bromley Behaviour Services Working Group be reconvened. This was supported by the Members of the Education PDS Committee. Member nominations for the Bromley Behaviour Services Working Group were received from Councillors Nicholas Bennett JP, Peter Fortune and Sarah Phillips, and for Councillor Stephen Wells as a guest Member.

**RESOLVED that:**

- 1) The Education Budget Sub-Committee be reconvened for 2013/14 to consider budgetary matters relating to the Education Portfolio and for membership to comprise Councillors Kathy Bance MBE, Julian Benington, Nicholas Bennett JP, Julian Grainger, David McBride and Neil Reddin, and Councillor Stephen Wells as a guest Member;**
- 2) The Primary School Development Plan Working Group be reconvened for 2012/13 to develop recommendations for further temporary and permanent expansions of primary schools and for membership to comprise Councillors Peter Fortune, Sarah Phillips and Neil Reddin, and Councillors Nicholas Bennett JP and Stephen Wells as guest Members;**
- 3) The Bromley Behaviour Services Working Group be reconvened for 2013/14 and for membership to comprise Councillors Nicholas Bennett JP, Peter Fortune and Sarah Phillips, and Councillor Stephen Wells as a guest Member;**

**4) The Education Programme 2013/14 be noted.**

**13 LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006, AND THE FREEDOM OF INFORMATION ACT 2000**

**RESOLVED that the press and public be excluded during consideration of the items of business listed below as it was likely in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present, there would be disclosure to them of exempt information.**

**14 EXEMPT MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 19 MARCH 2013**

**RESOLVED that the exempt minutes of the Education PDS meeting held on 19<sup>th</sup> March 2013 be agreed.**

**15 REPORT FROM AUDIT SUB-COMMITTEE: UPDATE**

The Committee considered the report and supported the recommendations.

The Meeting ended at 9.42 pm

Chairman

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## Matters Outstanding from Previous Meetings

<b>Minute Number/Title</b>	<b>Decision</b>	<b>Update</b>	<b>Action</b>	<b>Completion Date</b>
<b>11<sup>th</sup> September 2012</b>				
<b>29 Further Review of the Behaviour Service</b>	That a Member Officer Working Group be established to consider the future delivery of the Bromley Behaviour Service.	The work of the Bromley Behaviour Services Working Group would be presented to a future meeting of the Committee.	Democratic Services Officer	September (covered in the commissioning report)
<b>33 Increasing Use of Online Applications</b>	That representations be made to London Councils to extend the use of 'The Hub' to support the availability online of evidence needed to support admission applications.	London Councils sent a letter on 22 <sup>nd</sup> February 2013 agreeing to explore the proposal. Progress by London Councils would be reported to a future meeting of the Committee.	Assistant Director ECS	September
<b>23<sup>rd</sup> January 2013</b>				
<b>59 (d) Effective Governance (Role of the Local Authority)</b>	That a School Governance Working Group be established for one meeting to consider a range of issues around the governance arrangements of the Local Authority in the future.	Progress with recommendations of the School Governance Working Group would be presented to a future meeting of the Committee.	Democratic Services Officer	September
<b>59 (f) Commissioning of Speech and Language and Occupational Therapy for Pupils in Bromley Schools</b>	That the outcomes of a project to consider the tribunals awarded against Bromley during academic year 2011/12 be reported to Executive Member/Officer Working Group for Special Educational Needs	A meeting of the Executive Member/Officer Working Group for Special Educational Needs would be convened when the report was published.	Democratic Services Officer	November
<b>19<sup>th</sup> March 2013</b>				
<b>71 Portfolio Holder Update and Children's Champion Update</b>	That discussions continue with the RC Archdiocese of Southwark around the potential to establish a six form of entry Roman Catholic secondary school in the Borough	Progress in discussions with the RC Archdiocese of Southwark would be reported to a future meeting of the Committee.	Education Portfolio Holder	September
<b>2<sup>nd</sup> July 2013</b>				
<b>4 Minutes of the Previous Meeting on 19<sup>th</sup> March 2013</b>	That Members supported work to rollout out a fully online admissions process for Primary applications in September 2013 and Secondary applications in September 2014.	Progress in moving to a fully online schools admissions process would be reported to a future meeting of the Committee	Assistant Director: Education	September

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Report No.  
ED13080

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

**Date:** Tuesday 17 September 2013

**Decision Type:** Non-Urgent Non-Executive Non-Key

**Title:** UPDATE OF THE 2013/14 EDUCATION PORTFOLIO PLAN

**Contact Officer:** Angela Buchanan, Planning and Development Manager  
Tel: 020 8313 4199 E-mail: [angela.buchanan@bromley.gov.uk](mailto:angela.buchanan@bromley.gov.uk)

**Chief Officer:** Executive Director of Education, Care & Health Services

**Ward:** (All Wards);

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1. Reason for report

This report provides the Education Portfolio Holder and PDS Committee with a summer term update of the Education Portfolio Priorities agreed at the Education PDS meeting on 23<sup>rd</sup> January 2013.

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2. **RECOMMENDATION**

The Education PDS Committee is requested to:-

**Note the progress made against the Education Portfolio Priorities (including the Education Covenant and Commitments) during the summer term**

### Corporate Policy

1. Policy Status: Not Applicable Existing Policy New Policy: Further Details
  2. BBB Priority: Children and Young People Supporting Independence Not Applicable:
- 

### Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre: Education Division
  4. Total current budget for this head: £4.998m
  5. Source of funding: Controllable budget
- 

### Staff

1. Number of staff (current and additional): 345 (Education division)
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: None:
  2. Call-in: Not Applicable:
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A



### 3. COMMENTARY

3.1 This report provides the summer term update on progress against the seven Education Portfolio Plan priorities for January 2013 – December 2013.

3.2 Each of the seven priorities has clearly defined aims, actions planned across three school terms and measures to monitor achievement (at the end of the year).

3.3 Good progress has been reported across all priorities for the Summer Term 2013 and a full update is attached as Appendix 1.

3.4 Key notable successes include:-

- Launch of new facilities at Bromley College in June 2013 for 121 young people with learning disabilities
- Securing five apprenticeships for young people not in Education, Employment or Training
- 18 Academy conversions in progress and a further 13 potential conversions

3.5 The table below shows the summary progress for each priority:

Priority	Summer Term Actions (RAG)
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers	Nine actions on track (Green)
	One action requires more work during the Autumn term (Amber)
Work with governing bodies, the Department for Education and others to expand popular and successful schools	All nine actions on track (Green)
Use the academy and free school programme to promote and develop further that choice	All four actions on track (Green)
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents	All four actions on track (Green)
Encourage parents, faith groups, and others to work with the borough to increase the range and diversity of the outstanding schools on offer	All four actions on track (Green)
Ensure those pupils with special educational needs have good outcomes	Eleven actions on track (Green) One action moved to the 2013/14 school year
Ensure high quality provision continues for those leaving school and others over the school leaving age, whether through	Eleven actions on track (Green)

Priority	Summer Term Actions (RAG)
preparation for employment, apprenticeships or higher education	Two actions require more work during the Autumn term (Amber)

Key challenges remain across all areas with particular focus continuing on:

- The provision of maths support to schools receiving focussed intervention from the School Improvement Team
- Progression of the Raising the Participation Age strategy and the Bromley Youth Employment project to achieve their autumn term milestones

#### 4. POLICY IMPLICATIONS

The plan reflects the priorities of the 2013 Education Portfolio.

#### 5. FINANCIAL IMPLICATIONS

The four year financial forecast gives an overview of the key service and financial pressures facing the Council.

#### 6. LEGAL IMPLICATIONS

There are no legal implications directly arising from this report. Any legal implications arising from the implementation of the various actions contained within the plan will be reported to the PDS Committee.

<b>Non-Applicable Sections:</b>	Personnel Implications
Background Documents: (Access via Contact Officer)	<a href="#">Refresh of the 2013/14 Education Portfolio Plan (Item 59a)</a>  <a href="#">Spring term update on the 2013/14 Education Portfolio Plan (Item 8b)</a>

# **Education Portfolio Priorities**

(Including the Education Covenant & Commitments)  
January – December 2013

## **Summer Term Update September 2013**

# Contents

<b>Education Covenant</b>	3
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers	5
Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity	8
Use the academy and Free School programme to promote and develop further that choice	11
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents	13
Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer	15
Ensure those pupils with special educational needs have good outcomes	17
Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education	22
<b>Education Commitments</b> The Education Commitments supported by each Education Portfolio Plan Priority are detailed at the beginning of the individual Priority updates	

## The London Borough of Bromley Education Covenant

### **This Covenant compliments our 17 Education Commitments approved by the Full Council on 21 January 2013**

Our 17 Educational Commitments set out this Council's educational philosophy and general principles. In those Commitments we make it clear that the LEA working with Governing bodies welcome and encourage all schools to become Academies with all the independence of action that such Academy status brings. We support the creation of new Free Schools and the expansion of selective education. Three Free Schools have only recently been approved to open in the north of the Borough.

We are mindful of the fact that education in this Borough is being provided through public funds, in buildings which in many cases were paid for by the local community or by the churches and with public support to provide an education for the children of the Borough and surrounding area. We as a Council and indeed as a community all have an obligation to children and young people and we outline our commitments to them and our expectation of them below.

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#### **As a Council:**

We retain more than 250 statutory educational duties including some major overarching responsibilities. As the civic leader of the community, we have a duty to the residents of the borough: to ensure that there are sufficient school places; that the quality of the education provided is of the highest standard; that our children leave school prepared for a successful and fulfilled adult life; and that our young people are able to play their part as citizens in a democratic, economic prosperous Britain.

#### **For Parents:**

We will provide a choice of good and outstanding schools (including academies and Free Schools) in which your children can thrive socially and academically. In return, we expect you to support your children by ensuring they attend school, behave well, undertake school and homework, and co-operate with school staff.

#### **For Pupils:**

We will work to ensure that your school provides a first rate education suited to your needs in safe and secure buildings. In return, we expect you to attend regularly, work hard, be well behaved and co-operate with your teachers.

#### **Of School Governors:**

Rightly we are very grateful for the voluntary service you give to your community as Governors. Your school or academy will give you access to high quality training and development to enable you to do your job well. In return, you will be expected to take an active part in the governance of your school, ensuring that it delivers a high quality education in a safe and secure environment, providing good value for public money.

**For School Leaders:\***

To work with children and young people is a huge privilege. We expect all our schools to co-operate with the local authority in delivering on the five outcomes given in Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

**For Residents:**

We will ensure: that there are sufficient school places in the borough; that schools are monitored to ensure a high quality of education and behaviour; and that there is value for money provided to the tax payer. In return, we hope that you will support your local school in fundraising, charitable and other activities to support the wider community they serve.

**For Local Business:**

We will encourage schools to ensure: that pupils leave school well equipped for the world of work; and that they have the skills and attributes to be good citizens. In return, we hope that you seek to employ local young people wherever appropriate and provide Saturday part-time work or work experience where possible. We will also encourage and welcome applicants from local businesses to play an active role as school governors.

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**\* Academies**

Academies have a Section 10 of the Children Act 2004 duty to co-operate with the LA to ensure children's well-being. The LA has a duty under Section 11 of the Children Act 2004 to safeguard children in its area.

There is a statutory obligation on academies to co-operate with LAs pursuant to Section 10 of the Children Act 2004; Section 10 provides for "co-operation and well-being".

It is considered that such obligations do not interfere with an academy's independence; the creation of an academy does not rid the LA of its (pre)existing obligations regarding the welfare of children. Academies should view this in the spirit of co-operation rather than bureaucracy.

(We would expect that this duty to co-operate would include the provision of statutory information and data to the Council).

**Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17**

**Education Commitments:**

<b>1:</b>	believe in the right of parents (where practicable) to have as much choice of schools as possible including faith schools;
<b>11:</b>	support schools in ensuring that all teachers and other staff are competent in their role;
<b>12:</b>	support schools in maintaining good discipline;
<b>14:</b>	work to improve the chances for underperforming children particularly in the early years and primary years and will work to encourage the continuing development of high quality early year provision in the Borough through existing and new private and voluntary providers;
<b>16:</b>	support changes to improve the quality and rigour of the exam system;
<b>17:</b>	support measures (including reading through Phonics) to ensure that no child leaves primary school unable to read and write English and without a good competence in basic maths.

**This will be achieved by:**

	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
Undertake a re-categorisation of schools based on risk and agree intervention and support to ensure improvement in under performing schools.	Preparation for categorisation exercise (following results) will be undertaken.	Communication to all head teachers and chairs of governors on the outcome of the categorisation exercise.
<b>Lead Officer: Nina Newell Interim Head of Schools and Early Years Commissioning and Quality Assurance</b>	Planning for the programme of intervention and support to the identified under performing schools will commence.	The programme will be finalised for intervention and support to the identified under performing schools.
	Update on under performing schools reported to Education PDS.	Improvements to under performing schools reported to Education PDS.
	Organise and run challenge meetings with the head teacher and chair of governors for schools causing concern (half termly).	Organise and run challenge meetings with the head teacher and chair of governors for schools causing concern (half termly).
	Half termly team meetings with report back to Primary Schools Advisory Group (PSAG).	New efficient service delivery. Half termly team meetings with report back to PSAG.

**Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17**

This will be achieved by:		
	Actions for 2013	
Aims	Summer Term	Autumn Term
<b>Summer Term Update September 2013</b>  Amber	As part of the new categorisation process, 24 schools are currently being supported by the school improvement service <ul style="list-style-type: none"> <li>• 8 schools are receiving intensive support</li> <li>• 10 schools are receiving medium support</li> <li>• 6 schools are receiving light support</li> </ul> During the Summer term, support has continued in all areas as planned with the exception of Maths support. An active recruitment programme is in place for Schools Improvement Officers, and schools requiring focussed Maths intervention have been offered the options of funding to buy in support, or be provided with additional support from the School Improvement Service next term.	
<b>NEW AIM</b> Undertake a programme of support and challenge (based on the risk categorisation methodology) for early years providers categorised as satisfactory or less to ensure provision of high quality services.  <b>Lead Officer: Nina Newell Interim Head of Schools and Early Years Commissioning and Quality Assurance</b>	Alert early years providers to the changes in how data will be presented with the practice of anonymising ceasing and openness: <ul style="list-style-type: none"> <li>• in data presentation &amp; transparency;</li> <li>• in categorisation and processes;</li> <li>• with providers causing concern &amp; intervention.</li> </ul>	Update on providers who are satisfactory or less reported to Education PDS.
	Planning for the programme of intervention and support.	The programme will be finalised and implementation will commence.
	Organise and run challenge meetings with the providers identified.	Organise and run challenge meetings with the providers identified.
<b>Summer Term Update September 2013</b>  Green	A categorisation process has been undertaken following the schools methodology. Of 173 early years providers, 8 were causing concern (down from the 15 reported in the Spring term update).  From September 2013, a Bromley Quality Improvement Programme will be in place with focussed support in individual settings and group workshops.	



**Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Ensure that effective Behaviour Services are in place.</p> <p><b>Lead Officer: Jo Twine</b></p>	<p>Produce outline business case based on the options agreed (at last Behaviour Services Working Group) and report to the July BSWG meeting.</p> <p>Finalise full business case and present to Portfolio Holder for decision at the September Education PDS meeting.</p>	<p>Implement new efficient service delivered (Oct 13 – March 14).</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>A workshop to determine the future delivery of Behaviour Services in Bromley was held on 23<sup>rd</sup> July 2013. Each option was considered against seven key principles reflecting the needs and responsibilities of pupils, schools and the Local Authority. Following the consideration of the Working Group, it was agreed that to develop a more detailed business case for four of the options.</p>	
<p>Review the efficiency of admissions to schools and the service provided to parents.</p> <p><b>Lead Officer: Iain Johncock</b></p>	<p>Restructure and changes to service delivery.</p>	<p>New efficient service delivered.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Preparations have been made to secure a greater take up of on line applications for 2013/14 with additional support proposed for those who may have difficulty in accessing this service. A full update is available on this agenda under report 'Channel Shift - Online applications' report reference ED13086.</p> <p>Future proposals are contained within the 'Education Services - Commissioning Plan' paper on this agenda under report reference ED13085.</p>	
<b>We will measure achievement by:</b>		
<p>Zero schools will be causing concern by 2015 No school will remain in a high priority category for more than 18 months</p>		

**Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13**

**Education Commitments:**

<b>1:</b>	believe in the right of parents (where practicable) to have as much choice of schools as possible including faith schools;
<b>4:</b>	will continue to support the expansion of selective education, including Grammar Schools, particularly in the central and northern part of the Borough;
<b>13:</b>	work to improve school governance;

**This will be achieved by:**

<b>Aims</b>	<b>Actions for 2013</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
Implementation of the Primary Schools development plan (including expansions) will provide additional reception places by 2014 and beyond.  <b>Lead Officer: Iain Johncock</b>	Decisions made by Portfolio Holder based on consultations and representations.	Necessary funding secured for capital building works – works commence.  Churchfields and Riverside expansions will have been completed providing additional places.
	Place Planning commences with consideration of 2014 and beyond.	The place planning working group will report its findings and any statutory consultations will be prepared.
	Monitor and review the primary school capital programme. Report to Education PDS.	Monitor and review the primary school capital programme. Report to Education PDS.
<b>Summer Term Update September 2013</b>  Green	<p>Statutory notices were published to change the age range at Bromley Road and Worsley Bridge, and to enlarge Glebe Special School in June 2013 for approval in August 2013. Increasing demand for places has meant that implementation at Worsley Bridge was brought forward to 2013.</p> <p>3 Free Schools were approved by the DfE in May 2013 – Harris Bromley, Harris Beckenham and a Bilingual School – all due to open in September 2014 offering 170 additional places in total. The extension of Keston primary school is subject to the approval of a planning application.</p> <p>A full update on the strategy to provide additional places to meet demand in 2014 and beyond is available on this agenda under report 'School Expansions', report reference ED13089.</p> <p>A full update on the monitoring and review of the primary school capital programme is available on this agenda under the 'Basic Need Programme Update' report reference ED13079.</p>	

**Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
Development of the strategic plan to create additional secondary school places 2016 – 22 (inc feasibility study)	Undertake a gap analysis of missing provision to support Portfolio Holder's strategic decision making.	Update Education PDS on the implementation of the strategic plan.
<b>Lead Officer: Iain Johncock</b>	Present a feedback report to the Secondary Head-teachers' Forum on the initial proposals for teaching expansion.  Consult on potential proposals for secondary expansion.	Report to Education PDS on the future landscape re: Secondary School expansion 2016-22.
<b>Summer Term Update September 2013</b>  Green	The strategy to deal with increasing rolls will be circulated to stakeholders for consultation early in the Autumn term with a subsequent report to PDS.  Secondary Heads and stakeholders have been consulted on the proposals for secondary school expansion from 2016-2022.	
The LA statutory appointed Governors have a leadership role in promoting educational opportunities within Bromley schools.  <b>Lead Officer: Alicia Munday</b>	Revisit the role of LA Governors and discuss how to support and communicate with this key group of Governors on Council's vision for education by opening discussions at the Governors Forum.	Implement any changes following discussions. Including communication, information systems, training etc.
<b>Summer Term Update September 2013</b>  Green	The Governance working party met during the summer term and discussed various options for recruitment and the significance of the LA Governor role. A full report is available on this agenda 'Update on the implementation of the recommendations of the School Governance Working Party' under report reference ED13082.	

**Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p><b>NEW AIM</b> Build capacity to deliver an additional 600 places for two year olds within the private, voluntary, independent and maintained early years provision by September 2013</p> <p><b>Lead Officer: Nina Newell</b> <b>Interim Head of Schools and Early Years Commissioning and Quality Assurance</b></p>	<p>Undertake the identified work with providers to achieve the required increase in places and hours by September 2013.</p> <p>Streamline processes to integrate with those used for 3 and 4 year old funded places.</p>	<p>Prioritise how the capital funding will be spent to ensure that facilities in good and outstanding provision are prioritised.</p>
<p><b>Summer Term Update</b> <b>September 2013</b></p> <p>Green</p>	<p>367 places have been created for 2 year olds at 116 early years settings and 18 childminders. Of the 215 confirmed vacancies that were made available from September 2013, 71 places have been filled leaving 144 still available. There are also 147 children already approved and but not yet placed for the Autumn Term who could use the confirmed vacancies. This gives a minimum of 511 places already for the Autumn Term.</p> <p>Parents can apply for a place online through the Bromley website or complete a paper referral. Following a second mail out to 400 eligible families using improved information provided by the DfE, we are currently receiving 45 online and 20 paper referrals a week.</p> <p>A process has also been agreed to use a CAF (Common Assessment Framework) to refer in to the section 18 Childcare Panel for any applications that are not based on the financial criteria.</p>	
<b>We will measure achievement by:</b>		
<p>All resident children are able to receive a school place within published timescales Update: all the children who applied for a primary place on time received a school place of the 3820 children 76% received their first choice (compared to 78% last year) and 5% were directed. <b>New</b> Increase the number of early years places from 1500 by September 2014</p>		

**Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4**

**Education Commitments:**

<b>2:</b>	will support and encourage all Bromley LA schools to convert to academy status;
<b>3:</b>	support the creation of 'Free Schools' and, where appropriate, will encourage local parents to apply for one;
<b>4:</b>	will continue to support the expansion of selective education, including Grammar Schools, particularly in the central and northern part of the Borough;

**This will be achieved by:**

<b>Aims</b>	<b>Actions for 2013</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
Use the expansion programme feasibility study to explore Free School opportunities.  <b>Lead Officer: Jo Twine</b>	Continue to seek-out potential sites for Free Schools and look to work with at least one new provider a year.  Report to Education PDS updating on Free School submissions.	Continue to seek-out potential sites for Free Schools and look to work with at least one new provider a year.  Report to Education PDS updating on Free School submissions.
<b>Summer Term Update September 2013</b>  Green	Four Free School applications have received approval from the Secretary of State to open in Bromley in 2013 or 2014. There are three known potential applications to open Free Schools in Bromley in 2015.  A full update on the 'Bromley Academy Programme and Free School' progress can be found on this agenda under report reference ED13084.	
Promote partnership working for school improvement. Ensuring that school improvement opportunities are sustained into the future (VfM). Links to first priority  <b>Lead Officer: Nina Newell Interim Head of Schools and Early Years Commissioning and Quality Assurance</b>	Successful partnership plans will commence being implemented.  Commence monitoring of plans to ensure improvements and Value for Money.	End of autumn term reports to AD Education on impact of the school improvement strategies.
<b>Summer Term Update September 2013</b>  Green	An Academy working party conference comprising representatives from HR, Schools Finance, Schools Improvement and Legal is planned for October.	

**Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4**

**This will be achieved by:**

	Actions for 2013	
Aims	Summer Term	Autumn Term

**We will measure achievement by:**

All schools involved in a collaborative developing structure and capacity to move forward to become academies.  
 Three or more Free School providers exploring opportunities within Borough (at least one in house provider).  
 Ofsted measure - 80% of good or better teaching.

**Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;  
Education Commitment 2**

**Education Commitments:**

**2:** will support and encourage all Bromley LA schools to convert to academy status;

**This will be achieved by:**

		<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>	
<p>Ensure internal capacity to support strategic plan.</p> <p><b>Lead Officer: Tessa Moore, Assistant Director, Education</b></p>	<p>Link with DfE for discussions on resources following any capacity shortfall.</p>	<p>Link with DfE for discussions on resources following any capacity shortfall.</p>	
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>13 Primary schools are formally progressing to academy status for Autumn 2013 with the majority of remaining schools in collaborative partnership arrangements for progressing to academy status. To support those remaining schools</p> <ul style="list-style-type: none"> <li>• A conference is planned for October</li> <li>• The work programme will focus on schools without key partners</li> <li>• Programme Manager support will be available until the review date of March 2014</li> </ul>		
<p>Promote different academy models including – umbrellas, MATs, sponsors, and federations.</p> <p><b>Lead Officer: Jo Twine</b></p>	<p>Link operational support plan to categorisation and involve governors in decisions and sponsorship.</p>	<p>Link with DfE on 2013/14 operational support plan following autumn term categorisation process.</p>	
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Three levels of support are available to schools currently supported by the schools improvement services.</p> <ul style="list-style-type: none"> <li>• 8 schools currently receive intensive support</li> <li>• 10 schools currently receive medium support</li> <li>• 6 schools currently receive light support</li> </ul> <p>School leaders and governors are actively involved in taking effective action to tackle areas requiring improvement.</p>		

**Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;  
Education Commitment 2**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Develop the Bromley Adult Education College (BAEC) to include a workforce development strand.</p> <p><b>Lead Officer: Carol Arnfield, Head of Service, Adult Education</b></p>	<p>Deliver the Newly Qualified Teachers (NQT) programme and the Governor Training Programme from April 2013.</p> <p>Develop Schools Workforce Development courses for next year, training website and plan additional money/CPD offer for academic year 2013/14.</p>	<p>Launch additional training and CPD programme for academic year 2013/14.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>The Newly Qualified Teachers (NQT) and the Governor Training programmes were delivered as planned between April and July 2013, by BAEC, at the Widmore Centre.</p> <p>A full Schools Workforce Development Programme of courses is planned; the training websites updated and brochures circulated to schools in Bromley, Croydon and Bexley boroughs. New courses added to the offer include a recognised programme, the 'Chair of Governors Leadership Development Programme', in partnership with the National College. This is for both existing and aspiring Chairs of Governors.</p> <p>By the end of July 2013, there were 10 enrolments on the NQT programme and 58 Bromley Schools enrolled on the Governor Services Programme.</p>	
<b>We will measure achievement by:</b>		
<p>December 2015 all Bromley schools that are financially viable will be academies.</p> <p>December 2015 all remaining maintained primary schools (small schools) will be in discussions with the LA on Federations/sponsors.</p> <p>The range of models will include standalone convertors, MAT, Umbrella Trusts, informal partnerships, Federations and sponsored academies.</p>		



**Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer; Education Commitments 3**

**Education Commitments:**

**3:** support the creation of 'Free Schools' and, where appropriate, will encourage local parents to apply for one;

**This will be achieved by:**

		<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>	
<p>Work with the Diocese of Rochester to enable C of E cluster schools to move forward to become academies. Work with the Archdiocese of Southwark to enable the Catholic cluster of schools to move to become academies.</p> <p><b>Lead Officer: Iain Johncock</b></p>	<p>Undertake identified actions to support conversion to academies</p>	<p>Ensure at least 3 of 8 conversions by Autumn 2013.</p> <p>Ensure at least one additional conversion by Autumn 2013.</p>	
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>One Church of England primary school is planning to convert by December 2013 as an academy sponsored by the Diocese of Rochester. The academy order was received in July 2013.</p> <p>Five Roman Catholic School have logged applications with the DfE to convert to Academy status.</p> <p>A full update on the 'Bromley Academy Programme and Free School' progress can be found on this agenda under report reference ED13084.</p>		
<p>Work with the Diocese of Rochester to undertake the secondary expansion feasibility study (links to priority 2)</p>	<p>Ensure that the information from the Diocese is included in the gap analysis to support Portfolio Holder's strategic decision making.</p>	<p>Include an update of the proposals to Education PDS in the implementation of the strategic plan report.</p>	
<p>Work with the Archdiocese of Southwark as to the feasibility of a Catholic secondary school within the borough. Predictions based on the baptism records and primary expansion programme.</p> <p><b>Lead Officer: Iain Johncock</b></p>	<p>Strategic discussions with Executive Director and representatives from Southwark.</p> <p>Ensure that the information from the Diocese is included in the gap analysis to support Portfolio Holder's strategic decision making.</p>	<p>Possible consultation process.</p> <p>Include an update of the proposals in the report to Education PDS on the implementation of the strategic plan.</p>	

**Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer; Education Commitments 3**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>A feasibility study is underway considering alternative sites for a new Catholic Secondary school. Progress reporting timescales are aligned to the Secondary School review.</p>	
<p>Ensure that the good working relationship continues with the Diocese and Archdiocese through open dialogue and challenge during the categorisation process and intervention in under-performing schools.</p> <p><b>Lead Officer: Nina Newell Interim Head of Schools and Early Years Commissioning and Quality Assurance</b></p>	<p>Explore with Diocesan representatives any sponsored arrangements for CE and RC schools causing concern.</p>	<p>Work with DfE and Diocesan representatives on sponsored academy programme for under performing church schools.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Local Authority support is in place to assist all under performing schools tackle weaknesses identified by inspections and provide an effective stepping stone for longer term planning</p> <p>A full updating report on 'Under Performing Schools' is available on this agenda under report reference ED13081.</p>	
<b>We will measure achievement by:</b>		
<p>100% Church of England schools converted under MAT or 'chain' arrangement with relevant Diocese by December 2015. 100% Roman Catholic schools converted under MAT or 'chain' arrangement with relevant Diocese by December 2015.</p>		

**Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15**

**Education Commitments:**

<b>5:</b>	will continue to improve the provision of SEN education in the Borough;
<b>6:</b>	support the concept of an education voucher system which gives additional support to children with different educational needs, including academically gifted pupils;
<b>15:</b>	encourage schools to identify children with exceptional talents or academic ability and ensure that their needs are provided for;

**This will be achieved by:**

<b>Aims</b>	<b>Actions for 2013</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Build the work of the Pathfinder project and implement workstreams to provide an integrated pathway for children and young people and their families ensuring a smooth transition to the new SEND framework.</p> <p><b>Lead Officer: Helen Norris Head of Specialist Support &amp; Disability Service</b></p>	<p>Establish Single Plan for complex needs beyond initial cohort.</p> <p>Disseminate process and threshold guidance linking the local offer and national Pathfinder requirements on emerging new SEND (Special Educational Needs and Disability) code of practice.</p> <p>Adjust Pathfinder workstream action plans in line with national guidance.</p>	<p>Rollout the Single Plan for complex needs including nationally agreed Pathfinder modifications. Prepare for full delivery by September 2014.</p> <p>Deliver Phase 2 agreed targets.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>As at the end of July 2013, 75 families registered with National Pathfinder evaluators for the new Education, Health and Care (EHC) Plan, with 50 EHC plans completed. Processes, pathways and family information being developed to achieve EHC Plans for all new children/young people from September 2013, in line with Grant Targets. Plans have been costed and a 'notional' personal budget assigned.</p> <p>Assisted DfE with work on draft new Code of Practice and undertaken further work on the Local Offer and the MyLife Portal in three tranches (0-5 years, 5-16 years and 16-25 years).</p> <p>Bromley's Early Support Booklet fully updated and published and new LBB Resource Guide under review.</p> <p>Prepared and disseminated the Pathfinder Champion programme (including 2 Regional Conferences) for all non Pathfinder London Local Authorities. Workstream Action Plans adjusted to reflect priority of Single Plans, Local Offer, Personal Budgets and Communications Strategy. Awareness raising seminars on Pathfinder SEND Reform Agenda presented to Multi-agency stakeholders, including schools.</p> <p>Complex Needs Thresholds for new EHC plans agreed and work has commenced with schools, partners and parents for children and young people below the threshold for an EHC Plan.</p>	

**Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Develop an accessible directory of services for children, families and young people with SEND across Education, Health and Care.</p> <p><b>Lead Officer: Andrew Royle, Strategic Commissioner, Disabilities</b></p>	<p>Test the Web Portal with families, children and young people, together with those in supporting roles to ensure fit for purpose.</p>	<p>Rollout the Web Portal to Bromley families, service users and providers.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>The Bromley MyLife web portal has been designed, and extensive work carried out across Education, Health and Social Care in mapping the Local Offer and commencing the compilation of data and information content for the web site. During the Autumn term we will further refine the presentation and accessibility of the Local Offer through our work with Bromley Parent Voice and the young advisors in preparation for full implementation in December 2013.</p>	
<p>Through the statutory review processes and working in collaboration with partner agencies continue to reduce statements for high incidence low level needs (mild to moderate learning and social and emotional needs, literacy and numeracy needs) by transferring the responsibility to schools.</p> <p><b>Lead Officer: Mary Çava</b></p>	<p>Develop a system to deliver flexible support to meet needs without the requirement of statutory processes. Cease statements for all pupils with low level needs below £6K.</p> <p>Continue to undertake cycle of review of all low level statements (400).</p>	<p>Ensure processes are in place to deliver flexible support to meet needs of those below the threshold for the Single Plan.</p> <p>Continue to undertake cycle of review of all low level statements (400).</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>System of flexible support delivery drafted and shared with the schools forum, secondary Head Teachers and voluntary organisations.</p> <p>Transition process has commenced, with 30 reviews completed and consultation is in progress with parents and schools as per statutory requirements. All annual reviews of low level statements progressing to transfer to monitoring statements.</p> <p>Implementation date of 1<sup>st</sup> September for all new requests for resources to replace statements.</p>	

**Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Expand 2 special schools to extend good practice and high quality provision (ASD) and continue to monitor and plan for primary/ secondary expansion.</p> <p><b>Lead Officer: Mary Çava</b></p>	<p>Decisions made by Portfolio Holder based on the Glebe School consultations and representations. Work to commence once approval given.</p> <p>Riverside building works ongoing.</p>	<p>Continuation of the Glebe School building works.</p> <p>Extra year 7 specialist autism class at Riverside.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>The proposed expansion of :-</p> <ul style="list-style-type: none"> <li>Riverside school by 52 places in September 2013, to support the increasing numbers of secondary aged pupils presenting with Autistic Spectrum Disorder (ASD),</li> <li>Glebe school by 2 Form of Entry, which is 16 children in each year group, from September 2014, are both on schedule.</li> </ul>	
<p>Respond to the increasing numbers of children with complex and enduring needs by ensuring that provision and support is targeted.</p> <p><b>Lead Officer: Mary Çava</b></p>	<p>Analysis from audit used to inform place planning. Work with specialist support and school improvement services to ensure quality and sufficiency of provision.</p>	<p>Annual autumn audit of special schools &amp; specialist provision. Plan and deliver specialist places for pupils identified with complex and enduring needs.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Following on from the specialist provision place planning audit, an extra unit class for 10 pupils is due to open in September 2013 in a primary school setting in the centre of the borough.</p> <p>Further analysis of cohorts is in course to inform planning for 2014 at primary level.</p>	

**Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Enable young people with more complex Learning Difficulties and/or Disabilities (LDD) to live, learn and work within their own community by developing the Bromley offer</p> <p><b>Lead Officer: Debi Christie, Commissioning Manager (Specialist Provision)</b></p>	<p>Building works at Bromley College completed.</p> <p>Individual packages developed for young people across Education, Health and Care.</p>	<p>Young people move from school to further education and/or work opportunities with support packages in place.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>The launch of the new facilities took place on 21st June 2013 and was attended by over 90 partners and stakeholders, including Bromley Councillors and senior management. The College have been providing personalised tours of the new facilities to Bromley young people and their families, and the reaction has been incredibly positive. The college is now at full capacity (121 learners) for their September 2013 intake and will continue to develop capacity, skills and knowledge to work with more complex young people over the next few years. A statement of intent to support young people to prepare more effectively for adult life through further education has now been agreed through the Council's democratic process and provides a clear and consistent message, reflecting Bromley's vision to enable more young people with Special Educational Needs and Disabilities (SEND) to live, learn and work within their local community, achieve sustained progression, resulting in better life outcomes.</p>	
<p>Support children and young people in care, their carers and social workers through school finding, personal education plans, additional learning support and monitoring progress/achievement.</p> <p><b>Lead Officer: Helen Priest</b></p>	<p>Offer one day communication INSET for teachers and support workers.</p> <p>Provide time-limited professional support to schools with high numbers of Looked After Children with Special Educational Needs and identify training needs for academic year 2013/14.</p>	<p>Evaluate Reading Project with a view to extending to children with SEN and specialist provisions.</p>

**Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Delivery of INSET (In service training) on the theme of Communication difficulties in the classroom was postponed from its planned Summer Term delivery. This subject is, however, considered to be a priority and it is envisaged that the plans will be revisited in the new school year.</p> <p>The service has been committing time and resources to schools with high numbers of children in care and this has been very successful and has provided ongoing support to teaching and non teaching staff as well as funding for specialist assessments, therapies and equipment for pupils with additional needs.</p>	
<b>We will measure achievement by:</b>		
<p>December 2013:</p> <ul style="list-style-type: none"> <li>• The draft Local Offer for children with special educational needs will be agreed and established with partner agencies and parents, and this will be readily available for parents to access via website and in hard copy. <b>NOTE</b> A draft Pathfinder local offer will be in place by March 2013.</li> <li>• Statutory Annual Reviews carried out on all low level funding statements within 12 months - statements below 6K cease or replaced with a monitoring statement</li> <li>• Audit of children with complex needs completed to inform and arrange appropriate in-borough placement. All children in KS1 &amp; 2 with complex SEN maintained in specialist in-borough placement. Additional unit places to be established within 12 months.</li> </ul> <p>September 2014:</p> <ul style="list-style-type: none"> <li>• 3 new specialist classes open in Bromley special schools (Riverside by Sept 2013). Reduction in reliance on out borough placements for ASD complex and Aspergers Syndrome</li> <li>• the Single statutory Education, Health and Education Plan (EHC) will be in place for those children with the most complex and enduring needs including Pathfinder modifications.</li> </ul> <p>Plan for 12 extra complex needs places for the school year 2013/14.</p>		

**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

**Education Commitments:**

<b>7:</b>	will continue to encourage all Bromley secondary schools to ensure that all suitable pupils are prepared for the universities which best meet their aspirations;
<b>8:</b>	support the concept of a University Technical College (UTC) providing high quality technical education for 14-19 year olds;
<b>9:</b>	support the creation of 'modern apprenticeships' for a wide variety of skilled trades;
<b>10:</b>	support the concept of 'lifelong learning' and the important work of adult education.

**This will be achieved by:**

<b>Aims</b>	<b>Actions for 2013</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
Development of Raising the Participation Age (RPA) Strategy, Action Plan and Commissioning priorities agreed by all key partners  <b>Lead Officer: Paul King</b>	Consultation with stakeholders on RPA Strategy Action Plan and agreement of Commissioning priorities.	RPA strategy progress report to December 2013 Education PDS.
<b>Summer Term Update September 2013</b>  Amber	Progress on this action is planned for the Autumn term pending agreement of the Education, Care and Health senior management team to the Terms of Reference and Methodology.	
Ensuring that the local authority has an overview and is able to publicise the support that is available to young people in Bromley to enable them to participate in Education, Employment and Training (EET).  <b>Lead Officer: Paul King</b>	Ensure that the information provided by the Borough accurately and comprehensively reflects the full range of support available to young people in Bromley to enable them to participate in EET.	



**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Authorisation for update to Bromley Education Business Partnership (BEBP) website was confirmed in July 2013 with the update due for completion in September 2013. This will enable improved signposting of opportunities and access to programme details via hyperlink from the Bromley website.</p> <p>The BEBP steering group provides opportunities for stakeholders to disseminate information about opportunities in their sector with a stakeholder reception planned for September (promotional audio-visual material prepared during June /July).</p> <p>Review and update of Young Bromley web pages completed with the cross council review of Employment and Training web based information on going.</p>	
<p>Providing additional support to young people who are identified as at risk of or who are not participating remain in education, employment and training (NEET).</p> <p><b>Lead Officer: Paul King</b></p>	<p>Ensure that all identified young people in year 10 are being supported to continue in EET at the end of Year 11.</p> <p>Ensure that all identified young people in year 11/12 will be making successful transition at end of school and college year.</p>	<p>Work with identified young people in year 9 to consider course choices available as a basis for making transition.</p> <p>Verify that all identified year 11/12 school leavers have made a successful transition. Ensuring that those requiring additional support are allocated to a named worker within the Bromley Targeted Youth Support Programme.</p>

**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

This will be achieved by:		
	Actions for 2013	
Aims	Summer Term	Autumn Term
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Bromley Education Business Partnership (BEBP) joined the Bromley Youth Support Programme (BYSP), providing between April and July 2013:-</p> <ul style="list-style-type: none"> <li>• N'Gage (Employability Programme) to 124 pupils 'at risk' in Year 10/11</li> <li>• Pre-apprenticeship programme delivered to 14 post-16 NEETs, 5 of whom have achieved apprenticeships to date</li> <li>• Extended work experience programmes for 20+ KS4 pupils with 12 accredited outcomes of NVQ1 certificate in Customer Service</li> <li>• Mentoring support programme for 80+ young people</li> <li>• Flexible learning programme for 80+ young people</li> <li>• Visits to 250+ employers to confirm approval as placement providers for work experience and/or apprenticeship</li> <li>• Enterprise and employability activities for 1004 young people</li> </ul> <p>Bromley Youth Support Programme (BYSP) is currently working with 140 young people and during April – July:-</p> <ul style="list-style-type: none"> <li>• Received 72 referrals from different agencies across the borough.</li> <li>• Been in contact with 563 NEET young people, of which 248 have been substantially worked with by Bromley Youth Support Programme.</li> <li>• Received 14 Year 10 referrals from schools</li> <li>• Worked intensively with 34 young people who have no offer of a place in Education, Employment and Training for September 2013 onwards.</li> </ul> <p>Throughout the summer period, BYSP provided a summer programme including park activities 6 days a week, and local activity days in the 4 Youth Hubs. These provide opportunities to inform young people about the BYSP programme offer and the support available to them especially in respect of continuing in Education, Employment and Training.</p>	

**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Support young people to remain in education, employment and training (particularly young people who are in or leaving care, known to the YOT or have a disability) through the targeted information, advice and guidance (IAG) support programme.</p> <p><b>Lead Officer: Paul King</b></p>	<p>Support all identified young people in year 10 to start working on college applications.</p>	<p>Work with identified young people in year 9 to consider course choices available.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>138 young people received 1:1 information, advice and guidance through Bromley Education Business Partnership (BEBP) N'Gage and PAP projects</p> <p>The BEBP has co-ordinated work experience for Looked After Children (LAC) as required and provided mentoring programmes to Leaving Care and young people known to the Youth Offending Team (YOT).</p> <p>Bromley Youth Support Programme has continued to identify Looked After Children/Youth Offending Team NEET and support processes including:-</p> <ul style="list-style-type: none"> <li>• Working with Bromley College to ensure that LAC young people are aware of opportunities available through the college.</li> <li>• Development of 2 drop in sessions at Bromley College to support young people</li> </ul>	
<p>Ensuring the Borough's participation information and tracking services are comprehensive and, in particular, that they provide a practical basis for identifying and supporting young people who are at risk of not participating in EET or who are NEET.</p> <p><b>Lead Officer: Paul King</b></p>	<p>Implement any changes required to ensure that the Borough's participation information and tracking services are comprehensive and able to support the timely identification of young people who are at risk of not participating in EET or who are NEET.</p> <p>Consult with schools and colleges on the outcome of RONI (Risk of Neet Indicators) analysis as a basis for agreeing a trial to introduce RONI as a basis for targeted early intervention work.</p>	<p>Trial the application of RONI as a basis for targeted early intervention work.</p>

**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Bromley Education Business Partnership (BEBP) maintains extensive data management systems including attendance tracking for flexible learning/work experience opportunities delivered by BEBP.</p> <p>Data extracted enabled the referral of 200+ Year 11 leavers to the Bromley Youth Support Programme and enabled tracking of the BEBP programme participants through to age 19 with 3,686 interventions recorded for the period (telephone calls, letters and face to face contacts).</p> <p>BYSP has scheduled a programme of school visits for the autumn term to introduce the 'at Risk of NEET Indicators' (RONIS) to schools and to agree processes for a) early identification of students at risk of NEET and b) early notification of 6<sup>th</sup> form drop outs.</p>	
<p>Provide young people with opportunities to enter employment through the creation of the three year Bromley youth employment programme aimed at unemployed residents aged 18 -24 by way of apprenticeships and internships.</p> <p><b>Lead Officer: Hannah Jackson</b></p>	<p>Report the first quarterly monitoring report on the provider's performance to the Participation in Education, Employment or Training (PEET) panel and undertake further contract monitoring activity as appropriate.</p>	<p>Report the second quarterly monitoring report on the provider's performance to the PEET panel and undertake further contract monitoring activity as appropriate.</p>
<p><b>Summer Term Update September 2013</b></p> <p>Amber</p>	<p>The project was launched as planned however subsequent progress commenced later than anticipated leading to a review of milestones. The Participation in Education, Employment and Training (PEET) panel continue to monitor progress on a bi-monthly basis and a full report will be provided to Executive and Resources PDS on 13th November.</p>	

**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<p>Ensure that BAEC meets the targets set by the SFA to deliver approved qualifications for adult learners. Courses include: level 1 courses for adults referred by Job Centre Plus (JCP) to help support them into employment, adult basic skills (literacy, numeracy and English language), ICT, business and administration, and independent living courses for adults with learning difficulties.</p> <p><b>Lead Officer: Carol Arnfield, Head of Service, Adult Education</b></p>	<p>Review progress made towards Skills Funding Agency (SFA) allocation targets in spring term. Plan interventions if underperformance identified (provision in addition to that listed below)</p> <p>Key targets for summer term</p> <ul style="list-style-type: none"> <li>• 15 new JCP targeted courses</li> <li>• 10 ICT, Business &amp; Admin</li> <li>• 5 new language courses</li> </ul> <p>Plan SFA funded provision for autumn term to meet 2013/14 SFA funding targets</p> <p>Prepare a report for the Education Portfolio Holder on the future options of the BAEC.</p>	<p>Submit final data return to SFA reporting end of 2012/13 full year performance.</p> <p>Review progress against enrolment targets for full year courses (adult basic skills and independent living courses for adults with learning difficulties).</p>

**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

This will be achieved by:		
	Actions for 2013	
Aims	Summer Term	Autumn Term
<p><b>Summer Term Update September 2013</b></p> <p>Green</p>	<p>Skills Funding Agency (SFA) funding targets reviewed and on target to be met by submission of final return. 23 targeted accredited courses ran including Retail, CV, Job Search and Interview Skills, Child Care, Adult Social Care, Hospitality and Universal Job Match. In addition, there were 10 ICT and Office Skills, 3 Level 1 Book Keeping and 1 Level 1 Business accredited courses run during the summer term.</p> <p>7 new language courses were planned of which 4 ran (3 attracted insufficient numbers to be viable) including 2 which were week long intensive courses in basic Spanish and French, which was a new mode of delivery for the BAEC.</p> <p>A programme of courses to meet the SFA rules is planned for 2013/14. Enrolment for 2013/14 opened on 10<sup>th</sup> June 2013 and the printed brochure commenced circulation on 2<sup>nd</sup> July 2013.</p> <p>As at 31<sup>st</sup> July 2013, the provisional retention rate for adult skills courses (post 16 years) was 92% and the provisional attendance figure was 87%.</p> <p>A report on the 'Broader Examination of the Role of Bromley Adult Education College and Lifelong Learning' was presented at the Education PDS meeting on 3rd July (report item ED 13068 <a href="#">Education PDS 2nd July 2013 - Item 8e</a>)</p>	

**Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

<b>This will be achieved by:</b>		
	<b>Actions for 2013</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<b>We will measure achievement by:</b>		
<p>At the end of the Summer Term the Borough will have a comprehensive overview of support that is available to young people in Bromley to enable them to participate in EET. By Dec 2013</p> <ul style="list-style-type: none"> <li>the Borough will know the EET participation school leavers for 95% of all school leavers and others of school leaving age;</li> <li>more than 85% of all school leavers and others of school leaving age will be in EET</li> </ul> <p>At the end of the three year project (2013-2016) a minimum of 80 eligible participants are employed as an apprentice or an intern a minimum of:</p> <ul style="list-style-type: none"> <li>70% of the total number of participants achieve sustainable employment;</li> <li>80% of apprentices achieve an industry recognised qualification within a framework recognised by the National Apprenticeship Service</li> <li>50% of interns complete 18 hours or more of continuous professional development</li> </ul> <p>Adult Education College (available at the end of the Summer Term reported in Autumn):</p> <ul style="list-style-type: none"> <li>retention at adult skills courses for post 16 years is greater than 90%</li> <li>attendance at adult skills courses for post 16 years is greater than 84%</li> <li>achievement at adult skills courses for post 16 years is greater than 83%</li> </ul>		

## **Glossary of Terms - Education Portfolio Priorities Summer Term Update**

AD	Assistant Director
ASD	Autistic Spectrum Disorder
BAEC	Bromley Adult Education College
BEBP	Bromley Education Business Partnership
BSWG	Behaviour Services Working Group
BYSP	Bromley Youth Support Programme
CAF	Common Assessment Framework
CE	Church of England
CPD	Continuing Professional Development
DFE	Department for Education
EET	Education, Employment or Training
EHC	Education, Health and Care
IAG	Information, Advice and Guidance
INSET	In Service Training Day
JCP	Job Centre Plus
LA	Local Authority
LAC	Looked after Children
LBB	London Borough of Bromley
LDD	Learning Difficulties and/or Disabilities
MAT	Multi Academy Trust
NEET	Not in Education, Employment or Training
NQT	Newly Qualified Teachers
PAP	Pre Apprenticeship Programme
PDS	Policy, Development and Scrutiny
PEET	Participation in Education, Employment or Training
PSAG	Primary Schools Advisory Group
RC	Roman Catholic
RONIS	Risk of NEET Indicators
RPA	Raising the Participation Age
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SFA	Skills Funding Agency
UTC	University Technical College
VFM	Value for Money
YOT	Youth Offending Team



Report No.  
ED13081

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

**Date:** Tuesday 17 September 2013

**Decision Type:** Non-Urgent Non-Executive Non-Key

**Title:** OFSTED REPORTS AND FOLLOW-UP ITEMS ON UNDER PERFORMING SCHOOLS

**Contact Officer:** Nina Newell, Interim Head of Schools and Early Years Quality Assurance and Commissioning  
E-mail: nina.newell@bromley.gov.uk

**Chief Officer:** Executive Director of Education, Care & Health Services

**Ward:** Borough Wide

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1. Reason for report
  2. To provide an update on the schools identified as underperforming.
  3. To provide an updated list of Ofsted gradings and details from recent Ofsted visits, plus any recent inspection activity.
- 

## 2. RECOMMENDATION(S)

Education PDS Members are asked to note and comment on the updated information provided in this report.

### Corporate Policy

1. Policy Status: Existing Policy
  2. BBB Priority: Children and Young People
- 

### Financial

1. Cost of proposal: Not Applicable
  2. Ongoing costs: Not Applicable for providing this reference
  3. Budget head/performance centre: Education
  4. Total current budget for this head: £498,390
  5. Source of funding:  
Revenue Support Grant £115,180; Dedicated Schools Grant £383,210
- 

### Staff

1. Number of staff (current and additional): 7.5
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: None:
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): All maintained primary, special and secondary schools (currently 59)
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### 3. COMMENTARY

#### Ofsted Inspections

- 3.1 Since the last report in July 2013 there have been four further Ofsted Inspections. One of these, Unicorn Primary School, is not yet published and the judgement cannot therefore be reported at this stage as it could still be subject to change. Of the remaining three the judgements are as follows:-

School	Judged as	Previously judged as
Scotts Park Primary	Requires Improvement	Good
St Mary Cray	Requires Improvement	Satisfactory
Burwood	Requires Improvement	Satisfactory

- 3.2 A package of support will be in place from September to support improvement within these schools.
- 3.3 Three schools previously considered as High Priority and receiving the highest level of support will be converting to academy status on 1<sup>st</sup> September 2013; Royston Primary, Grays Farm Primary and Malcolm Primary.
- 3.4 Detail of Ofsted gradings for all Bromley maintained schools is attached at **Appendix 1**.

#### Monitoring Visits

- 3.5 There have been Ofsted Monitoring Visits at the following schools: Blenheim Primary, Bromley Road Infants, Edgebury Primary, Gray's Farm Primary, Hawes Down Juniors, Malcolm Primary, Poverest Primary, Royston Primary, St George's CE Primary Bickley, St John's CE Primary.
- 3.6 Key Issues for Special Measures and Requires Improvement Schools, along with outcomes of HMI monitoring visits, are included at **Appendix 2**.
- 3.7 Ofsted Inspection Outcomes of Academy Schools are included at **Appendix 3**.

### 4. PERSONNEL IMPLICATIONS

- 4.1 Where staff performance is identified as a contributing factor in schools placed in a category requiring intervention, performance management procedures already in place within the school should be applied. This will ensure that any staff performance issues are dealt with fairly and consistently with appropriate support for the individuals concerned. Advice and support in the application of these procedures is available from Human Resources. Subject to the inspection findings, it may also be appropriate to identify and commission additional support to these schools on a range of issues including training, coaching, case management, etc. If appropriate, HR will work with the school leadership to understand the "people issues" arising from the inspection findings.

<b>Non-Applicable Sections:</b>	<b>POLICY IMPLICATIONS FINANCIAL IMPLICATIONS LEGAL IMPLICATIONS</b>
Background Documents: (Access via Contact Officer)	

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<b>Bromley LA maintained schools - Ofsted Inspection Outcomes – July 2013</b>				
<b>Primary School</b>	<b>Current Judgement</b>	<b>Date</b>	<b>Previous Inspection</b>	<b>Date</b>
Alexandra Infant	Outstanding	May-11	Good	Oct-07
Alexandra Junior	Good	Nov-12	Satisfactory	Mar-10
Bickley Primary	Good	May-09	Satisfactory	May-06
Blenheim Primary	Requires improvement	Nov-12	Satisfactory	Nov-10
Bromley Road Infant	Requires improvement	Feb-13	Satisfactory	Nov-10
Burnt Ash Primary	Satisfactory	Jan-12	Good	Sep-08
Castlecombe Primary	Good	Nov-11	Good	May-09
Chelsfield Primary	Good	Sep-12	Good	Nov-07
Chislehurst Primary	Good	Mar-09	Good	Nov-05
Churchfields Primary	Satisfactory	Oct-11	Good	Jan-09
Clare House Primary	Good	May-12	Satisfactory	Oct-08
Cudham CE Primary	Good	Nov-09	Satisfactory	Oct-06
Darrick Wood Junior	Good	Oct-12	Satisfactory	Oct-09
Dorset Road Infant	Good	Mar-11	Good	May-08
Downe Primary	Good	Oct-11	Good	Jan-07
Edgebury Primary	Requires Improvement	Apr-13	Outstanding	Jan-09
Farnborough Primary	Outstanding	Nov-12	Good	Jan-08
Gray's Farm Primary	Special Measures	Jun-12	Notice to Improve	Mar-11
Hawes Down Infant	Good	Feb-09	Good	Oct-05
Hawes Down Junior	Requires improvement	Jan-13	Good	Jul-08
Highfield Infant	Outstanding	Jan-08	Good	Nov-03
Highfield Junior	Outstanding	Jan-09	Good	Sep-05
Holy Innocents	Satisfactory	Nov-11	Good	Feb-07
James Dixon Primary	Good	Feb-13	Satisfactory	Mar-11
Keston CE Primary	Outstanding	Jun-09	Good	Jul-06
Leesons Primary	Good	Feb-12	Satisfactory	Jun-09
Malcolm Primary	Special Measures	Oct-12	Satisfactory	Sep-09
Manor Oak Primary	Good	Feb-13	Satisfactory	Mar-11
Marian Vian Primary	Good	Jun-12	Outstanding	Sep-06
Mead Road Infants	Outstanding	Mar-09	Outstanding	Nov-05
Midfield Primary	Good	Nov-10	Satisfactory	Sep-07
Mottingham Primary	Good	May-11	Notice to Improve	Jan-10
Oak Lodge Primary	Satisfactory	Nov-11	Good	Mar-09
Oaklands Primary	Good	Dec-10	Infant – Outstanding Junior – Sp Measures	Feb-07 Mar-07
Parish CE Primary	Outstanding	Nov-11	Good	Jun-07
Perry Hall Primary	Outstanding	Nov-11	Good	Mar-09
Poverest Primary	Requires improvement	Jan-13	Satisfactory	Sep-09
Pratts Bottom Primary	Good	Feb-11	Good	May-08
Princes Plain Primary	Good	Nov-11	Outstanding	May-09
Raglan Primary	Good	Jun-10	Good	Jun-07
Red Hill Primary	Good	Sep-11	Satisfactory	Jul-09
Royston Primary	Special Measures	Mar-12	Satisfactory	May-09
<b>Scotts Park Primary</b>	<b>Requires Improvement</b>	<b>Jun-13</b>	<b>Good</b>	<b>May-09</b>
Southborough Primary	Good	Jul-11	Satisfactory	Mar-08
St Anthony's RC Primary	Satisfactory	Feb-12	Satisfactory	Oct-08
St George's CE Primary	Requires improvement	Feb-13	Satisfactory	Feb-10
St John's CE Primary	Special Measures	Dec-12	Satisfactory	Jul-11
St Joseph's RC Primary	Good	Oct-10	Notice to Improve	Jun-09
St Mark's CE Primary	Good	May-11	Good	Sep-07
<b>St Mary Cray Primary</b>	<b>Requires Improvement</b>	<b>Jun-13</b>	<b>Satisfactory</b>	<b>Jul-11</b>
St Mary's RC Primary	Good	Sep-08	Good	Sep-05
St Paul's Cray CE Primary	Satisfactory	Feb-12	Good	Jun-09
St Peter and St Paul Catholic	Satisfactory	Nov-11	Good	Mar-09
St Philomena's RC Primary	Good	May '10	Good	Jun-07
St Vincent's RC Primary	Outstanding	Apr-07	Good	Feb-01
The Highway Primary	Good	Nov-09	Satisfactory	Nov-06
<b>Unicorn Primary</b>	<b>Pending</b>	<b>July-13</b>	<b>Good</b>	<b>Sep-09</b>
Wickham Common Primary	Good	Oct-08	Good	Oct-03
Worsley Bridge Junior	Good	Jan-13	Satisfactory	Oct-10
<b>Secondary and Special Schools</b>				
St Olave's and St Saviour's	Outstanding	Nov-06	Good	Jan-02
<b>Burwood</b>	<b>Requires Improvement</b>	<b>Jun-13</b>	<b>Satisfactory</b>	<b>May-11</b>
Glebe	Outstanding	May-10	Outstanding	Jun-07
Marjorie McClure	Good	May-11	Outstanding	Jun-08
Riverside	Good	Nov-11	Outstanding	Feb-09



**LA Maintained Schools**  
**Key Issues of Schools with Ofsted Judgements of Requires Improvement and Special Measures for PDS August 2013**

School / Date of Ofsted Inspection	Ofsted Judgement	Ofsted Monitoring Visit Outcome
<b>Full Inspections June / July 2013</b>		
Burwood School 26 June 2013	Requires Improvement	<b>Key Issues</b> <ul style="list-style-type: none"> <li>• Make sure all staff apply policies and procedures consistently so as to improve behaviour over time and reduce the number of days students are excluded for short periods of time because of poor behaviour;</li> <li>• Improve the quality of teaching and learning</li> </ul>
St Mary Cray Primary School 26 June 2013	Requires Improvement	<b>Key Issues</b> <ul style="list-style-type: none"> <li>• Improve the quality of teaching so that it is consistently good.</li> <li>• Raise attainment in reading and writing, especially in KS2</li> <li>• Improve the effectiveness of leadership and management</li> </ul>
Scotts Park Primary School 18 June 2013	Requires Improvement	<b>Key Issues</b> <ul style="list-style-type: none"> <li>• Raise the quality and consistency of teaching so more is outstanding</li> <li>• Raise pupils' achievements further ;</li> <li>• Improve leadership and management</li> </ul>
<b>Monitoring Inspection Visits (most recent highlighted)</b>		
Blenheim Primary School Inspected 29 November 2012	Requires Improvement.	<b>1<sup>st</sup> Monitoring Visit – 17 April 2013</b> School leaders and governors have begun to take effective action to tackle the areas for improvement identified at the recent section 5 inspection.
Bromley Road Infant School Inspected 26 February 2013	Requires Improvement	<b>1<sup>st</sup> Monitoring Visit – 17 June 2013</b> Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.
Edgebury Primary School Inspected 23 April 2013	Requires Improvement	<b>1<sup>st</sup> Monitoring Visit – 8 July 2013 (not yet published)</b>
Gray's Farm Primary School Inspected 27 June 2012	Special Measures	<b>1<sup>st</sup> Monitoring Visit – 4 December 2012</b> The school is not making enough progress towards the removal of special measures  <b>2<sup>nd</sup> Monitoring Visit – 13 March 2013</b>

School / Date of Ofsted Inspection	Ofsted Judgement	Ofsted Monitoring Visit Outcome
		<p>The school is making reasonable progress towards the removal of special measures</p> <p><b>3<sup>rd</sup> Monitoring Visit – 18 July 2013</b> The school is making reasonable progress towards the removal of special measures.</p>
Hawes Down Junior School Inspected 10 November 2013	Requires Improvement.	<p><b>1<sup>st</sup> Monitoring Visit – 6 June 2013</b> Senior leaders and governors are taking effective action to tackle the areas requiring improvement.</p>
Malcolm Primary School Inspected 9 October 2012	Special Measures	<p><b>1<sup>st</sup> Monitoring Visit – 24 January 2013</b> The local authority statement of action is fit for purpose The school's improvement and action plans are fit for purpose</p> <p><b>2<sup>nd</sup> Monitoring Visit – 18 July 2013</b> The school is making reasonable progress towards the removal of special measures</p>
Poverest Primary School Inspected 17 January 2013	Requires Improvement.	<p><b>1<sup>st</sup> Monitoring Visit – 18 April 2013</b> Senior leaders and governors are taking effective action to tackle the areas requiring improvement.</p>
Royston Primary School Inspected 14 March 2012	Special Measures	<p><b>1<sup>st</sup> Monitoring Visit – 19 September 2012</b> The school is making reasonable progress towards the removal of special measures</p> <p><b>2<sup>nd</sup> Monitoring Visit – 23 January 2013</b> The school is not making enough progress towards the removal of special measures</p> <p><b>3<sup>rd</sup> Monitoring Visit – 8 May 2013 (published June 2013)</b> The school is making reasonable progress towards the removal of special measures</p>
St George's Bickley CofE Primary School Inspected 26 February 2013	Requires Improvement.	<p><b>1<sup>st</sup> Monitoring Visit – 23 May 2013 (published June 2013)</b> The school's action plan has appropriate actions to tackle the weaknesses identified by the previous inspection and provides an effective stepping stone for longer term planning.</p>



School / Date of Ofsted Inspection	Ofsted Judgement	Ofsted Monitoring Visit Outcome
St John's CE Primary School Inspected 12 December 2012	Special Measures	<p><b>1<sup>st</sup> Monitoring Visit – 19 March 2013</b> The local authority statement of action is fit for purpose. The school's improvement plan is fit for purpose.</p> <p><b>2<sup>nd</sup> Monitoring Visit – 24 May 2013 (made public June 2013)</b> The school is not making enough progress towards the removal of special measures.</p>

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## Ofsted Inspection Outcomes for Bromley Academy Schools – 31 July 2013

Name of School	Last school inspection before conversion	Date	Inspection post academy conversion	Date
<b>Primary Schools</b>				
Balgowan	Good	Jan '08	Good	Mar '13
Biggin Hill	Satisfactory	Feb '09	Inadequate	May '13
Crofton Infant	Good	Oct '10		
Crofton Junior	Good	Nov '08		
Darrick Wood Infant	Outstanding	Nov '09		
Green St Green	Outstanding	May '09		
Hayes Primary	Good	July '08	Good	Mar '13
Hillside	Satisfactory	Jun '12		
Pickhurst Infant	Outstanding	Nov '07		
Pickhurst Junior	Outstanding	Jul '11		
Stewart Fleming (The Pioneer Academy)	Good	Jun '11		
St James RC	Outstanding	Sep '07		
Tubbenden	Satisfactory	Jan '11	Good	Mar '13
Valley	Outstanding	Dec '08		
Warren Road	Outstanding	Mar '08		
<b>Secondary Schools</b>				
Beaverwood	Good	Nov '07	Good	Feb '13
Bishop Justus	Good	Jan '09	Good	May '12
Bullers Wood	Outstanding	May '11		
Charles Darwin	Good	Sept '08		
Coopers	Good	Dec '09		
Darrick Wood	Outstanding	Apr '09		
Kelsey Park (Harris Beckenham)	Satisfactory	Dec '10		
Cator Park (Harris Bromley)	Satisfactory	Feb '09	Satisfactory	Nov '11
Hayes School	Outstanding	Mar '11	Outstanding	June '13
Kemnal Technology College	Outstanding	Feb '09	Good	June '13
Langley Park School for Boys	Outstanding	Oct '06		
Langley Park School for Girls	Outstanding	Feb '09	Good	Apr '12
Newstead Wood	Outstanding	May '10		
Ravens Wood	Outstanding	Nov '07	Pending	June '13
The Priory	Good	Jan '12		
The Ravensbourne	Good	Jan '10		

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Report No.  
ED13085

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Executive

**Date:** For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 17 September 2013

For Decision by Executive on 16 October 2013.

**Decision Type:** Non-Urgent Executive Key

**Title:** Commissioning Review of Education Services

**Contact Officer:** Laurence Downes, Commissioner, Education and Children's Social Care  
Tel: 020 8313 4805 E-mail: laurence.downes@bromley.gov.uk

**Chief Officer:** Terry Parkin, Executive Director, Education and Care Services

**Ward:** All Wards

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#### 1. Reason for report

Reviews of a number of different services have taken place as part of the Bromley Commissioning Programme (endorsed by Executive 3 April 2013) to consider future delivery options to assist in the achievement of the Council's Target Operating Model as a '...commissioning organisation, determining who is best placed to deliver high quality services based on local priorities and value for money principles'.

Education Services is one of the service areas reviewed as part of the Commissioning Programme. The recommendations of the Commissioning Review for Education Services are:

- To commence market testing for the delivery of Education Services (as specified in this report) via a tendering process for a single 'bundle' of services;
- To commence discussions with relevant schools a contract for services for the Primary and Secondary Hearing Impairment provision;
- To retain a limited amount of in-house capacity (in relation to the services in the scope of this report) to ensure the Council can provide appropriate strategic leadership in the delivery of Education Services.

This report seeks approval from the Portfolio Holder to commence with the implementation of the Commissioning Review recommendations, subject to final approval from Executive.

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## **2. RECOMMENDATION(S)**

**The Education Portfolio Holder asks the Education Policy Development and Scrutiny Committee to consider and provide views to the Executive about the proposals for:**

- i. market testing for all relevant Education Services (as specified in Table 1) via a tendering process for a single 'bundle' of services for a contract with a minimum term of five years with appropriate extension options;**
- ii. the commencement of discussions with relevant schools for a contract for services for the Primary Hearing Impairment Unit and Secondary Deaf Centre;**
- iii. the retention of appropriate in-house capacity (in relation to the services in the scope of this report) to ensure the Council can provide strategic leadership and management of the delivery of Education Services, with the details to be finalised aligned with the market testing of services and the on-going Baseline Review process;**
- iv. sustained sold service delivery for relevant Education Services (as specified in 3.18) so that they can form part of the market testing approach for the future delivery of services.**

**Subject to the views of the Education Policy Development and Scrutiny Committee the Executive is asked to approve the recommendations set out in i. to iv. above; and**

- a. agree that the market testing programme will be overseen by the Commissioning Board;**
- b. agree that a further report detailing the outcome of the market testing and recommendations be brought back to a later meeting of the Executive.**

## Corporate Policy

1. Policy Status: Existing Policy: Commissioning Programme; Academy Agenda.
  2. BBB Priority: Children and Young People Excellent Council:
- 

## Financial

1. Cost of proposal: Estimated Cost:  
£6,495,030 Controllable Budget (**excluding** DSG/RSG recharges, income and grants)  
£1,867,780 Controllable Budget (**including** DSG/RSG recharges, income and grants)
  2. Ongoing costs: Recurring Cost:
  3. Budget head/performance centre: Education Services (121, 136, 122, 132, 118)
  4. Total current budget for this head:  
£44,084,700 Controllable Budget (**excluding** DSG/RSG recharges, income and grants)  
£6,281,320 Controllable Budget (**including** DSG/RSG recharges, income and grants)
  5. Source of funding: Dedicated Schools Grant / Revenue Support Grant
- 

## Staff

1. Number of staff (current and additional): 115.8 FTE (estimated)
  2. If from existing staff resources, number of staff hours:
- 

## Legal

1. Legal Requirement: Statutory Requirement:
  2. Call-in: Applicable:
- 

## Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Parents and children in receipt of Education Services in Bromley
- 

## Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

### **3. COMMENTARY**

#### **Background**

##### **The Commissioning Programme**

- 3.1 On 3 April 2013, Executive approved the recommendation of the Commissioning Team Programme Budget report (DRR13/043) to implement the Commissioning Programme. The Commissioning Programme is a programme of service reviews to embed the implementation of the Council's Target Operating Model as '...a Commissioning Organisation determining who is best placed to deliver high quality services based on local priorities and value for money principles'. Each service review would consider future delivery models for the service. The reviews were carried out in conjunction with (but separately from) Baseline Reviews that would consider the level of service delivery for each service.
- 3.2 Ten service areas, including Education Services, were identified to be reviewed as part of the first phase of the Commissioning Programme.

##### **The Education Covenant**

- 3.3 On 19 March 2013, the Education Policy & Development Scrutiny Committee considered the recommendations (subsequently approved by the Education Portfolio Holder) of the Future Role in Education Services report (ED13032). This report was approved by Executive on 3<sup>rd</sup> April 2013.
- 3.4 The paper outlined a new strategic position for the role of the Local Authority in relation to Education Services as embodied by the Education Covenant. This describes the Local Authority adopting the role of community champion on behalf of parents and their children, holding schools to account and ensuring an adequate supply of high quality school places. Schools are encouraged to be independent of the Local Authority while the Local Authority is responsible for the delivery of statutory services but is not necessarily the provider of those services. Statutory services should be delivered at the de minimis level (the definition of the de minimis level being developed via the Baseline Reviews). Non-statutory services, including sold services, should be decommissioned except where there is a clear evidence base to continue with a service due to the risk of increased cost or reputational risk to the Council as a result or, for sold services, where this could form part of a commissioned service.

##### **The Academy Agenda**

- 3.5 The policy in Bromley is to encourage and facilitate academy conversion for all Bromley schools. Currently 16 of the 17 secondary schools have converted to academy status, with the remaining school fully intending to convert. 16 of the 74 primary schools have converted to academy status, with a further 18 in the process of conversion. In addition, a further 11 schools are in the early stages of applying for academy conversion. As a result, at least 58% of primary schools have either converted or are in the process of academy conversion. It is not unreasonable to assume that most, if not all, schools may have converted to academy status by the 2015/16 academic year. As more schools convert to academy status, the Dedicated Schools Grant funding received by the LA is reduced proportionately as are the statutory duties placed upon the LA to deliver services to schools.

#### **The Services**

- 3.6 The Education Services covered by the Commissioning Review are outlined in the table below (Table 1), with a summary of the services they provide. Discretionary services are shown in *italics*.



3.7 In taking forward the recommended options from the Commissioning Review, the specification for each service will need to be defined and informed by the outcomes of the Baseline Review process. A key part of the specification will be to identify the expected outcomes for each service and the relevant performance indicators, together with any deliverables of the service that need to be clearly defined and specified.

**Table 1: Services**

<b>Service</b>	<b>Services Provided</b>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Co-ordination of admissions to schools.</li> <li>• Providing information to parents.</li> <li>• Managing fraudulent applications and appeals from parents.</li> <li>• Following statutory processes when closing, opening or altering schools, including consultations.</li> <li>• Administrating Home to School grants.</li> <li>• Assessment of entitlement to Free School Meals.</li> <li>• <i>Sold Service (Free School Meals assessment Academies).</i></li> </ul>
<b>Strategic Place Planning and Capital Management</b>	<ul style="list-style-type: none"> <li>• Securing sufficient education places, the strategic planning of number of pupil places in Bromley in the short, medium and longer term.</li> <li>• Strategic planning and commissioning role in administering the Basic Needs Capital Grant to support agreed expansions of schools to accommodate pupil numbers.</li> </ul>
<b>Education Welfare</b>	<ul style="list-style-type: none"> <li>• Prosecuting parents in cases where their child has a record of consistent non-attendance at school, including Education Supervision Orders and School Attendance Orders.</li> <li>• Establishing identities of children not receiving suitable education.</li> <li>• Licence applications for children taking part in performance or paid sports and modelling work.</li> <li>• <i>Prevention Activities for maintained schools.</i></li> <li>• <i>Sold Service – prevention activities for Academies.</i></li> </ul>
<b>Behaviour Services</b>	<ul style="list-style-type: none"> <li>• Statutory responsibility to educate any child that has been excluded from full-time education for more than six days and to make arrangements for the provision of suitable education for each child who is unable to attend full-time education due to illness, exclusion or other reasons.</li> <li>• Teachers for home/hospital tuition for pupils on an individual basis.</li> <li>• <i>Flexible Learning Provision.</i></li> </ul>
<b>School Standards</b>	<ul style="list-style-type: none"> <li>• The service focuses on school standards mainly in maintained schools and therefore the majority of staff are focussing their work in Primary schools. Other functions associated with curriculum development, governor support and teacher training form part of the 'Adult Education' team.</li> <li>• The team focus their work with schools causing concern ensuring the Local Authority meets its statutory obligations for standards in maintained schools.</li> </ul>

Service	Services Provided
<b>Workforce Development &amp; Governor Services</b>	<ul style="list-style-type: none"> <li>The Council has a statutory responsibility to provide Governor support, training and development to maintained schools.</li> <li><i>Sold Service (governor services to academies and broader professional development courses to all schools)</i></li> </ul>
<b>Early Years</b>	<ul style="list-style-type: none"> <li>Securing the sufficiency and quality of statutory free places for 2, 3 and 4 year olds.</li> <li>Administering approval of payments for statutory free places in terms of eligibility.</li> <li>Information, advice and training to childcare providers. Information, advice and assistance to parents.</li> </ul>
<b>SEN Inclusion Support</b>	<ul style="list-style-type: none"> <li>The Educational Psychological Service meets the Local Authority's statutory responsibility to provide advice for children's statements of Special Educational Needs (SEN);</li> <li><i>Sold Service (additional Educational Psychology services to maintained schools and academies).</i></li> <li>A group of peripatetic teachers are employed as specialists working in a range of services with designated groups of children. These services have teachers who generally work with the children in the educational establishment that they attend.</li> <li>The Darrick Wood Primary Hearing Impairment Unit, located at The Griffins on the Darrick Wood campus, provides 18 places for children who have hearing impairment.</li> <li>The Darrick Wood Secondary Unit for children with hearing impairment in the secondary phase of their education is located in two classrooms of the Darrick Wood Academy.</li> </ul>

3.8 There are a number of Education Services that were not included as part of this Commissioning Review. These are:

- Special Educational Needs (other than those services identified above) – Bromley has National Pathfinder status to trial and test proposals in the Government's SEN and Disability Green Paper, 'Support and Aspiration'. It is not appropriate at this time to include the majority of SEN services within the Commissioning Review until the new models of delivery have been implemented and reviewed.
- Bromley Adult Education – this is subject to a separate review.
- Behaviour Services – aspects of Behaviour Services (Behaviour Support preventative activities, Respite provision, etc.) are currently subject to a separate review.
- Bromley Nursery Provision – this is subject to a separate procurement exercise.
- The Phoenix Centre and pre-school SEN support – this will be subject to a separate review.
- Human Resources and Finance (Education) – both subject to a separate review.

3.9 In addition, there are a number of Council services to schools on a sold service basis that do not form part of this review. This is because they tend to be services open to a varied customer base of which schools are but one customer, e.g. Waste Disposal, Grounds Maintenance and so on. Other Education related services are not included in the review because they sit outside the Education department, e.g. Educational Visits, Research and Statistics, Payroll and Insurance.

Separate decisions will need to be made on whether these services continue providing a sold service offer to schools.

### **The Commissioning Review**

- 3.10 The Commissioning Review consists of three stages. The first stage considers the range of commissioning options and identifies the preferred options for further exploration. These options are considered in more detail in the second and third stages of the Review process, the outcome of the third stage being to agree recommendations for formal approval by the Portfolio Holder and Executive as required. The Review process is overseen by the Commissioning Board which includes the Portfolio Holder for Resources, the Portfolio Holder for Education, the Leader of the Council and Chief Officers.
- 3.11 The Commissioning Board agreed at the Stage 1 process that the preferred options for the future delivery of Education Services were: market testing for the delivery of services by an external organisation(s); delivery by schools for appropriate services via the delegation of budgets or a contract for services as appropriate; together with the limited retention of in-house capacity. As a result, soft market testing was undertaken to establish the market readiness for the contracted delivery of services, the outcome of which has led to completion of the Review process and the agreed recommendations for formal approval.
- 3.12 Other delivery options were considered at the Stage 1 process. Wholesale retained in-house delivery was not taken forward as an option as it does not meet the Council's Target Operating Model of a commissioning-led organisation or the aim to support independence and autonomy for Bromley schools. The impact of on-going funding reductions to both DSG and RSG means that in-house delivery may not be affordable or sustainable in the long term. Shared services was rejected as an option due to the time and cost it would take to implement, the uncertainty as to whether a shared services model could be successfully agreed across all, or even some, services and the limited savings that would result.

### **Proposed Options for Future Delivery**

- 3.13 It is proposed that the future delivery model for the Education Services included within the Commissioning Board's review is as follows:
- i. Limited retention of in-house capacity to act as an 'intelligent client' and to provide strategic leadership for Education, particularly around the duty on the sufficiency and quality of school places and early years provision;
  - ii. Agree a contract for services for the Darrick Wood Primary Provision for Hearing Impairment and the Darrick Wood Deaf Centre (Secondary) to Bromley schools, preferably to the schools in which the provision is currently based;
  - iii. Market testing of all other Education Services via an appropriate procurement and tendering process.
- 3.14 ***Retention of In-House Capacity***
- 3.14.1 The rationale for retaining a limited amount of in-house capacity is clear and straightforward:
- We need to retain the ability to act as an 'intelligent client' to ensure that outsourced services continue to meet the roles and responsibilities of the Council in relation to its statutory duties and in responding to developing education policy;

- We need to provide strategic leadership in acting as the community champion of parents and their children and holding schools to account in ensuring an adequate supply of high quality school and early years places.
- We need to maintain effective relationships with Bromley schools.
- We need to ensure effective leadership and management of the education services retained by the Council.
- We need to support Members in their oversight of education services and schools in Bromley and the on-going monitoring of the performance of education services to ensure that outcomes for children and young people continue to be improved.

3.14.2 While the detail is to be determined via the on-going Baseline Review and service redesign process, an illustrative outline of the capacity to be retained within the Council includes posts at senior level for strategic pupil place planning, capital management, school improvement and early years. It is expected that the capacity retained in-house would achieve savings by reducing employee costs against the current baseline.

### 3.15 **Contract for Services for Hearing Impairment Unit and Deaf Centre**

3.15.1 The Darrick Wood Primary Provision for Hearing Impairment and the Darrick Wood Deaf Centre (Secondary) provide support to children and young people with hearing impairment and sensory support needs. The Primary provision is based at The Griffins (Council owned, which is also the base of the Sensory Support Service) located on the Darrick Wood Infants/Darrick Wood Junior campus; and the Deaf Centre for Secondary School Pupils is located in two classrooms at Darrick Wood Secondary School (operating under a 'goodwill' arrangement).

3.15.2 The budget for this provision (contained within the SEN Inclusion Support entry in Table 1 above) is wholly DSG funded and is as follows:

**Table 2: Budget for Services Delegated to Schools**

<b>Budget Heading</b>	<b>Primary Provision for Hearing Impairment</b>	<b>Deaf Centre (Secondary)</b>
Employees	248,320	342,490
Supplies and Services	6,900	4,370
Premises	0	1,500
Transport	0	0
<b>Total Controllable Budgets</b>	<b>255,520</b>	<b>348,360</b>
<b>Total – All Controllable Budgets</b>	<b>603,880</b>	
Non-Controllable Budgets	76,510	93,390
Total – All Non-Controllable Budgets	169,900 All non-controllable budgets are re-charged to DSG.	

3.15.3 There are 36 employee posts (15.46 FTE) within this budget, which relate to teaching staff and teaching support staff.

3.15.4 Other similar units within the borough are managed by the schools at which they are based. The proposal is to replicate the approach taken with other similar provision in the borough and seek to approach the relevant Heads at the Darrick Wood schools to take on management of the units via a contract for services. The Council would seek agreement for 'first refusal' for referrals to the Hearing Impairment Centres as part of any agreed arrangement.

- 3.15.5 If some, or all, of the relevant Heads are not willing to take on management responsibility of the Units then other schools can be approached to fulfil this function, although this will most likely lead to relocation of the Secondary Deaf Unit. Alternatively, the provision can be included as part of the package of services to be outsourced.
- 3.15.6 It is proposed that the Primary Deaf Unit is retained at the Council owned Griffins Centre unless an alternative suitable site is proposed as part of the delegated responsibility discussions. Similarly, the Sensory Support Service also based at the Griffins Centre may be subject to relocation as part of a market testing proposal. Should this be the case, then the use of the Griffins Centre as an asset will need to be explored. However, the current intent is to continue delivery of these services at the Griffins Centre if possible.

### 3.16 ***Market Testing Delivery of Education Services***

- 3.16.1 Market testing, other than for those services described above, was viewed as the preferred model for the commissioning of Education Services in the future. The market testing of Education Services:
- Meets the Council's Target Operating Model of being a commissioning-led authority, as opposed to a service provider;
  - Meets the aims of the Education Covenant by enabling Bromley to move from being a direct provider of services to schools to provide strategic leadership and oversight and acting as community champion for parents and their children. It should enable the Council to focus on quality assurance ensuring positive impact of services on outcomes for all pupils;
  - Should lead to reduced costs through the transfer of staff resource, which should impact on associated staff costs and overheads;
  - Ensures that the Council meets its statutory responsibilities whilst passing on operational responsibility and cost management;
  - Can lead to increased efficiencies and reduced costs by supporting alternative delivery models with organisations operating on economies of scale in back office functions and flexible workforce.
  - Can be aligned to the Baseline Review to ensure that all relevant savings in relation to staffing and reconfiguring services to the de minimis have already been made prior to market testing.
  - Provides an opportunity to manage out sold service delivery to external providers without incurring redundancy or restructuring costs, whilst ensuring that both statutory and sold service delivery can be aligned effectively.
- 3.16.2 Initial research was conducted by PeopleToo consultancy (who is supporting the Commissioning Programme) in May 2013 to identify the key providers in the market place for Education Services, to make contact and to conduct introductory interviews to gauge their interest and experience.
- 3.16.3 Providers were then invited to meet with Bromley to hold detailed conversations on the possibility of Education Services being commissioned through a market solution. Some providers, identified through the initial research were not followed up either because it was established by the initial discussions that they would not be in a position to bid in Bromley or

because they did not respond to communications. The outcomes of the discussions with five providers are summarised as follows:

- All providers expressed interest and confirmed that they had the capacity to deliver all aspects of education delivery covered in this report. All providers have a track record in delivering all or most of these services on behalf of local authorities and all of them have recently participated in tendering for Education Services in other Local Authorities.
- All providers expressed strong interest in the sold service aspect of service delivery. They indicated that the opportunity to develop and deliver sold services to schools, both in and out of the borough, formed a key part of their interest in bidding for any potential contract. They would like sold service delivery to be transferred across as part of a tendered package so that they could build on the existing market. They indicated interest in exploring contract structuring relating to sold services so that the potential of 'gain-share' or cross-subsidising of statutory services (potentially reducing costs to the Council) could be considered.
- All providers reflected a preferred model of a contract for services underpinned by a partnership 'ethos' (as opposed to a formal partnership model such as a joint venture), underlining that the relationship between the LA, schools and the contractor would greatly influence the success of the contract. Providers commended Bromley on their approach in undertaking initial exploratory discussions with providers.
- All providers recommended stakeholder involvement (i.e. schools) in the development of the contract specification and bidding process as a means of ensuring a smooth transition to external delivery.
- All providers recommended medium to long contract terms (e.g. five years as a minimum with options to extend) to ensure interest and investment from the market. A shorter contract term is likely to be priced accordingly (i.e. up front set up costs not being mitigated by long term return on efficiencies and income).
- Providers did not have a clear view as to whether a restricted tender process or a competitive dialogue approach had any clear advantage. Most indicated that competitive dialogue could lead to a stronger contract and relationship with the provider but that this would increase costs for both parties in the tendering process and would likely be a longer process. A restricted tender process is more dependent upon the clarity of the specifications produced by the Borough and would need to ensure sufficient time was built in to conduct detailed discussions on the future models of delivery. All providers indicated that they would wish to work with the Borough in developing specifications focused on outcomes and appropriate performance indicators, as opposed to detailed operational specifications that prescribed delivery processes.
- All providers expressed a strong preference in bidding for an overall package of services as opposed to individual tenders for each service or a tender made up of lots. They pointed out the potential of increased cost to both the provider and the LA in managing multiple bidding processes. They also highlighted the potential difficulties in services being delivered by multiple providers due to the co-dependency of many aspects of the services together with data sharing issues and increased contract management costs.
- All providers indicated that the question of liabilities, such as pension liabilities, would affect their view as to the attractiveness of a contract. Providers were, in the main, not willing to take on pension liabilities of transferring staff or indicated that to do so would be priced accordingly to manage the risk.

- All providers strongly indicated their intent to bid for a Bromley market testing proposal and wished to be kept informed of the decision making process and timescales by which invitation to tender might be made.
- All providers acknowledged that the annual funding envelope for the delivery of services would be variable based on DSG reductions as a result of on-going academy conversions and a reduction in the level of statutory delivery as a result. Providers would look to compensate by increasing sold service income as the academy market share increases.

### **Sold Services**

- 3.17 Feedback from the soft market testing has indicated that potential providers of Education Services have a strong preference for sold service delivery infrastructure to be included within a market testing option as this will allow them to build on a service offer to schools that is already developed. In doing so, the Council may benefit from an improved pricing structure for the delivery of the core statutory services.
- 3.18 Therefore it is proposed to sustain, subject to viability following the Baseline Review process, sold service delivery for the following services for inclusion within the bundle of Education Services to be market tested:
- Education Welfare;
  - Free School Meals;
  - Education Psychology;
  - Workforce Development & Governor Services.
- 3.19 All these services are currently meeting or exceeding their income targets and therefore should be operating on a full cost recovery basis.
- 3.20 There remains a range of other services offered on a sold service basis to schools for which separate decisions need to be made as to whether the LA continues to offer these. With one exception, they are all delivered outside of Education Services. The one remaining area of sold service delivery within Education Services is Behaviour Support (Respite provision and Behaviour Support packages to academies) which is currently being considered as part of the review of the Behaviour Service elements not in the scope of this report.

### **Planning Factors**

- 3.21 It is proposed to commence a tendering process for the delivery of Education Services in Bromley as part of an overall package. Discussions with the market have confirmed that this is the preferred approach and will generate more interest in bidding from those providers with the capability and capacity to deliver services. Procuring Education Services in a piecemeal way or in bundled lots may open the market to a more diverse range of providers. However, the opportunities to achieve efficiencies through economies of scale will be reduced; contract procurement and management costs will increase; and the risks to service delivery increase due to the reliance on multiple parties working together effectively with schools, the Council and each other.
- 3.22 The timescale of the tendering process will be dependent upon the procurement strategy agreed – for example, a competitive dialogue approach will take longer to implement than a Restricted Tender process but could result in a stronger delivery model and provider relationship. An indicative timescale would be twelve to eighteen months for a procurement process to be

completed which would indicate a start date for the Academic Year 2014/15 or the Financial Year 2015/16. However, all providers fed back that they don't regard commencement of a contract linked to an academic or financial year milestone as a necessity and therefore a contract start can be flexible.

3.23 Key planning factors (Table 3) include:

<p><b>Contract for Services of Hearing Impairment Units to Schools</b></p>	<ul style="list-style-type: none"> <li>• Consultation with Finance on the process (Commissioner / Finance Team);</li> <li>• Engagement with Schools (Commissioner / AD Education);</li> <li>• Internal stakeholder consultation (Commissioner / AD Education / Inclusion Support staff / HR Support);</li> <li>• Premises issues arising - the Griffins (Commissioner / Finance Team / Property Team / Legal Team).</li> </ul>
<p><b>Procurement Strategy</b></p>	<ul style="list-style-type: none"> <li>• Agree and process map the agreed Procurement Strategy (Commissioner / ECHS Procurement / Corporate Procurement / Legal);</li> <li>• Set up Procurement Project Group to manage the process (Commissioner / ECHS Procurement / Corporate Procurement / Legal / HR / Finance / AD Education).</li> </ul>
<p><b>Detailed Financial Modelling</b></p>	<ul style="list-style-type: none"> <li>• Clarify Baseline funding envelope following Baseline Review and restructuring (Commissioner / Finance Team);</li> <li>• Estimate operational costs (Commissioner / Finance Team);</li> <li>• Update DSG funding modelling to model effects on funding (Finance Team);</li> <li>• Agree position on Pensions and other liabilities to form part of specification (Commissioner / Finance Team / Legal / HR);</li> <li>• Modelling of contract pricing mechanisms (Commissioner / Finance Team / Corporate Procurement).</li> <li>• Detailed financial evaluation of tenders (Finance Team).</li> </ul>
<p><b>Specification Development – Identification of Key Outcomes and Performance Indicators</b></p>	<ul style="list-style-type: none"> <li>• Service by service specification development (Commissioner / AD Education / Service Teams / Performance &amp; Planning / Legal / Schools);</li> <li>• Development of tender evaluation criteria and evaluation group (Commissioner / AD Education / Corporate Procurement / Legal / Service Teams).</li> </ul>
<p><b>Stakeholder Engagement</b></p>	<ul style="list-style-type: none"> <li>• Early engagement with schools, inviting participation in specification development and tender evaluation (Commissioner / AD Education);</li> <li>• Early engagement with all relevant stakeholders including staff and staff representatives on the proposals;</li> <li>• On-going consultation and input from Service Teams in specification design and evaluation (Commissioner / AD Education).</li> </ul>



<b>HR Processes – TUPE implications</b>	<ul style="list-style-type: none"> <li>• Early engagement with HR to map and implement HR change management processes (Commissioner / HR / Legal);</li> <li>• Collation of data pertaining to TUPE transfer where relevant (HR);</li> <li>• Statutory consultation processes (Commissioner / HR / Legal).</li> </ul>
<b>Design of Procurement Process</b>	<ul style="list-style-type: none"> <li>• OJEU (Commissioner / ECHS Procurement / Corporate Procurement);</li> <li>• PQQ process and design (Commissioner / ECHS Procurement / Corporate Procurement);</li> <li>• Invitation to Tender process and documentation (Commissioner / ECHS Procurement / Corporate Procurement);</li> <li>• Establish evaluation and scoring methodology (Commissioner / ECHS Procurement / Corporate Procurement);</li> <li>• Ensure appropriate ALCATEL processes are followed.</li> </ul>
<b>Non-Controllable Budget Implications</b>	<ul style="list-style-type: none"> <li>• Model impact of externalised services on corporate overheads and re-charges to DSG (Finance Team);</li> <li>• Remodel accommodation and centralised costs requirements at a corporate level linked to the impact of all commissioning reviews (Finance Team / Resources / Chief Executives).</li> </ul>
<b>Member Approval</b>	<ul style="list-style-type: none"> <li>• Map out and plan for all required Member scrutiny and approval – Education PDS, Executive and Cabinet (Commissioner / Performance &amp; Planning).</li> </ul>
<b>Workforce Development and Governor Services</b>	<ul style="list-style-type: none"> <li>• Aligned with the review of Bromley Adult Education provision, it is to be established whether this service area currently delivered through Bromley Adult Education is to be included in an outsourcing option for Education Services or whether it forms part of the Adult Education Review.</li> </ul>

## **Risks**

3.24 As with any major service redesign, there are associated risks. A detailed risk matrix will be produced as part of the procurement strategy. Key risks include:

- Procurement Costs: mitigated by detailed procurement planning at the commencement of the project; utilising a Restricted Tender process if possible to limit the length of the procurement process; utilising in-house resource (i.e. no additional costs over existing budgets) wherever possible
- Failure to meet statutory responsibilities: mitigated by detailed service specification planning informed by Legal and service teams. Community engagement to minimise or successfully defend legal challenge or judicial review.
- Increased costs of delivery – mitigated by defining the available funding envelope as part of the tender process and incorporating appropriate contractual clauses to address cost escalation.

- Carrying non-controllable costs: mitigated by implementing a corporate approach to the rationalisation of overhead costs as part of the overall commissioning review process.
- Pensions and liabilities: mitigated by establishing clear position from Legal, Human Resources and the Finance Team and ensuring the agreed position is reflected in the contract.
- Human Resources Issues: mitigated by early engagement with the Human Resources team and early planning on all legal requirements
- Poor performance and Outcomes: mitigated by establishing robust contract management and monitoring procedures together with consideration of pricing structure linked to performance indicators (incentives and/or penalties).
- Relationship with schools: mitigated through early engagement with schools and invitation to participate in specification development and tender evaluation.

#### **4. POLICY IMPLICATIONS**

- 4.1 The market testing proposals are in line with the Council's Corporate Operating Principle and target operating model of a commissioning-led authority. The proposals are in line with the Education Covenant and the Academy Agenda.

#### **5. FINANCIAL IMPLICATIONS**

- 5.1 The table below (Table 4) outlines the budgets and personnel for each service. All figures are based on the 2013/14 Budget Book as issued in April 2013 and the Employee Budget Monitoring data as at April 2013. The figures do not reflect any subsequent agreed restructures that may affect the relevant budgets or EBM figures, although it is understood that pending restructures will not be finalised until September 2013 in any case.
- 5.2 The overall budget for the services in scope is £6.5M (Controllable Budget), not including credits for income and recharges to DSG and RSG budgets. £4.4M (68%) of the total is DSG funded with the remaining £2.16M funded through RSG. It is in the RSG funded activities that savings should be sought via the Baseline Review process before implementing a market testing solution.
- 5.3 An additional £1.54m of budget is linked to Corporate Overheads for these services. A market testing solution will have significant impact on these budgets. The non-controllable budgets fund a range of support services (e.g. Computer Charges, contributions to Strategic Support and Commissioning Services, etc.) much of which will no longer be required following market testing. Over half (53% or £825K) of the non-controllable budget costs are currently re-charged to DSG budgets. It is unlikely that this can continue, given the externalisation of many DSG funded services, and therefore a significant proportion of costs for support services will be 'cost-shunted' to RSG, leading to a spike in RSG costs in the short term. Furthermore, we will not be able to establish, until we have approached the market through a tendering process, what proportion, if any, of the non-controllable costs will be required to support delivery through an external contract. Market testing will have a significant impact on the accommodation and central support service needs of the Council and this will need to be addressed as part of the planning process.
- 5.4 Income, primarily from sold services to external and internal customers, reduces the overall cost to the Council by £632K, of which just over half (54%) is related to DSG. It is expected that income, and income potential, will form part of the price agreed as part of a market testing solution.

5.5 The services are staffed by a total of 145 posts, equating to 115.8 FTE. Market testing is likely to have staffing implications which may involve the transfer of most, if not all, staff. Further details are set out in paragraph 7 below (Personnel Implications). A small proportion of staff (and related budget) may be retained to ensure in-house capacity to act as an 'intelligent client' for the delivery of Education services – the exact complement of staff to be retained needs to be agreed as part of the Baseline Review and Procurement process.

**Table 4: Finance and Personnel**

Service	Funding			Personnel
	Budget	DSG	RSG	
<b>Admissions and Capital Facilities Management</b>	Controllable	269,450 (not including income target of £10k)	277,260	14 posts 12.2 FTE
	Total	609,750		
<b>Education Welfare</b>	Controllable	0	401,560 (not including income target of £73,430)	12 posts 11.5 FTE
	Total	401,560		
<b>Behaviour Services</b> Home & Hospital, Progression Courses and Head of Service budgets only.	Controllable	1,285,360 (includes £357k of third party payments) (not including £192k of income (internal))	0	22 posts 19.9 FTE
	Total	1,285,360		
<b>Early Years</b> not including in-house Nursery provision	Controllable	19,620 (not including £2.78M of funding for nursery places)	573,310	18 posts 14.7 FTE
	Total	592,930		
<b>School Standards</b>	Controllable	619,190 (not including income of £141k Skills Agency Grant) (includes PSAG budget of £148,020)	115,180	9 posts 7.5 FTE
	Total	734,370		
<b>Workforce Development &amp; Governor Services</b>	Controllable	189,480	105,610 (not including income target of £105k)	3 posts 3 FTE
	Total	295,090		
<b>SEN Inclusion Support</b> Education Psychology / Hearing Impairment / Deaf Centre / SEN Support in Mainstream / Social Communication Difficulties / Sensory Support	Controllable	1,954,790	621,180 (not including income target of £110,430)	67 posts 47 FTE
	Total	2,575,970		
<b>All Services</b>	Controllable	<b>4,337,890</b>	<b>2,157,140</b>	145 posts 115.8 FTE
	Total	<b>6,495,030</b>		

5.6 It is not possible to robustly model the financial impact of a market tested delivery model due to the unknown variables which include:

- The amended baseline position following Baseline Review;
- On-going reductions in DSG as a result of academy conversion;
- The contract price and negotiated efficiency or gain-share targets, if any, achievable through the contract following detailed market testing through an Invitation to Tender.

5.7 A market testing option is not expected to realise significant savings as the Baseline Review is intended to strip out all unnecessary costs by positioning service delivery at the de minimis level. Furthermore, two thirds of the available funding is DSG so any savings made here will not contribute to the Bromley bottom line.

5.8 The modelling below is therefore purely illustrative to demonstrate potential cumulative savings. The models take the current baseline as a fixed position (bearing in mind that the baseline will be adjusted following the Baseline Review and will also be subject to various uplifts and reductions) and models the effect of different contract assumptions on the RSG element of the budget: a 10% saving based on the general rule of thumb of what outsourcing is typically expected to achieve; together with cumulative savings as a result of speculative efficiency targets built within a contract.

**Table 5: Illustrative Financial Modelling**

	<b>DSG</b>	<b>RSG</b>	<b>Total</b>
Controllable Budget Baseline	4,337,890	2,157,140	6,495,030
Adjustments for Income and Grants	4,186,890	1,867,780	6,054,670
Estimated Retained In-House Cost	302,000	0	200,000
Estimated Delegation to Schools	603,880	0	603,880
Controllable Budget Funding Envelope for Outsourcing	3,281,010	1,867,780	5,148,790

<b>Efficiency Models – RSG only</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
10% Efficiency Assumption Cumulative	186,778	373,556	560,334	747,112	933,890	1,120,668
1% Annual Efficiency Target	0	18,678	18,491	18,306	18,123	17,942
1% Annual Efficiency Target Cumulative	0	18,678	37,169	55,475	73,598	91,540
3% Annual Efficiency Target	0	56,033	54,352	52,722	51,140	49,606
3% Annual Efficiency Target Cumulative	0	56,033	110,386	163,108	214,248	263,854

5.9 Offset against any savings are the non-controllable budget costs incurred by the Council that can no longer be re-charged to DSG, pending reductions in corporate overheads as part of a Council wide approach linked to the Commissioning Review programme.

5.10 Transactional costs will also be incurred in managing an outsourcing process – this cannot be quantified until the full procurement strategy is developed which can then take into account the costs in staff time from the required support of Legal, Finance, Procurement, Commissioning and HR staff. However, it is expected that wherever possible these costs will be contained within current resources and therefore will not result in an increase in actual spend.

## **6. LEGAL IMPLICATIONS**

6.1 These are Part B Services for the purposes of Schedule 1 to the Public Contract Regulations 2006 (as amended). For Part B services there is a lighter regulatory regime under the 2006 regulations mainly covering non-discriminatory simplification and publishing award notices. Regards must also be had to government guidance to ensure the appropriate level of advertising needed to demonstrate a transparent process, We also have to have regard to our general fiduciary duty to local tax payers to secure value for money and comply with our internal procurement and financial regulations in the process followed.

6.2 The proposals are intended to maintain service standards for customers and it is not expected there will be any detriment to service users with protected characteristics. However the Council will review its equality obligations throughout the various stages of the process.

## 7. PERSONNEL IMPLICATIONS

7.1 Interviews with relevant Heads of Service were conducted as part of the Commissioning Review with the likely options for future delivery outlined to them. If Members agree the recommendation to market test the services, staff and their representatives will be engaged and consulted as early as practical at each stage of the process going forward, subject of course to any commercially sensitive information. There will also be engagement with service users and representatives who might be affected by the proposals.

7.2 Any staffing implications, such as redundancies or the TUPE related transfer of staff, arising from the recommendations in this report will need to be carefully planned for and managed in accordance with Council policies and procedures and with due regard for the existing framework of employment law. The tendering process will consider whether or not the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) would apply and the consequential legal and financial implications arising from this. Given the scale and number of staff involved, additional HR support will also be considered to minimise the impact on affected staff.

<b>Non-Applicable Sections:</b>	
Background Documents: (Access via Contact Officer)	Commissioning Team Programme Budget (DRR13/043) Future Role of the LA in Education Services (ED13032)

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Report No.  
ED13079

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Education Portfolio Holder

**Date:** For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 17 September 2013

**Decision Type:** Urgent Non-Urgent      Executive Non-Executive      Key Non-Key

**Title:** **BASIC NEED PROGRAMME UPDATE REPORT 6**

**Contact Officer:** Robert Bollen, Education Strategic Capital Manager  
Tel: 020 8313 4697    E-mail: [robert.bollen@bromley.gov.uk](mailto:robert.bollen@bromley.gov.uk)  
Tessa Moore, Assistant Director (Education) [tessa.moore@bromley.gov.uk](mailto:tessa.moore@bromley.gov.uk)

**Chief Officer:** Director, Children and Young People Services

**Ward:** All

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1. Reason for report

To update Members on progress in delivering the 2012-13 Basic Need Programme and to request agreement for additional works in 2013-14 and 2014-15 required to meet pupil demand at reception age.

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2. **RECOMMENDATION(S)**

- 2.1 **That the Education Policy Development and Scrutiny Committee notes the updated 2012-13 Basic Need Programme outlined at Appendix A.**
- 2.2 **That the Portfolio Holder for Education approves the updated list of schemes as outlined at section Appendix A.**
- 2.3 **That the Portfolio Holder for Education agrees the procurement and award of contract of schemes within the Basic Need Programme through traditional procurement, the Lewisham Modular Buildings Framework or through the devolution of Basic Need Capital Grant to schools.**
- 2.4 **Authorise the Director of Children and Young People Services to seek planning permission for schemes at the appropriate time when required**

### Corporate Policy

1. Policy Status: Existing Policy
  2. BBB Priority: Children and Young People
- 

### Financial

1. Cost of proposal: Estimated Cost £19,737,741
  2. Ongoing costs: Non-Recurring Cost
  3. Budget head/performance centre: Education Capital Programme
  4. Total current budget for this head: £19,737,741
  5. Source of funding: DfE Basic Need Capital Grant, DfE Capital Maintenance Grant
- 

### Staff

1. Number of staff (current and additional): N/A
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: Statutory Requirement Section 14 Education Act 1996 Non-Statutory - Government Guidance
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? No
2. Summary of Ward Councillors comments:



### 3. COMMENTARY

3.1 This report provides an update on the Council's Basic Need Programme that supports the provision of sufficient pupil places through improvements to and expansion of Bromley Schools.

3.2 The Council receives Basic Need Capital Grant from the DfE to support the delivery of sufficient school places. The Council's award for the period 2011-15 is outlined below.

2011-12 allocation	£4,496,771
Autumn 2011 exceptional in-year allocation	£1,277,936
2012-13 allocation	£2,404,519
Spring 2012 exceptional in-year allocation	£1,590,436
2013-15 allocation	£9,968,079
Total allocation to date:	£19,737,741

3.2 The Council where possible will also make use of other capital grants, S106 funding and other available resources in order to maximise resources available in the delivery of the programme.

3.3 The Basic Need programme is responding to the significant increase in pupil numbers in Bromley, driven by increases in the dwelling stock, the birth rate, benefit changes and migration. The 3,820 applications for reception class places for September 2013 exceeded forecasts and the 3,733 available school places.

3.4 To address this additional demand for places the Council has undertaken a number of measures to increase the supply of places. This report sets out the details of the Summer 2013 programme to meet demand and provides details of schools where feasibilities are currently being undertaken to support permanent expansion or provide bulge classes. A report will be tabled to a later committee drawing upon the recommendations of the Primary School Development Plan Working Party detailing the delivery of the next phase of school expansions.

3.5 The Council is currently undertaking expansion works at a number of Bromley Schools to ensure sufficient school places:

Churchfields Primary School	Permanent expansion of school to 2FE
Clare House Primary School	Provision of temporary 2 class modular accommodation
Crofton Infants School	Creation of additional 'Busy Bees' SEN provision for 9 pupils
Malcolm Primary School	Provision of additional bulge class through provision of additional toilet facilities

Midfield Primary School	Provision of additional bulge class through provision refurbishments and improvements to dining through re-locating nursery
Princes Plain Primary School	Provision of 2 additional classrooms to support mainstream and SEN expansion
Riverside School	Phase 1 of creation of new 1FE ASD secondary provision - internal modifications to school
Scotts Park Primary School	Provision of 2 class modular accommodation
Worsley Bridge Primary School	Provision of temporary 2 class modular accommodation

- 3.6 Works are underway to permanently expand Churchfields Primary School to 2FE which will be completed in 2 phases.
- 3.7 Temporary modular accommodation is being provided at both Clare House Primary School and Worsley Bridge School whilst the development of proposals for permanent accommodation is undertaken to support expansion and re-organisation. Temporary toilet facilities are also being provided at Malcolm Primary School (Harris Crystal Palace) to support an additional bulge class in September 2013.
- 3.8 Planning applications have been submitted for new modular accommodation at both Midfield Primary School and Scotts Park Primary School to support an additional 30 pupils at each school. At Midfield school the new accommodation will house the LA maintained nursery enabling an expansion of the school's dining facilities to support the additional pupils at the school and the proposed expansion to 2FE.
- 3.9 Works have taken place over Summer 2013 to provide 2 new classrooms at Princes Plain Primary School for both mainstream and pupils with special needs through expansion into the former Education Development Centre (EDC).
- 3.10 Internal modification works have also been undertaken at Riverside School (Orpington) to provide for a new 1FE ASD specific facility at the school. The second phase of the works is the expansion of the school's hall to support the additional pupils. Design is being finalised and a report will be submitted to the Executive for award of contract. During detailed design development it has been identified that the original budget provision will not be adequate to complete all the works due to the complexities of internal modifications and mechanical and electrical requirements. To address this issue a value workshop will be held with the school, but an additional £160,000 has been allocated to reflect the uplift in costs.
- 3.10 The 'Busy Bees' SEN unit at Crofton Infants School has expanded providing up to 9 additional places for children with complex needs at KS1. The details of new facilities supporting the expansion are currently being finalised and will comprise a new teaching and support facilities, a hygiene room and dedicated outdoor play space.
- 3.12 The Council is also undertaking a number of feasibility studies to identify the best options for future expansion. This programme is being expanded but currently includes:

Bromley Road Infant School	Support the re-organisation of school to 1FE primary school with possible future bulge classes
Chislehurst St Nicholas CE Primary School	Feasibility study to consider the re-location of the school to a more suitable site and possible expansion to 2FE
Clare House Primary School	A feasibility has already been carried out on the expansion of the existing school. An additional study will look at the options for re-building an expanded 2FE school.
Edgebury Primary School	Study of options for expansion to 2FE or additional bulge classes
Hawes Down Junior School	Study to identify options for an additional classroom to provide accommodation for bulge class currently at Hawes Down Infants School
Malcolm Primary School (Harris Crystal Palace)	To identify options for permanent expansion to 2FE
Midfield Primary School	To identify options for permanent expansion to 2FE
Parish CE Primary School	To identify options for permanent expansion to 3FE
Princes Plain Primary School	To identify options for permanent expansion of school through expansion into the former EDC site
Scotts Park Primary School	To identify options for permanent expansion to 3FE
St Marks CE Primary School	To identify options for permanent expansion to 3FE
St Pauls Cray CE Primary School	To identify options for permanent expansion to 2FE
Worsley Bridge School	Support the re-organisation of school to 2FE primary school with possible future expansion to 3FE

3.13 An allocation of £150,000 has been made within the Basic Need Programme to fund feasibility studies at primary and secondary schools to support future expansion.

3.14 An updated Basic Need programme is attached at Appendix A that provides full details of the current details of schemes and funding allocations to schools.

- 3.14 It is proposed that £1.2 million of the historic underspend against the Education Planned Maintenance Programme (100% funded via DfE capital grant) is allocated to support the Basic Need Programme. This transfer will be dealt with within a future Quarterly Capital Report to the Executive but the funding is included within the Basic Need Budget at Appendix A.
- 3.14 There are a number of schools where further permanent expansion is planned and where feasibilities are being undertaken and subject to decisions on the primary school development plan. These projects will be funded via the £8,392,641 unallocated funding in the Basic Need Programme, through Section 106 contributions or where relevant future DfE grants awards.

### 3 POLICY IMPLICATIONS

The need to ensure sufficient places and the efficiency of school organisation is a priority within the Council's Strategy "Building a Better Bromley" and contributes to the strategy to achieve the status of an Excellent Council. This policy also contributes to key targets within the Children and Young People Portfolio Plan, particularly the outcome that "Children and young people enjoy learning and achieve their full potential".

### 4 FINANCIAL IMPLICATIONS

The Council has been allocated £19,737,741 in 100% capital grant for the financial years 2011-15 to meet the basic need provision in schools. It is proposed that £1.2 million is transferred from the underspend on the Education Planned Maintenance Programme to support the delivery of the Council's Basic Need Programme. Funding from the Suitability budget will be made available to support the re-organisation of Bromley Road and Worsley Bridge Schools.

This report identifies an updated Basic Need Programme for the period 2011-15 with an estimated expenditure of £12,661,900.

### 5 LEGAL IMPLICATIONS

The distribution and application of monies received from Central Government is subject to guidance and advice from the Department for Education. Under Section 14 Education Act 1996 the Council has a statutory duty to ensure that there are enough primary and secondary school places are available to meet the needs of pupils in its area.

<b>Non-Applicable Sections:</b>	[List non-applicable sections here]
Background Documents: (Access via Contact Officer)	BASIC NEED PROGRAMME UPDATE REPORT 19 March 2013

## APPENDIX A – BASIC NEED PROGRAMME UPDATE 6 – AUGUST 2013

School	Description of Works	Spend to Date (£)	Status	Timescale	Funding from 2011-15 Basic Need Grant	Other funding	Works awaiting allocation
Bickley Primary School	Kitchen works to complete full expansion to 2FE	£102,300	Complete	Summer 2011	£102,300		
Bromley Road Infants School	Feasibility to ascertain work required to support school re-organisation		Ongoing	Autumn 2013	£3,800		
Burnt Ash Primary School	Internal modifications to address recommendations of OfSTED inspection	£50,000	Complete	Summer 2012	£50,000		
Chislehurst St Nicholas CE Primary	Feasibility into relocation of school and possible expansion	£0	Underway	Feasibility – Autumn 2013	£150,000		Further works dependent on feasibility
Churchfields Primary School	Expansion of school from 1 to 2FE	£85,000	Ongoing	Autumn 2014	£692,000		
Clare House Primary School	Provision of two bulge classes and feasibility of expansion of school	£180,000	Ongoing	Summer 2013	£400,000	£93,600 DSG funding towards rental of temporary modular facilities	Full expansion to 2FE through expansion or rebuild
Crofton Infant School	Expansion of 'Busy Bees' SEN facility	£15,000	Underway	Autumn/winter 2013-14	£425,000	£25,000 from Access Initiative for new hygiene room	
Darrick Wood School	Improvements to facilities within hearing impairment unit	£45,000	Complete	Summer 2012	£45,000		Aspiration to expand unit, but not funded in present round

School	Description of Works	Spend to Date (£)	Status	Timescale	Funding from 2011-15 Basic Need Grant	Other funding	Works awaiting allocation
Edgebury Primary School	Feasibility to ascertain options for future expansion	£8,500	Underway	Autumn 2013	£10,000		Possible expansion by bulge classes or 2FE
Hawes Down Infants School	Internal modifications to provide additional classroom and other improvements to support bulge class in September 2012.	£90,000	Ongoing	Main works complete September 2012. Minor works summer 2013	£115,000		
Hawes Down Junior School	Feasibility to develop options for taking bulge class in September 2015.	£8,244	Feasibility	Autumn 2013	£10,000		Bulge class scheme will be developed following outcome of feasibility
Hillside Primary School	Improvements to SEN unit	£57,000	Complete	Summer 2011	£57,000		
Keston CE Primary School	Two classroom extension, improvement to outdoor play and additional parking provision	£52,000	On hold awaiting planning outcome	tbc	£750,000		
Leesons Primary School	Provision of additional classroom, improved kitchen and SEN facilities	£0	Planned	tbc	£150,000	£200,000 available from Seed Challenge and Access Initiative	

School	Description of Works	Spend to Date (£)	Status	Timescale	Funding from 2011-15 Basic Need Grant	Other funding	Works awaiting allocation
Malcolm Primary School	Additional bulge classes in 2011-13 through modifications to existing accommodation and provision of temporary toilets. Feasibility into expansion of school to 2FE	£71,000	Ongoing	Autumn 2013	£170,000	Hire costs (£20,800) funded via DSG	Future expansion dependent on outcome of feasibility study.
Midfield Primary School	Bulge classes in September 2012 and 13. Improvements to dining. Feasibility.	£69,000	Ongoing	Autumn 2013	£481,000		Future expansion dependent on outcome of feasibility study.
Parish Primary School	Bulge classes each year 2011-13 through modular accommodation and internal works. Secondary pedestrian access. Expansion to 3FE.	£353,368	Ongoing	Autumn 2013	£3,700,000		Future expansion dependent on outcome of feasibility study.
Princes Plain Primary School	Improvements to accommodation to improve standards and 2 additional classes in September 2013 (mainstream and SEN)	£99,000	Ongoing	Autumn 2013	£300,000	S106 funding available from Blue Circle Development	Future expansion dependent on outcome of feasibility study.
Redhill Primary School	Improvements to toilets to support additional pupils at reception age	£64,000	Complete	Autumn 2012	£64,000		
Riverside School (Orpington)	Internal modifications and new hall to support extra 1FE ASD secondary provision	£63,000	Ongoing	Spring/Summer 2014	£1,382,000	£118,000 from Reconfiguration of Special School budget	

School	Description of Works	Spend to Date (£)	Status	Timescale	Funding from 2011-15 Basic Need Grant	Other funding	Works awaiting allocation
Royston Primary School	Single class modular unit supporting bulge class	£263,000	Complete	Summer 2011	£263,000		
Scotts Park Primary School	Improvements to reception classes, 2 classroom modular unit and feasibility on expansion to 3FE	£21,000	Ongoing	Autumn 2013	£526,000		Future expansion dependent on outcome of feasibility study.
St Mary Cray Primary School	Minor works to support extra pupils admitted	£11,000	Complete	Summer 2012	£11,000		
St Marks Primary School	Minor works to improve reception toilets and provide addition reception facilities and feasibility study investigating future expansion	£7,000	Ongoing	Autumn 2013	£150,000		Future expansion dependent on outcome of feasibility study.
St Pauls Cray CE Primary School	Feasibility into future expansion of school	£8,244	Ongoing	Autumn 2013	£10,000		Future expansion dependent on outcome of feasibility study.
Valley Primary School	2 x bulge class accommodation	£353,000	Complete	Summer 2011	£353,000		
Worsley Bridge	2 x temporary reception class for September 2013 and Feasibility to support school re-organisation	£24,000	Ongoing	Autumn 2013	£250,000	£93,600 contribution from DSG	Options for new accommodation and future expansion dependent on outcome of feasibility study.



School	Description of Works	Spend to Date (£)	Status	Timescale	Funding from 2011-15 Basic Need Grant	Other funding	Works awaiting allocation
Disabled Access at Academy Schools	Works at various academy schools	£20,000	Complete		£19,000		All works now funded via access initiative
The Highway Contingency	Funding to support extra costs on project	£650,000	Complete		£650,000		
Feasibilities	Allocation to support studies to identify	£13,000	Ongoing		£150,000		
Other Fees	Misc fees	£11,000	Ongoing		£11,000		
Secondary ASD Project	Project management fees	£20,000	Complete		£20,000		
Services Contingency	Contingency to cover any significant issues with statutory services	£0	Ongoing		£200,000		
Programme Contingency	5% contingency across remaining programme	£0	Ongoing		£875,000		
<b>Total Spend to date</b>		<b>£2,813,656</b>	<b>Total allocated budget</b>		<b>£12,545,100</b>	<b>£551,000</b>	
<b>Budget</b>	Basic Need Budget	£19,737,741			£19,737,741		
	Proposed Planned Maintenance Contribution (subject to Executive agreement)	£1,200,000			£1,200,000		
	<b>Total Budget</b>	<b>£20,937,741</b>	<b>Total Budget</b>		<b>£20,937,741</b>		
	<b>Remaining unspent</b>	<b>£18,124,085</b>	<b>Remaining unallocated</b>		<b>£8,392,641</b>		

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Report No.  
ED13084

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Education Portfolio Holder

**Date:** For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 17th September 2013

**Decision Type:** Non-Urgent                      Non-Executive                      Non-Key

**Title:** **ACADEMIES AND FREE SCHOOLS - UPDATE**

**Contact Officer:** Dr Tessa Moore, Assistant Director, Education  
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**Chief Officer:** Terry Parkin, Executive Director, Education and Care Services  
Tel: 020 8313 4060 E-mail: terry.parkin@bromley.gov.uk

**Ward:** All Wards

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1. Reason for report

This report provides an update on the latest Academy and Free School developments in Bromley.

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2. **RECOMMENDATION(S)**

The Portfolio Holder is asked to note the content of the report.

### Corporate Policy

1. Policy Status: Existing Policy:
  2. BBB Priority: Children and Young People:
- 

### Financial

1. Cost of proposal: £66,000 (Project Management Costs):
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre: 100830, 132562
  4. Total current budget for this head: £317,430 (Controllable)
  5. Source of funding: DSG
- 

### Staff

1. Number of staff (current and additional): N/A
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: None:
  2. Call-in: Not Applicable:
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): N/A
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

### 3. COMMENTARY

3.1 This is the seventeenth report produced since July 2010 to ensure Members are kept up-to-date on the Academies and Free School Programme in Bromley. The Government's Academy and Free School Programme is underpinned by the Academy Act 2010.

3.2 68% of Bromley schools have now either converted to academy status, are in a formal process of conversion to academy status or are actively exploring conversion to academy status.

3.3 Four Free School applications have received approval from the Secretary of State to open in Bromley in 2013 or 2014. There are three known potential applications to open Free Schools in Bromley in 2015.

#### Overview

3.4 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.

3.5 Below is the position in Bromley regarding academy conversion as at 1 August 2013:

Type	Converted		Maintained - Conversion in Progress		Maintained - Potential Conversion		Maintained		Total	
Secondary	16	94%	1	6%	0	0%	0	0%	17	100%
Primary	16	22%	19	26%	12	16%	27	36%	74	100%
Special	0	0%	0	0%	0	0%	4	100%	4	100%
<b>Total</b>	<b>32</b>	<b>34%</b>	<b>20</b>	<b>21%</b>	<b>12</b>	<b>13%</b>	<b>31</b>	<b>32%</b>	<b>95</b>	<b>100%</b>

3.6 Appendix 1 provides an overview of individual schools that have converted to academy status and those either in the process of conversion or who are considering conversion.

#### Academy Developments

3.7 **Parish Primary School** converted to academy status on 1 August 2013 in partnership with Bishop Justus C of E Secondary School. This brings the total of primary schools converted to academy status to 16.

3.8 Thirteen primary schools are expected to convert to academy status in the autumn term 2013 with a further six primary schools in the process of conversion but with the conversion date to be confirmed. They are:

- **Royston Primary School** and **Malcolm Primary School** – on track to convert to sponsored academy status with the Harris Federation for 1 September 2013. Royston will be called Harris Primary Academy Kent House, Malcolm will be called Harris Primary Academy Crystal Palace.

- **Grays Farm Primary School** – on track to convert to sponsored academy status with Kemnal Academies Trust on 1 September 2013.
- **Alexandra Juniors, Highfield Infants and Raglan Primary School** – planning to convert by September 2013. This is part of a chain of eight schools, the other five schools being Alexandra Infants, Highfield Juniors, Farnborough, Manor Oak and Perry Hall.
- **Highfield Juniors** – planning to convert by October 2013. This is part of a chain of eight schools.
- **Alexandra Infants, Farnborough Primary, Manor Oak Primary and Perry Hall Primary** – planning to convert by November 2013. This is part of a chain of eight schools.
- **St Johns CE Primary School** – planning to convert by December 2013 as a sponsored academy with the Diocese of Rochester acting as sponsor. The Academy Order was received in July 2013.
- **Castlecombe** - planning to convert during the autumn term to join the Beaverwod and Hayes Umbrella Trust.
- The Roman Catholic Primary Schools are in discussion with the Archdiocese on conversion to academy status. **St Josephs, St Vincents, Holy Innocents, St Peters and St Pauls** and **St Philomena's** have all logged applications with DfE.
- **Mottingham Primary** has had its application refused by the Minister as a stand-alone academy. Partnership options are being considered.

3.9 In addition to the 19 schools listed above, a further **twelve** schools (detailed in Appendix 1) are progressing towards potential conversion with the majority in the process of consultation with parents.

3.10 Discussions are on-going with all maintained Bromley schools as to possible options for conversion to academy status including formal and informal collaborative groups. This includes discussions with primary and secondary academies as to potential partnership arrangements with other schools that have yet to convert.

### **Free School Developments**

3.11 In the last round of applications, approval has been given by the Secretary of State for four Free School proposals in Bromley. They are expected to open in 2014. They are:

- **Harris Primary Free School Beckenham** – an all-through two form of entry Primary school with 60 places per year. The site is to be determined.
- **Harris Primary Bromley** – an all-through two form of entry Primary school with 60 places per year. The site is to be determined; it is expected to be in the Shortlands area.
- **Harris Aspire** – providing alternative education for 11-18 year olds. 90 places are planned, 30 at KS3, 30 at KS4 and 30 post-16. The site is to be determined.
- **Bromley Bilingual Primary School** - an all through Bi-lingual (French) Primary Free School with two forms of entry (50 places per year) for Reception and Year 1 (possibly Year 2) pupils in the first year. The site has not yet been determined but is expected to be in the Shortlands area. The proposal is in partnership with the Council for British Teachers (CfBT).

3.12 There are three application phases (September 2013, January 2014 and May 2014) for proposed Free Schools opening in 2015. Early indications are that proposals may be forthcoming for:

- A joint bid by the Langley Secondary Academies for a Primary Free School based on the Langley campus;
- A potential proposal by a collaborative group of secondary schools for a Secondary Free School (led by the Secondary Schools Consultative Group – Beaverwood and Hayes);
- A potential proposal from Bishop Justice for a primary CofE Primary.
- A potential proposal by the Archdiocese of Southwark for a Catholic Secondary Free School.

**Other Developments**

3.13 In line with the Council’s educational commitment to support and encourage all Bromley LA schools to convert to academy status, the Education Service is prioritising any related work. The Service has a dedicated Academy Project Manager and an Academies Programme Board including key officers from Education, Legal, HR, and Finance Departments. These officers meet monthly to ensure well-coordinated support for any converting school and to tackle issues that could impact adversely on the Council meeting its commitment.

3.14 Many of the Borough’s maintained schools are now at various stages of conversion and are making strong collaborative partnerships with other schools for post conversion.

3.15 The local authority is hosting a second Academies’ Conference in autumn 2013, with one of the main objectives being to offer opportunities for those remaining schools to develop partnership arrangements for the future.

3.16 The targets for the Service as outlined in the Education Portfolio Plan is to support all schools that are financially viable to convert to academy status by December 2015 and to ensure that all remaining primary schools will be in discussion with the LA on federations/sponsors by that date. We still remain committed to these targets.

**4. FINANCIAL IMPLICATIONS**

4.1 The Academy Programme is supported by a Project Officer employed on a consultancy basis. Funded through DSG, the contract is in place from February 2013 to February 2014 at a total cost of £66,000.

4.2 The Education Services Grant (ESG) is currently expected to be £286k less than budget. The ESG allocation is re-calculated on a quarterly basis, so the grant will reduce in-year as schools convert to academies. The current projection is based on 8 conversions between August and October, and a further 5 in December.

<b>Non-Applicable Sections:</b>	Policy Implications Legal Implications Personnel Implications
Background Documents: (Access via Contact Officer)	N/A

## Appendix 1: Academy and Free Schools

### Schools which have Converted to Academy Status

#### Primary Phase Schools

	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	The Pioneer Academy (formerly 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
14	Crofton Infant School	Conversion	1 September 2012
15	Hillside Primary School	Sponsored Conversion	1 September 2012
16	Parish Primary School	Conversion	1 August 2013



## Secondary Phase Schools

<b>SECONDARY SCHOOLS</b>		<b>POSITION</b>	<b>TIMESCALE</b>
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 (Bromley) (formerly Hayes School)	Conversion	1 April 2011
8	Langley Park School for Boys	Conversion	1 April 2011
9	Newstead Wood School (formerly 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	Harris Academy Beckenham (formerly Kelsey Park Sports College)	Sponsored Conversion	1 September 2011
15	Harris Academy Bromley (formerly Cator Park School)	Conversion	1 September 2011
16	The Priory School	Conversion	1 May 2012

## Schools Either Considering or in the Process of Conversion to Academy Status

### Primary Phase Schools

PRIMARY SCHOOLS		POSITION	TIMESCALE
1	Royston Primary School	Sponsored conversion with Harris Federation. Academy Action Plan agreed November 2012.	1 September 2013
2	Grays Farm	Sponsored conversion with Kemnal Academies Trust. Academy Order received 16 April 2013.	1 September 2013
3	Malcolm Primary School	Sponsored conversion with Harris Federation. Academy Order received 11 June 2013.	1 September 2013
4	Alexandra Infants	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Academy Order received: 12 June 2013.	November 2013
5	Alexandra Juniors	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Academy Order received 17 June 2013.	September 2013
6	Castlecombe	Application received by DfE of Castlecombe joining the Beaverwood/Hayes UT. Application received by DfE (August 2013 list). Awaiting approval from DfE.	Autumn Term
7	Farnborough Primary	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Academy Order received 17 June 2013.	November 2013
8	Highfield Infants	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Academy Order received 17 June 2013.	September 2013
9	Highfield Juniors	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall	October 2013

		and Raglan). Academy Order received 17 June 2013.	
10	Holy Innocents Catholic Primary School	Consultation on Academy status on website – March 2013. .  Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.  Application received by DfE (June 2013 list)  Awaiting approval from DfE.	TBC
11	Manor Oak Primary	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan).  Academy Order received 17 June 2013.	November 2013
12	Mottingham	Notification to LA of Governing Body decision on 13 March 2013 to convert as a stand-alone academy.  Application received by DfE (May 2013 list).  Application refused by Minister as a stand-alone academy. The school may now consider potential partners to support conversion.	TBC
13	Perry Hall Primary	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan).  Application received by DfE (April 2013 list).  Application approved by DfE.	November 2013
14	Raglan Primary	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan).  Academy Order received 17 June 2013.	September 2013
15	St Johns	Sponsored academy with Diocese of Rochester acting as sponsor.  Academy Order received 17 July 2013	1 December 2013
16	St Josephs	Consultation on Academy status on website – January 2013. No formal notification to LA.  Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.	TBC

		Application received by DfE (June 2013 list)	
17	St Peter and St Pauls	<p>Consultation on Academy status on website – January 2013.</p> <p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Application received by DfE (August 2013 list).</p>	TBC
18	St Philomena's RC Primary School	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Application received by DfE (July 2013 list).</p>	TBC
19	St Vincents	<p>Consultation on Academy status on website – January 2013.</p> <p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Application received by DfE (June 2013 list).</p>	TBC
20	Burnt Ash Primary School	<p>Burnt Ash is consulting with parents on the question of conversion to academy status (March 2013)</p> <p>No formal application logged by DfE as yet.</p>	TBC
21	Primary School (tbc)	<p>Committed to academy conversion and considering potential partners.</p> <p>No formal application logged by DfE as yet.</p>	TBC
22	Hawes Down Infants	<p>Confirmation to LA of intent to submit Expression of Interest to DfE – 31 January 2013</p> <p>Consultation (April 2013) on conversion to academy status potentially as part of an umbrella trust (including Langley Boys, Langley Girls, Pickhurst Infants, Hayes Primary, Hayes Secondary)</p> <p>No formal application logged by DfE as yet.</p> <p>June statement from school states that academy decision has been deferred to a later date (not specified).</p>	TBC
23	James Dixon Primary School	<p>Notification 15 February 2013 of Governor decision to apply for academy conversion</p> <p>No formal application logged by DfE as yet.</p>	TBC
24	Southborough Primary	<p>Southborough is consulting with parents on the question of conversion to academy status (March 2013)</p> <p>No formal application logged by DfE as yet.</p>	TBC

25 to 28	Southborough Schools – collaborative or umbrella academy trust	A potential partnership of six schools including Southborough Primary and Burnt Ash.  No formal application logged by DfE as yet.	TBC
29	St Anthony's RC Primary School	Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.  DfE has asked the Archdiocese to consider another RC school to sponsor St. Anthony's in a MAT arrangement within the UT.  No formal application logged by DfE as yet.	TBC
30	St. Marys RC Primary School	Formal consultation on academy conversion – 12 October 2012.  Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.  No formal application logged by DfE as yet.	TBC
31	Primary School (tbc)	Considering academy conversion and potential partners.	TBC

### Secondary Phase Schools

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

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Report No.  
ED13082

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Education Portfolio Holder

**Date:** For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 17th September 2013

**Decision Type:** Non-Urgent                      Non-Executive                      Non-Key

**Title:** **SCHOOL GOVERNANCE WORKING PARTY:  
IMPLEMENTATION OF RECOMMENDATIONS**

**Contact Officer:** Alicia Munday, Lead Officer for School Governance  
Tel: 020 8461 8663    E-mail: Alicia.munday@bromley.gov.uk

**Chief Officer:** Terry Parkin, Executive Director, Education, Care and Health Services

**Ward:** Borough wide

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#### 1. Reason for report

- 1.1 This report outlines the recommendations and subsequent actions arising from the 12 March 2013 School Governance Working Party, convened by the Education PDS Committee to:
- review how the Local Authority recruits and supports school governors, ensuring that schools are governed to a high standard of accountability;
  - ensure that school governors work with the LA and have the support they need to undertake their role effectively;
  - develop good working relationships and communication between Members and LA Governors.

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#### 2. **RECOMMENDATION(S)**

- 2.1 The Education Policy and Development Scrutiny Committee are asked to note:
- i) the statutory role of the LA Governor in maintained schools and their future role in Bromley academies;
  - ii) the work of the School Governance Working Party and the recommendations/actions arising from this.
- 2.2 The Education Portfolio Holder is asked to:
- i) recommend that a review is undertaken on how school governors, and in particular LA Governors, are recruited and appointed.

### Corporate Policy

1. Policy Status: Not Applicable
  2. BBB Priority: Children and Young People
- 

### Financial

1. Cost of proposal: No Cost
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre: Education: Workforce Development and Governor Services
  4. Total current budget for this head: £159,000
  5. Source of funding: £53,000 Dedicated Schools' grant (DSG); £106,000 income
- 

### Staff

1. Number of staff (current and additional): 3 FTE
  2. If from existing staff resources, number of staff hours: 108
- 

### Legal

1. Legal Requirement: None:
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): All state funded Bromley schools (95)
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A



### 3. BACKGROUND INFORMATION

- 3.1 With the significant national and local changes in education and the acceleration of the academisation of schools, school governance has become a topical issue and a priority for Members and Officers in supporting school improvement.
- 3.2 All LA maintained schools are required to have LA representatives on their governing bodies. Although academies are not required to have an LA representative, 13 of our existing 31 academies have retained an LA representative. **Appendix 1** shows those academies with/without LA Governors.
- 3.3 The 'make-up' of a Bromley maintained school governing body is detailed in the Constitution of Government for the individual school; for each academy it is laid out in the Articles of Association as agreed with the DfE.
- 3.4 A primary role of governing bodies is to contribute towards the effectiveness of a school's leadership team, holding the senior leadership team to account. The effectiveness of a governing body is judged by Ofsted as part of the overall leadership and management grade, which is a limiting judgement for a school's inspection.
- 3.5 The roles and responsibilities of an LA Governor are clearly laid out in statute. At the meeting of the School Governance Working Party on 12 March 2013, the role was clearly defined as follows in line with the school governance regulations:
- “ Local Authority Governors are appointed by and represent the Local Authority on a school or academy Governing Body. They should consider the views and advice of the Local Authority but are not delegates. Like other categories of governor, they cannot be directed to present a particular point of view. They should act in the best interests of the pupils and the community which the school or academy serves”.*
- 3.6 LA Governors are appointed by the LA and, therefore, can also be removed under the Regulations by the LA. This can be a substantial advantage to a school if governance is deemed to be ineffective, as the LA can support school improvement by appointing and directing a strong LA governor or, equally, by removing an ineffective LA Governor.

### 4. RECOMMENDATIONS OF THE WORKING PARTY

- 4.1 Recruitment  
Recruitment of LA Governors and governors in general was a key focus of the School Governance Working Party and various campaign methods were discussed and reviewed.
- 4.2 Since the 12 March 2013 meeting, the LA Lead Officer for Governor Services has secured the services of School Governor One Stop Shop (SGOSS), a DfE sponsored charity which is directly tasked with supporting the recruitment of governors.
- 4.3 A contact was made with the Regional Manager of SGOSS and the local authority has provisionally agreed a structured recruitment campaign from October 2013, which will include

recommendations for recruitment arising from the Working Party. The recruitment campaign will be entirely funded by SGOSS and, therefore, at no cost to Council funds.

#### 4.4 Selection

The Education Select Committee Review, published in June 2013, highlighted the quality of school governors as a priority. Recent Ofsted inspections (January - July 2013) in Bromley schools have highlighted ineffective governance in five schools. The LA is supporting these and two other schools in relation to strengthening governance.

4.5 Under the revised inspection framework, if Ofsted highlights ineffective governance and/or the leadership of a school is judged as requiring improvement, there is an expectation that an external review of the school's governance arrangements will take place. There are significant cost and resource implications for the school and for the Education Service in this and, therefore, early support is pivotal to avoid this.

4.6 One such measure which was considered at the Working Party was to develop a more robust recruitment and selection process of school governors and, in particular, LA governors. This will need careful planning and it is recommended that a review is undertaken of how school governors and, in particular, LA Governors in other authorities are recruited, selected and appointed. This could take place in the autumn term 2013, for agreement at the 12 November 2013 Education Policy Development and Scrutiny Committee, with implementation in January 2014.

4.7 A further initiative discussed by the Working Party was to introduce a programme of advanced LA Governors, recruited specifically to help with supporting improvements in schools with ineffective governance. It is worth noting that this initiative is also likely to attract academies to retain LA Governors on their governing bodies and maintain the relationship between the LA and its academies.

#### 4.8 Support and communication

The School Governors Working Party also considered:

- how LA Governors might access specialist support and advice from the LA where appropriate, with the consideration of a hotline number;
- an annual LA governor questionnaire to be completed to identify particular concerns, or improvements required;
- how the Education PDS Committee could contribute towards the themes and objectives of the termly LA Governor Forums.

4.9 Further consideration would need to be given to the cost and staffing implications in providing a hotline number. However, an annual questionnaire will be introduced in September 2013 and resourced by Governor Services.

4.10 The Working Party also considered a Governors' Induction Pack specifically outlining the roles and responsibilities of LA Governors. This has since been developed, along with an Induction Pack for Parent Governors.

- 4.11 An Online Forum using Fronter has also been developed for Chairs of Governors and LA Governors. It is planned that this will be 'live' for the first LA Governor Forum at the end of September. This will allow Members and Officers to update LA Governors with key documentation quickly and cost effectively.
- 4.12 The Portfolio Holder and Chairman of the Education PDS committee are scheduled to discuss the finding of the School Governance Working Party with LA Governors at the next LA Governor Forum on 30 September 2013.

**5. POLICY IMPLICATIONS**

The recommendations and actions in this report would support the delivery of priorities for children and young people as set out in the Council's Education Commitments and agreed at the Council Meeting of 21 January 2013 to work to improve school governance.

The recommendations and actions in this report also support the work programme as set out in the Education Portfolio Plan 2013: to promote educational opportunity in the borough, ensuring all families have a choice of good and outstanding schools and early years; and to work with governing bodies, the Department for Education and others to expand popular and successful schools and create additional early years' capacity.

**6. FINANCIAL IMPLICATIONS**

All actions arising from the implementation of recommendations in this report will need to be met within existing resources.

**7. LEGAL IMPLICATIONS**

The local authority has a number of statutory duties pertaining to governing bodies of schools: to make the Instrument of Government for all maintained schools and federations of schools (DfE 067); to appoint local authority governors to all maintained schools and to give notice of the removal of any local authority governor (DfE 066); to provide training and information for school governors (DfE 068); to appoint additional governors if the school is eligible for intervention (DfE 117).

<b>Non-Applicable Sections:</b>	<b>PERSONNEL IMPLICATIONS</b>
Background Documents: (Access via Contact Officer)	

## Appendix 1

Academy Schools (as of August 2013), those highlighted\* have maintained an LA Governor in their Articles of Association (governance constitution).

	<b>Name of School</b>	<b>Date of Conversion</b>
1	Beaverwood	01/03/2011
2	Bishop Justus	01/03/2011
3*	Bullers Wood	01/05/2011
4	Charles Darwin	01/04/2011
5*	Coopers	01/03/2011
6*	Darrick Wood	01/10/2010
7	Harris Beckenham	01/09/2011
8	Harris Bromley	01/09/2011
9*	Hayes	01/04/2011
10	Kemnal	01/09/2010
11*	Langley Boys	01/04/2011
12	Langley Girls	01/08/2011
13	Newstead Wood	01/04/2011
14*	Ravens Wood	01/04/2011
15	Ravensbourne	01/04/2011
16	The Priory	01/04/2012
	<b><i>Primary Schools</i></b>	
17	Balgowan	01/08/2011
18	Biggin Hill	01/08/2011
19*	Crofton Infants	01/09/2012
20*	Crofton Juniors	01/12/2011
21*	Darrick Wood Infants	01/08/2011
22*	Green St Green	01/08/2011
23*	Hayes Primary	01/07/2011
24	Hillside	01/09/2012
25	Pickhurst Infants	01/08/2011
26*	Pickhurst Junior	01/08/2011
27	Stewart Fleming	01/08/2011
28	St James RC	01/01/2012
28	Tubbenden	01/03/2012
30	Valley	01/08/2011
31*	Warren Road	01/07/2011

Report No.  
ED13089

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Education Portfolio Holder

**Date:** For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 17th September 2013

**Decision Type:** Non-Urgent                      Non-Executive                      Non-Key

**Title:** **UPDATE ON PROPOSED SCHOOL EXPANSIONS FOR 2014/15**

**Contact Officer:** Dr Tessa Moore, Assistant Director: Education  
Tel: 020 8 313 4146    E-mail: Tessa.Moore@bromley.gov.uk

**Chief Officer:** Executive Director of Education, Care & Health Services

**Ward:** All

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1. Reason for report

This report is an update of the Primary School Development Plan approved in November 2012 by the Education PDS Committee in the light of primary admissions for 2013/14, taking into account revised population projections and making further recommendations for changes in primary school capacity for admissions in the school year 2014/15.

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2. **RECOMMENDATION(S)**

2.1 **Members of the Education PDS Committee are requested to consider and comment on the outcomes from the review of the Primary School Development Plan held on 2<sup>nd</sup> September 2013.**

2.2 **The Education Portfolio Holder is recommended to endorse the recommendations of the Primary School Development Plan Working Group, taking into account the views of the Education PDS Committee, which comprise:**

- 1) **That the higher Greater London Authority (GLA) alternate roll projection methodology be adopted as the basis of primary school planning for 2014/15 and into the future;**
- 2) **A margin of 2% be considered above projection to provide for parental choice in order to improve the rate of first choice allocations;**
- 3) **That the Primary School Development Plan Working Group be renamed the School Place Working Group to reflect the need to consider Secondary place planning into the future;**

- 4) That discussions be undertaken with schools identified for expansion with a view to reporting the outcome to a future meeting of Education PDS Committee; and
- 5) That feasibility studies be undertaken in consultation with identified schools to assess the scope and cost of school enlargement as set out below:

**Planning Area 1 - Wards: Crystal Palace, Penge and Cator, Clock House**

- To investigate, with Governors, the feasibility of increasing capacity on a temporary basis to 3 FE (from 2 FE) at James Dixon Primary School for reception in 2014/15 as well as on a permanent basis.
- To consult with Harris Federation around the feasibility of increasing capacity on a temporary basis to 3 FE (from 2 FE) at Harris Primary Academy Kent House for reception in 2015/16 as well as on a permanent basis.
- To consider the potential for other schools to expand as needed following consultation and feasibility studies.

**Planning Area 2 - Wards: Copers Cope, Kelsey and Eden Park**

- To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 2 FE (from 1 FE) at Clare House Primary School.
- To await the outcome of the free school submission proposed by Langley Park Boys and Girls Schools.
- To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 3 FE (from 2 FE) at Worsley Bridge Community Primary School in the medium term.

**Planning Area 3 - Wards: Shortlands, West Wickham, Hayes and Coney Hall**

- To keep school organisation and size in the area under review.
- To investigate, with Governors, the feasibility of increasing capacity on either a temporary or permanent basis to 2 FE (from 1 FE) at St Mark's C.E. Primary School if future demand was sufficient.

**Planning Area 4 - Wards: Bromley Town, Plaistow and Sundridge, Bickley**

- To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 3 FE (from 2 FE) at Scotts Park Primary School.
- To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 3 FE (from 2 FE) at Parish C.E. Primary School.
- To investigate, with Governors, the feasibility of consolidating the PAN for St George's C.E. Primary School to 2 FE (from 1.5 FE).

**Planning Area 5 - Wards: Bromley Common and Keston, Petts Wood and Knoll, Farnborough and Crofton**

- To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 4 FE (from 2 FE) at Princes Plain Primary School on the Education Development Centre campus.
- To consider other options to meet the ongoing deficit of places in the Planning Area from 2016/17.

**Planning Area 6 - Wards: Chislehurst, Mottingham, Chislehurst North**

- To investigate, with Chislehurst C.E. Primary School and the Diocese of Rochester, the feasibility of relocating and expanding Chislehurst C.E. Primary School.
- To investigate, with Governors, the feasibility of increasing capacity on a temporary or permanent basis to 2 FE (from 1 FE) at Edgebury Primary School.

**Planning Area 7 - Wards: Cray Valley West and Cray Valley East**

- To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 2 FE (from 1 FE) at Midfield Primary School.
- To investigate, with Governors, the feasibility of increasing capacity on a temporary basis by 1 FE to 2 FE at St Paul's Cray C.E. Primary School for reception in 2014/15.
- To consider scope for other schools in the Planning Area to expand as needed following consultation and feasibility studies.

**Planning Area 8 - Wards: Orpington, Chelsfield and Pratts Bottom**

- No current changes to school organisation or size in this planning area

**Planning Area 9 - Wards: Biggin Hill and Darwin**

- No current changes to school organisation or size in this planning area.

### Corporate Policy

1. Policy Status: Existing Policy: Primary School Development Plan
  2. BBB Priority: Children and Young People
- 

### Financial

1. Cost of proposal: Estimated Cost Further Details
  2. Ongoing costs: Recurring Cost Non-Recurring Cost
  3. Budget head/performance centre: Basic Need capital budget, DSG (revenue costs)
  4. Total current budget for this head: £19,737,941 (capital)
  5. Source of funding: DfE capital grant, DSG (£219m)
- 

### Staff

1. Number of staff (current and additional): 3
  2. If from existing staff resources, number of staff hours: 50
- 

### Legal

1. Legal Requirement: Statutory Requirement The Education and Inspections Act 2006, The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended by The School Organisation and Governance (Amendment) (England) Regulations 2007. The School Organisation and Governance (Amendment) (England) Regulations 2009 .
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): parents and carers of some 3,850 new admissions each year, rising as set out in the report.
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? This would be the next stage
2. Summary of Ward Councillors comments:



### **3. COMMENTARY**

- 3.1 The strategic planning of primary school places and school organisation in the Borough is driven through the Primary School Development Plan.
- 3.2 A comprehensive review of the Primary School Development Plan (PSDP) was completed in autumn 2010 to address the significant increase in demand from primary places; outcomes from this review were reported to the Children and Young People (CYP) PDS in January 2011, and subsequently on 21 February 2012 and 12 November 2012.
- 3.3 The Education PDS agreed the membership of the reconvened Member Officer Working Party at its meeting of 12 June 2012. The Member Officer Working Party was scheduled to meet on 2 September 2013 to review updated pupil population projections. These indicate an increasing demand for reception class places for the foreseeable future. The number of reception pupils in Bromley schools has risen from 3,165 in January 2007 to 3,861 in January 2013. The numbers are projected to rise toward 4,050 until at least 2020 and 4,035 by 2030. The working group concluded that there was likely to be a need for additional forms of entry across the Borough and, taking account of projections for each planning area and other local circumstances, is recommending that the additional capacity required is achieved by both temporary and permanent increases in admissions at a number of schools. It also considered the impact of free schools due to open in 2014, and the potential for more, and whether additional places should be provided to improve parents securing their first choice of school.

### **4. POLICY IMPLICATIONS**

The report made to the Primary School Development Plan Working Party is attached as Appendix A, with the draft minutes of the meeting set out at Appendix B.

### **5. FINANCIAL IMPLICATIONS**

Provision has been made in the Basic Need Capital Budget 2013-5 for minor works to primary schools to facilitate bulge classes and enlargement work. Where major expansion is proposed, this would be subject to a full feasibility study and consideration of the long term affordability in the context of future Basic Need capital allocations.

### **6. LEGAL IMPLICATIONS**

The Council has a statutory duty to keep under review the number of school places in its area and to propose amendment to ensure a sufficient supply to meet current and forecast demand. It may assist voluntary aided and academy providers to enlarge and improve schools.

### **7. PERSONNEL IMPLICATIONS**

There are no immediate implications for staffing arising from this report. However should the proposals to restructure the schools to accommodate the rise in pupil numbers be progressed schools will require support on an individual basis tailored to their specific staffing structures. Staffing implications may arise as schools develop as dependent on pupil numbers the number of teaching Full-Time Equivalent (FTE) staff required to facilitate the curriculum and support the infrastructure is likely to increase. The potential relocation of a school site would also give rise to staffing implications. In this event detailed consultation with staff and Trade Union representatives would be undertaken and the outcome would be subject to a separate report.

<b>Non-Applicable Sections:</b>	[List non-applicable sections here]
Background Documents: (Access via Contact Officer)	Report to Education PDS of Primary School Development Plan working party 9 August 2012

**EDUCATION AND CARE SERVICES DEPARTMENT**

Briefing Paper Member/Officer Working Party –

Date: 2 September 2013

**REVIEW OF PRIMARY SCHOOL DEVELOPMENT PLAN**

Assistant Director Dr Tessa Moore

Contact Officer: Iain Johncock, Head of Strategic Place Planning

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**RECOMMENDATIONS**

- 1 The higher GLA alternate roll projection methodology be adopted as the basis of primary school planning for 2014/15 and beyond**
- 2 A margin of 2% be considered above projection to provide for parental choice in order to improve the rate of first choice allocations**
- 3 That discussions be undertaken with schools identified for expansion in the report with a view to reporting the outcome to Education PDS Committee**
- 4 Where not already in hand and in consultation with schools, feasibility studies be undertaken to assess the scope and cost of enlargement**

**BACKGROUND**

- 1 The strategic planning of primary school places and school organisation in the Borough is driven through the Primary Schools' Development Plan. A comprehensive review of the Primary Schools' Development Plan (PSDP) took place in August 2012 to address the significant increase in demand for primary school places; and the outcomes from this review were reported to the Education PDS in November 2012. This is an update of the PSDP taking into account the 2013/14 admission cycle and the latest school roll projections.
- 2 The overall strategy is to meet forecast growth by a combination of existing surplus capacity, expansion of current provision, new schools and bulge classes. Major expansion would be considered where sustainable and feasible, with new schools supported in areas of greatest need. From year to year, bulge classes would be used to ensure sufficient places are available, and in some cases a step towards permanent expansion. The growth strategy should reflect parental choice and represent value for money. Item 7 in the appendix illustrates the expansion schemes in programme 2010-13.
- 3 London's population is forecast to grow by 1.3m between 2006 and 2031. Although overall growth in Bromley at 4.5% was one of the lowest in London between 2001 and 2011, this is forecast to rise to some 7.5% between 2011

and 2022 as the impact of demographic, housing, travel and other factors is felt in the area. However, as the growth is mainly in the birth rate, the numbers of 4 year olds expected in schools rises to 17% over the same period. Patterns of growth experienced in the inner London boroughs are now being seen in Bromley, with the greatest pressure in the north and east of the borough.

- 4 School population projections are provided by the Greater London Authority (GLA) based on the ONS figures above, taking into account rolls in previous years, overlaid with housing growth assumptions. Two projections are provided, a standard and an alternate which uses development data to distribute population within the borough, but constrained within the overall GLA trend based projection for the borough as a whole. The process by which the GLA produce the school roll projections is set out at Item 1 in the appendix. Item 3 illustrates the live births year by year across all London boroughs.
- 5 For the school year 2013, applicants for reception class places exceeded previous forecasts and it was necessary to supplement the agreed changes by 90 places (in consultation with the Portfolio Holder) to ensure every on time applicant received a valid offer. The total number of places originally available for 2013 was 3,733, increased to 3,823. 3,820 on time applicants were made an offer in April 2013. Given these risk factors it is recommended that the higher alternate forecast be adopted as the basis for planning, subject to review.
- 6 The reason for the variances between the numbers above is because the growth is localised. The need to provide primary places within a reasonable travelling distance means that whilst many schools are full others, mainly in the south, may still have places. In a number of cases places were offered in excess of numbers where it was known that schools have in the past experienced a high degree of movement between offer day and the start of the autumn term. Item 9 in the appendix shows that the number of places in the independent sector has remained broadly stable, and where parents also apply for a Bromley school this can release a place when confirmed. Although some 117 late applications have been received since the on time deadline passed, because of this 'churn' it has been possible to make reasonable offers without the need to add more places. While final numbers will not be known until the census next term, it is clear that pressure is continuing and further action will be needed to ensure not only places are available but, so far as possible, in schools of choice.
- 7 For the 2013/14 round the number of on time applicants securing their first choice of school in Bromley was 76%, and the first three choices 89%. The London average was 81% and 92% respectively. This was a fall from the

previous years (Bromley 79%/90%) and reflects the increasing pressure on places. As more schools become full it is increasingly difficult for parents to secure their school of choice, and for the most popular the home to school distances have fallen substantially and can be as little as 0.1 mile. These are published in the primary booklet for the last three years. However, many applicants are unrealistic in their choices, do not specify local schools and are often disappointed. Whilst there is movement in waiting lists, the most popular schools recruit very locally.

- 8 In some cases, offers had to be made to schools not named by parents. These included the 60 additional places at Worsley Bridge, hitherto a Junior school but following a recommendation from the Working Party last year, consultation on reorganisation as an all through primary school took place. Given wide support, it was agreed by the Portfolio Holder that the effective date should be brought forward to September 2013, enabling 60 reception class places to be offered. Although not named in the original published booklet, letters of explanation were sent to parents and the school is now full in the reception year. The statutory notice is due for approval in late August 2013. Some 30 places were also added at Malcolm Primary School (Harris Primary Academy Crystal Palace from September 2013) in agreement with the Federation, with the expectation that the school would enlarge permanently to 2FE.
- 9 For 2014/15 three new free schools are due to open – Harris Beckenham and Harris Bromley, both providing 2 forms of entry (60 places) and a Bilingual School also expected to be located in central Bromley offering 50 places. Being in the area of highest pressure, the Harris schools should not only alleviate demand but also act to improve parental choice. The Bilingual School will recruit more widely although it is expected to be substantially from Bromley. Each is shown with commentary in the planning area presentations below.
- 10 Free School applications are being considered by a number of other providers for submission to the DfE with the expectation to open in 2015 and beyond. Consultation has commenced on a joint application sponsored by Langley Park Boys and Girls Schools to provide a 2FE primary school on their grounds and would serve both Planning Areas 2 and 3. As schools move towards Academy status there is scope for schools to change their permanent admission limits by a shorter process than maintained schools.
- 11 The planning assumptions laid before the last Working Party showed a forecast demand for reception class places for 2013/14 of 3,792 using the higher GLA alternate projection. In order to meet demand in the school year 2014/15 it is proposed that the alternate forecast of 3,896 is used as a starting point given the variations across the borough.

- 12 Although the main focus has been the growth in demand at reception, there is increasing pressure on in year admissions, especially with families arriving in the borough with children of different ages. Whereas in the past it has been possible to accommodate older children more easily as numbers have traditionally fallen in the higher age groups, this is becoming more difficult as the schools become more full. If no place is available in a chosen schools, an in year applicant would then be directed to a suitable school, i.e., within reasonable travelling distance. Otherwise the child would have to be placed through Fair Access, by which schools would agree to vary their admission numbers. However, class size regulations have an impact in KS1 although in some circumstances it is possible to operate larger classes with additional classrooms assistants. Item 8 shows the number of pupils in primary schools by year group in the spring term 2013.
- 13 Even if space is available, schools find it financially difficult to open new classes for a small number of pupils because the revenue generated is insufficient to meet the additional staffing and other costs. It may be possible in some circumstances for classes to be split and operated as two or more smaller units. Consideration may need to be given to bulge classes in higher year groups. More analysis is being carried out to establish the extent of the problem, the possible solutions and costs.
- 14 In Item 2 in the attached presentation, a factor of 2% has been added to each planning area projection to provide for parental choice. Across the country, a margin of up to 5% is considered desirable but in view not just of the additional capacity but also the increased density of provision due to the new schools, coupled with the public expenditure issues it is considered prudent to adopt the 2% at this stage, subject to review.
- 15 Specific planning assumptions for primary school provision were reviewed in the last presentation to the PDS Committee, as follows:
- accommodate children in schools in the locality in which they live;
  - maximise strategic locations;
  - expand existing provision wherever possible;
  - consolidate at whole-forms of entry (FE) where possible;
  - encompass all maintained and state funded schools.
  - amalgamation of infant and junior schools whenever the opportunity arises.
- 16 A key responsibility of the LA, allied to the provision of sufficient school places to children, is the delivery of high quality education and the efficient use of resources. The Primary Schools' Development Plan focuses on the supply of places, but the quality of education provided by those places and the efficient use of resources are also major considerations. When schools

are being considered for reorganisation, the impact on standards should be considered which may influence the nature or timing of a decision.

## **17 INITIAL OUTCOMES FROM ANALYSIS**

The Working Party made recommendations to the PDS Committee for the pattern of provision in 2013/14 and these are reviewed below, under the section dealing with individual primary planning areas along with recommendations for 2014/15 and beyond.

- 18 The number of reception pupils in Bromley schools has risen from 3,165 in January 2007 to 3,861 in January 2013. On the higher GLA forecast, total numbers are projected to rise to 4,041 by 2018 and to remain at that level to 2030. A full presentation of the forecasts by planning area is shown in Appendix A. The projections beyond 2022 are based on standard factors at this stage as development data cannot be projected that far ahead.
- 19 The analysis in below identifies by planning areas some of the issues to be considered by the working party. A map of planning areas is shown at Item 4 in the appendix with the school by school analysis, with individual forecasts, below.
- 20 Item 2 in the appendix brings together the forecasts for each planning area showing the planned number of places for 2014/15 onwards in each school. The new schools are also shown. Where schools have already agreed to increase their roll, or consultation is in hand, these are shown.
- 21 Whereas some deficits do remain, the overall picture shows that without any other changes there is sufficient capacity to meet the forecast number across the borough with a margin of around 1FE. This masks local pressures, and members are invited to consider how these might be addressed in the area by area analysis below.

## **22 ANALYSIS BY PLANNING AREA**

### **PLANNING AREA (PA) 1**

#### **Wards: Crystal Palace, Penge and Cator, Clock House**

This continues to be the most volatile area in terms of rising demand for places. The numbers of 4 year olds in this area remains above that of the total admissions numbers for the schools. The analysis indicates a history of migration to schools in the neighbouring PA 2 and a high percentage take up of primary places in Croydon and Lewisham. When the 2% uplift is included, this area is currently showing a shortfall of places of approximately 3 to 4 FE deficit, falling

back to 2FE by 2030. However, in 2013 a 2FE deficit was met by neighbouring areas and for 2014 Balgowan will offer a bulge class taking its total to 4FE (120) for one year. The base provision now includes an expanded Churchfields to 2 FE, as proposed in the previous report, and Harris Crystal Palace will now be permanently expanded to 2FE. There is scope to consider James Dixon for enlargement to 3FE in time, and it is proposed that discussions be initiated, and that a bulge class of 30 be opened for 2014. The former Royston Primary (opening as Harris Kent House in September 2013) has the potential for enlargement in the medium term after improvement measures have taken effect. When PA1 is taken with the neighbouring PA2, and with PAs 1-4 (as they lie together) the position improves as capacity can be used to meet PA1 needs within a reasonable travelling distance for many applicants. The Bilingual Free School should draw more widely and provide some additional capacity here and across the borough.

### **Issues for consideration**

- Consult James Dixon for a bulge class for 2014 and permanent expansion to 3FE
- Consult Harris Federation on expansion of Kent House to 3FE in 2015 or beyond
- Consider scope for other schools to expand following consultation and feasibility studies

## **PLANNING AREA 2**

### **Wards: Copers Cope, Kelsey and Eden Park**

Analysis of projections indicates that there has been a very close match of places to demand and an increase in projected reception numbers. The opening of Harris Beckenham in 2014 will provide more places and therefore more choice for parents in this area. The permanent expansion of Unicorn to 2 FE and bulge classes at Clare House have ensured sufficient places to meet the current increased demand as well as making a contribution to the needs in PA1 above. Worsley Bridge and Bromley Road are being reorganised as separate primary schools; Worsley Bridge took 2 bulge classes in 2013. Taking into account the 2% uplift, there is a shortfall of 1FE for 2014 across PAs 1 and 2. From 2015 onwards, if the Langley free school proposal is approved a further 2FE of capacity will be available between PAs 2 and 3 (as it would lie on the border). There is also scope for bulge classes at Bromley Road as it reduces in size from 9 to 7 classes, and potential for expansion to 3FE at Worsley Bridge, an option included in the current feasibility study.



### **Issues for consideration:**

- Expand Clare House permanently to 2FE based on the outcome of feasibility
- Await outcome of free school submission proposed by Langley Boys/Girls
- Consider bulge classes for 2014 at Bromley Road as alternative to James Dixon
- Consider expansion to 3FE at Worsley Bridge in the medium term

### **PLANNING AREA 3**

#### **Wards: Shortlands, West Wickham, Hayes and Coney Hall**

The opening of Harris Bromley Free Primary in 2014 offering an additional 60 places will ensure more than sufficient provision to meet the needs of the area. In the past there had been a close match of places to demand, and there is now a forecast margin of 111 places in 2014. However the Free School is close to the border with both PA2 and PA4 and would therefore expect to draw recruitment from these neighbouring planning areas. There is also scope for enlargement at St. Marks' CE to meet the needs in of neighbouring planning areas because of its location, and discussions with the school are in hand. Taken in isolation two forms of entry of capacity would remain to 2030.

### **Issues for consideration:**

- Keep area under review and consider medium term options for enlargements
- Consider St. Marks for enlargement by 1FE as a contribution to wider needs

### **PLANNING AREA 4**

#### **Wards: Bromley Town, Plaistow and Sundridge, Bickley**

Although capacity in this planning area has been closely matched to need for several years, assisted by the enlargement of Bickley in September 2011, forecast growth will require additional places, and for this planning area there is a shortfall of 77 for 2014/15 rising to 137 by 2030. Both Valley and Parish accepted an extra form of entry in September 2011 and September 2012 and it has been agreed to consult on the permanent expansion of Parish from 2 FE to 3 FE. Scotts Park admitted an additional form of entry in 2012 and 2013 with a view to permanent expansion. St George's CE has indicated that it would wish to consolidate from 1.5 FE to 2FE if feasible, and that will be pursued in line with current policy subject to site constraints. However, in the short term when the

needs of planning areas 1-4 are taken together, these shortfalls can be met by bulge classes or enlargements as proposed above. Assuming the Bilingual free school opens on a central Bromley site, that will also make a contribution to the overall requirement.

### **Issues for consideration**

- To confirm the permanent increase of Scotts Park from 60 to 90.
- To confirm the permanent increase of Parish from 60 to 90
- To consider the feasibility of enlargement of St George's CE to 2FE

### **PLANNING AREAS 1-4**

Taking the four PAs in the north west of the borough together, including 50% of the planned places for the Bilingual free school it is forecast that there will sufficient places to meet demand in 2014/5. However, in subsequent years there is an ongoing deficit of between 3 to 4 forms of entry. This can be met by a combination of the options described above. It is recommended that this is kept under review and that discussions continue with schools and other providers.

### **PLANNING AREA 5**

#### **Wards: Bromley Common and Keston, Petts Wood and Knoll, Farnborough and Crofton**

Demand has increased in recent years in part due to a significant housing development on the 'Blue Circle' site, planned to consist of 788 dwellings, of which 75% are 2 bed or larger, suitable for family occupation. Proposals have been made for the expansion of Princes Plain by 2FE, making use of the former Education Development Centre on the site for which a feasibility study is in hand, and in the meantime an additional 60 places are proposed for 2014/15. However, it is clear that for permanent expansion the building would require enlargement. Any further expansion of Keston CE is subject to planning permission on a small extension to provide a bulge class. With the proposed expansion of Princes Plain the needs would be met for the next two years but thereafter a deficit of 0.5FE rising to 1FE would need to be addressed.

### **Issues for consideration**

- To consider permanent expansion of Princes Plain to 4FE on the EDC campus
- To consider the scope to open a bulge class if necessary at Keston CE, subject to planning
- To consider other options to meet the ongoing deficit in 2016/17 and beyond

## **PLANNING AREA 6**

### **Wards: Chislehurst, Mottingham, Chislehurst North**

PA6 includes the major residential development on the site of the Ravensbourne College of Art and Design. Chislehurst CE and the Diocese of Rochester have been in discussions with the Local Authority concerning the feasibility of relocating and expanding the school to a new site in Chislehurst. There are two 'stand alone' infant schools in this planning area. The planning for this area assumes Red Hill Primary School and Mottingham Primary School will admit additional pupils at Key Stage 2 to accommodate some, or all, of the pupils that leave these local infant schools. There is a projected shortfall of places in this planning area of approximately one form of entry. This could be accommodated by the expansion of Edgebury Primary School in time.

#### **Issues for consideration**

- Feasibility of relocation and expansion of Chislehurst CE
- Feasibility of admitting additional pupils or expanding Edgebury

## **PLANNING AREA 7**

### **Wards: Cray Valley West and Cray Valley East**

There is a close relationship between this Planning Area 7 and Area 8. In response to lower rolls in recent years, from 2008 the PANs of St. Mary Cray Primary School, Leeson's Primary, Midfield Primary, Poverest Primary and St Paul's Cray Primary had been reduced from 1.5 FE to 1 FE. However, with rolls starting to rise again and with the accommodation substantially in place there is scope to consider expansion of these schools by whole forms of entry. In 2012/13 places had to be added to St. Mary Cray and to Midfield. Midfield in 2013/14 admitted an further extra form of entry and discussions on permanent enlargement are pending the outcome of a feasibility study. There is a history of mobility between schools in this area, partly accounted for by the significant resident Traveller population. In order to meet the required numbers it would be necessary for St. Paul's Cray or Leeson's to admit a bulge class. Discussions are in hand with the schools concerned.

#### **Issues for consideration:**

- To secure the permanent increase of PAN at Midfield to 60.
- To consider the expansion of St Pauls Cray CE Primary School on the basis of the feasibility currently underway
- To review with the Governors in this planning area, the feasibility of increasing capacity.

## **PLANNING AREA 8**

### **Wards: Orpington, Chelsfield and Pratts Bottom**

There is a close relationship between PA8 and PA7. Capacity in this planning area has been reduced in recent years in line with need, e.g. Blenheim Infant and Junior merging to form Blenheim Primary and reducing by 1 FE , Warren Road increased from 3 to 4 FE and Holy Innocents Catholic Primary reduced from 2 to 1 FE. In practice, Hillside has admitted 60 although the PAN is 54. Although rolls are forecast to remain broadly stable in the area, it may be necessary to consider temporary expansions based on future demand.

#### **Issues for consideration:**

- There should be no current change to school organisation or size in this planning area
- Continue to monitor demand and consider temporary expansions if required.

## **PLANNING AREA 9**

### **Wards: Biggin Hill and Darwin**

Both Biggin Hill and Oaklands recently amalgamated and Cudham Primary School had its PAN of 15 reduced from 19 from September 2012. Capacity in this planning area is closely matched to projected need and shows a margin of between 0.5 and 1FE to the end of the planning period.

#### **Issues for consideration:**

- That there should be no current change to school organisation or size in this planning area.

### **All Planning Areas**

With the opening of new schools and the action that has been taken to enlarge existing schools a significant step has been taken towards meeting the increasing demand for places. Although in crude terms there is an overall shortfall across the borough as a whole of between 3.5 and 6 forms of entry between 2015 and 2020, when local factors are taken into account, i.e. the need to provide places with reasonable travelling distance, this could be higher. When all the individual surpluses and deficits are accumulated this could be as high as 10E although

dependent upon very local factors, i.e. the ongoing margin in the south of the borough is unlikely to be able to offset more than a small amount of need elsewhere. Additional capacity may also be needed to increase parental choice, depending on the outcome of the 2% uplift.

Action is still needed to identify the scope for growth in existing schools to meet local shortfalls, consistent with schools' agreement. There remains the potential for further enlargement although the capital costs would need to be carefully considered. It is for this reason that the detailed feasibility of each sites needs to be examined so that all options are able to be considered in an objectively. There remains scope for new entrants to join the existing pattern of schools, although it would be desirable for the Council to be able to shape those in order for school development and capital investment in the borough to best meet the identified shortfall and to secure the greatest value for money from public investment.

### **Issues for consideration**

- To identify potential sites suitable for education provision across the Borough.
- To encourage potential free school proposers to locate in areas with the greatest need
- To keep under review the impact of additional places on parental choice

## **8 Appendix: Index of Papers for Member/Officer Working Party**

### Evidence and Background Papers

- Item 1 The Projection Process (GLA)
- Item 2 Bromley Primary Schools capacity and forecasts to 2030
- Item 3 Birth data 2001-2012 by local authority
- Item 4 Map of primary planning areas
- Item 5 Graphs showing growth by planning areas to 2022
- Item 6 Admissions limits - Bromley primary schools 1996-2013
- Item 7 Primary School Expansion 2010-2013
- Item 8 Number of pupils in Bromley primary schools in Spring Term 2013
- Item 9 Independent primary school rolls - Bromley 1996-2013
- Item 10 School Roll Projections 0-18 to 2030, standard and alternate
- Item 11 Whole population projections 0-18 to 2030 standard and alternate

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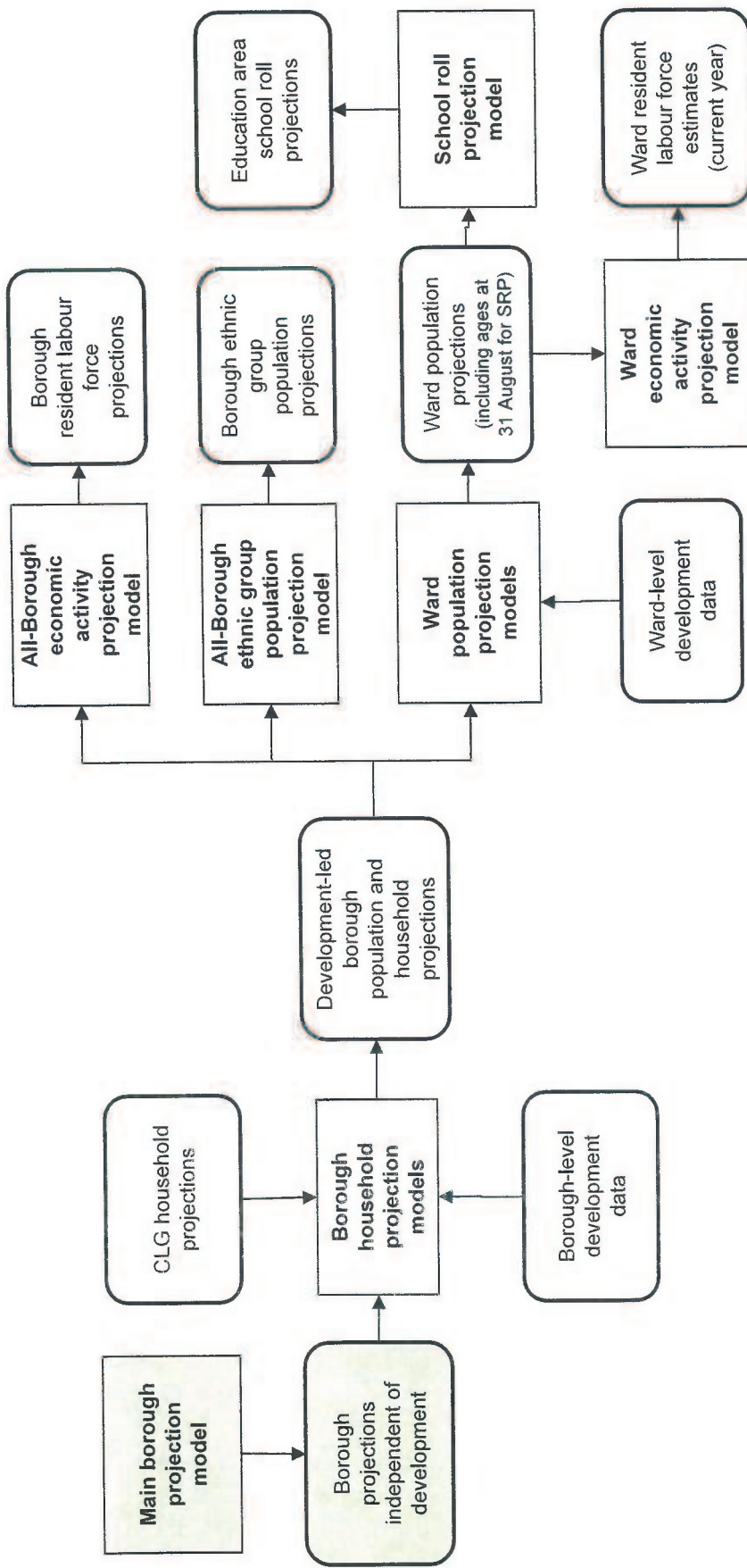
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# The projection process



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PA	SCHOOLS	Planned Admisson Numbers																		
		Actual May-13	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
1	Alexandra Infant School	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	Balgowan Primary	90	90	90	120	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
1	Churchfields Primary	59	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	James Dixon Primary	58	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	Malcolm Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	Royston Primary	57	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	St Anthony's RC Primary	29	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
1	St John's CE Primary	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
1	The Pioneer Academy (Stewart Fleming)	59	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
	<b>Planning area total</b>	<b>517</b>	<b>525</b>	<b>525</b>	<b>555</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>	<b>525</b>
PA1	January forecast (Alt)		517	591	632	625	656	659	655	646	638	629	620	613	607	603	599	595	592	589
2%	uplift for parental choice				13	13	13	13	13	13	13	13	12	12	12	12	12	12	12	12
	<b>Total</b>				645	638	669	672	668	659	650	641	632	625	620	615	611	607	604	601
	Surplus/deficit v Alt+2%				-77	-100	-131	-134	-130	-121	-113	-104	-95	-88	-82	-78	-74	-70	-67	-64

PA	SCHOOLS	Planned Admisson Numbers																		
		Actual May-13	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
2	Bromley Road Infant School (Primary)	88	90	90	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
2	Clare House Primary (extra class added)	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2	Marian Vian Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
2	St Mary's Catholic Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2	Unicorn Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2	Worsley Bridge Junior (Primary)			60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2	Harris Beckenham			420	420	420	420	420	420	420	420	420	420	420	420	420	420	420	420	420
	<b>Planning area total</b>	<b>358</b>	<b>360</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>	<b>420</b>
PA2	January forecast (Alt)		358	345	367	392	396	401	404	404	403	401	399	398	397	396	396	395	395	395
2%	uplift for parental choice				7	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	<b>Total</b>				374	400	404	409	412	412	411	409	407	406	405	404	404	403	403	403
	Surplus/deficit v Alt				46	20	16	11	8	8	9	11	13	14	14	15	16	16	17	17
	Planning areas 1 and 2 surplus/deficit v Alt				-31	-80	-115	-123	-122	-113	-103	-92	-82	-74	-68	-63	-58	-54	-50	-47

		Planned Admissions Numbers																		
Actual		2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30		
<b>PA</b>	<b>SCHOOLS</b>	<b>May-13</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>	<b>2029/30</b>
3	Hawes Down Infant	87	90	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
3	Hayes Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
3	Highfield Infant School	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
3	Oak Lodge Primary	88	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
3	Pickhurst Infant School	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
3	St Mark's CE Primary	63	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
3	Wickham Common Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
3	<b>Harris Bromley</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>
	<b>Planning area total</b>	<b>598</b>	<b>600</b>	<b>570</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>
PA3	January forecast (Alt)		598	539	509	482	502	510	517	522	527	532	537	542	548	552	555	557	558	558
2%	uplift for parental choice			11	10	10	10	10	10	10	11	11	11	11	11	11	11	11	11	11
	<b>Total</b>			550	519	491	512	520	528	532	538	543	547	553	559	563	566	568	569	569
	Surplus/deficit			20	111	139	118	110	102	98	92	87	83	77	71	67	64	62	61	61
<b>PA</b>	<b>SCHOOLS</b>	<b>May-13</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>	<b>2029/30</b>
4	Bickley Primary	59	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
4	Burnt Ash Primary	59	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
4	Parish CE Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
4	Raglan Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
4	Scotts Park Primary (extra class of 30)	88	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
4	St George's CE Primary	49	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
4	St Joseph's RC Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
4	Valley Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
	<b>Planning area total</b>	<b>525</b>	<b>525</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>	<b>495</b>
PA4	January forecast (Alt)		525	547	561	581	593	600	600	598	597	596	598	604	611	618	622	623	622	619
2%	uplift for parental choice				11	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	<b>Total</b>			572	572	593	605	612	612	610	609	608	610	616	623	630	635	636	635	632
	Surplus/deficit			-77	-98	-98	-110	-117	-117	-115	-114	-113	-115	-121	-128	-135	-140	-141	-140	-137
	Planning areas 3 and 4			20	34	41	7	-7	-15	-18	-22	-25	-33	-43	-57	-68	-76	-79	-79	-76
	Surplus/deficit																			
	Planning areas 1-4			20	3	-39	-107	-130	-137	-131	-125	-118	-114	-117	-125	-131	-134	-133	-129	-122
	Surplus/deficit		0		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	<b>Bilingual Free School 50%</b>				25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Resultant surplus/deficit				28	-14	-82	-105	-112	-106	-100	-93	-89	-92	-100	-106	-109	-108	-104	-97

		Planned Admissions Numbers																	
Actual		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
PA	<b>SCHOOLS</b>	<b>May-13</b>	184	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
5	Crofton Infant School		180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
5	Darrick Wood Infant School		90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
5	Farnborough Primary		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
5	Keston CE Primary		60	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
5	Princes Plain Primary		69	60	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
5	Southborough Primary		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
5	St James' RC Primary		31	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
5	Tubbenden Primary School		89	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
	<b>Planning area total</b>		<b>614</b>	<b>600</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>
PA5	<b>January forecast (Alt)</b>		614	614	614	634	643	645	644	644	644	642	641	642	642	642	641	640	639
2%	<b>uplift for parental choice</b>				12	13	13	13	13	13	13	13	13	13	13	13	13	13	13
	<b>Total</b>				612	647	655	658	657	657	657	655	654	655	655	654	653	652	652
	<b>Surplus/deficit</b>				18	-17	-25	-28	-27	-27	-27	-25	-24	-25	-25	-24	-23	-22	-22
PA	<b>SCHOOLS</b>	<b>May-13</b>	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Castlecombe Primary		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Chislehurst (St Nicholas) CE Pri		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Dorset Road Infant		27	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
6	Edgebury Primary		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Mead Road Infant School		28	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Mottingham Primary		56	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
6	Red Hill Primary		90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
6	St Peter & St Paul Catholic Primary		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	St Vincent's RC Primary		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	<b>Planning area total</b>		<b>351</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>	<b>355</b>
PA6	<b>January forecast (Alt)</b>		351	351	329	345	349	352	352	352	352	351	350	350	349	349	348	347	346
2%	<b>uplift for parental choice</b>				6	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	<b>Total</b>				326	352	356	359	359	359	358	357	357	357	356	355	354	353	353
	<b>Surplus/deficit PA6</b>				29	3	-1	-4	-4	-4	-3	-2	-2	-1	-1	0	1	2	2
	<b>Planning areas 5 and 6</b>		0	0	47	-14	-27	-31	-31	-31	-27	-26	-26	-26	-25	-24	-22	-22	-19

		Planned Admissions Numbers																		
Actual		2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30		
<b>PA</b>	<b>SCHOOLS</b>	<b>May-13</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>	<b>2029/30</b>
7	Grays Farm Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
7	Leasons Primary (ex 45)	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
7	Manor Oak Primary	32	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
7	Midfield Primary (extra class added)	59	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
7	Perry Hall Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
7	Poverest Primary (x45)	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
7	St Mary Cray Primary (x45)	53	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
7	St Paul's Cray CE Primary (ex 45)	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
7	St Philomena's RC Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	<b>Planning area total</b>	<b>384</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>	<b>358</b>
PA7	January forecast (Alt)		384	394	389	379	395	401	403	402	400	399	397	396	395	395	394	393	392	391
2%	uplift for parental choice				8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	<b>Total</b>				397	387	403	409	411	410	408	407	405	404	403	403	402	401	400	399
	Surplus/deficit PA7				-39	-29	-45	-51	-53	-52	-50	-49	-47	-46	-45	-44	-43	-42	-41	-41
<b>PA</b>	<b>SCHOOLS</b>	<b>May-13</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>	<b>2029/30</b>
8	Blenheim Primary	32	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
8	Chelsfield Primary	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
8	Green Street Green Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
8	Hillside Primary	60	54	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
8	Holy Innocents Catholic Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
8	Pratts Bottom Primary	12	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
8	The Highway Primary	31	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
8	Warren Road Primary	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
	<b>Planning area total</b>	<b>360</b>	<b>350</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>	<b>356</b>
PA8	January forecast (Alt)		360	349	360	329	328	331	333	333	333	333	333	334	336	338	339	341	341	342
2%	uplift for parental choice				7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	<b>Total</b>				367	336	335	338	340	340	340	340	340	341	343	345	346	347	348	348
	Surplus/deficit				-11	20	21	18	16	16	16	16	16	15	13	11	10	9	8	8
	Planning areas 7 and 8			0	-50	-9	-24	-33	-37	-35	-34	-32	-31	-31	-32	-33	-34	-35	-34	-34



		Planned Admissions Numbers																		
Actual		2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30		
<b>PA</b>	<b>SCHOOLS</b>	<b>May-13</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>	<b>2029/30</b>
9	Biggin Hill Primary School	59	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
9	Cudham CoE Primary	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
9	Downe Primary	13	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
9	Oaklands Primary School	67	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
	<b>Planning area total</b>	<b>154</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>
PA9	January forecast (Alt)		160	136	144	147	149	149	150	151	151	152	153	154	155	156	156	156	156	156
2%	uplift for parental choice		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	<b>Total</b>		163	138	146	150	152	152	153	154	154	155	156	157	158	158	159	159	159	159
	Surplus/deficit PA9		11	36	28	24	22	22	21	20	20	19	18	17	16	16	15	15	15	15
	Surplus/deficit Planning areas 5-9		9	50	-10	-36	-45	-44	-44	-43	-38	-38	-41	-42	-43	-43	-41	-41	-38	-38
	BFS Bilingual Free School 50%		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Surplus/deficit 5-9		34	75	15	-11	-20	-19	-19	-18	-13	-13	-16	-17	-18	-18	-16	-16	-13	-13
	Equivalent FE at 30		1.1	2.5	0.5	-0.4	-0.7	-0.6	-0.6	-0.6	-0.4	-0.4	-0.5	-0.6	-0.6	-0.6	-0.5	-0.5	-0.4	-0.4
	<b>Summary</b>																			
	Total including BFS PAN	3,861	3,847	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968	3,968
	Equivalent FE at 30/class	129	128	132	132	132	132	132	132	132	132	132	132	132	132	132	132	132	132	132
	<b>Total January forecast</b>																			
	Alternate SPR	3,861	3,707	3,896	3,994	4,041	4,057	4,050	4,044	4,036	4,027	4,030	4,040	4,047	4,051	4,050	4,044	4,035	4,035	4,035
2%	uplift for parental choice																			
	Grand total incl 2% choice																			
	Equivalent FE at 30/class																			
	Surplus/deficit																			
	Surplus/Deficit in FE overall																			
	Surplus deficit sum of planning areas 1 - 9																			
	Equivalent FE by PA																			
	<b>Standard SPR forecast</b>																			
	Surplus/deficit against																			
	Standard SPR forecast																			

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## Live births by local authority of usual residence of mother, numbers, 2012

Area of usual residence	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>LONDON</b>	<b>104162</b>	<b>105603</b>	<b>110437</b>	<b>113679</b>	<b>116019</b>	<b>120883</b>	<b>125505</b>	<b>127651</b>	<b>129,245</b>	<b>133,111</b>	<b>132,843</b>	<b>134,186</b>
<b>Inner London</b>	<b>45089</b>	<b>45734</b>	<b>47848</b>	<b>48599</b>	<b>49548</b>	<b>51385</b>	<b>52198</b>	<b>52744</b>	<b>53,209</b>	<b>54,613</b>	<b>53,908</b>	<b>53,957</b>
Camden	2792	2839	2944	3047	2954	3012	3147	3061	3,094	3,060	3,117	2,944
Hackney and City of London	4148	4141	4323	4424	4439	4613	4500	4485	4,574	4,677	4,450	4,585
Hammersmith and Fulham	2365	2585	2559	2623	2686	2770	2695	2733	2,841	2,773	2,754	2,646
Haringey	3830	3731	3890	4017	4026	4076	4325	4289	4,193	4,456	4,227	4,209
Islington	2500	2510	2671	2675	2731	2803	2792	2917	2,983	2,952	3,008	2,988
Kensington and Chelsea	2138	2156	2235	2205	2188	2321	2218	2216	2,227	2,221	2,185	2,024
Lambeth	4397	4374	4787	4753	4739	4908	4822	4837	4,863	4,929	4,784	4,825
Lewisham	3718	3845	3932	4068	4284	4568	4671	4872	4,888	4,982	4,896	5,095
Newham	4805	4938	5102	5170	5353	5523	6053	5963	6,003	6,262	6,335	6,426
Southwark	3998	4138	4342	4452	4714	4753	4966	5008	4,873	5,131	5,089	5,030
Tower Hamlets	3646	3845	3940	4086	3968	4152	4144	4230	4,337	4,565	4,545	4,784
Wandsworth	4182	4080	4359	4345	4554	5000	4936	5246	5,335	5,546	5,477	5,451
Westminster	2570	2552	2764	2734	2912	2886	2929	2887	2,998	3,059	3,041	2,950
<b>Outer London</b>	<b>59073</b>	<b>59869</b>	<b>62589</b>	<b>65080</b>	<b>66471</b>	<b>69498</b>	<b>73307</b>	<b>74907</b>	<b>76,036</b>	<b>78,498</b>	<b>78,935</b>	<b>80,229</b>
Barking and Dagenham	2407	2419	2594	2751	2985	3208	3384	3619	3,624	3,729	3,688	3,957
Barnet	4063	4180	4334	4482	4728	4834	5120	5195	5,286	5,541	5,506	5,585
Bexley	2626	2517	2640	2699	2686	2788	2947	2975	3,029	2,993	3,172	3,076
Brent	3917	4155	4376	4326	4503	4700	4839	4899	5,132	5,240	5,228	5,340
Bromley	3414	3401	3651	3589	3663	3740	3956	3983	4,104	4,070	4,141	4,140
Croydon	4401	4372	4591	4869	4704	5024	5315	5331	5,235	5,536	5,720	5,884
Ealing	4392	4436	4479	4767	4838	5064	5346	5549	5,638	5,861	5,803	5,847
Enfield	3747	3988	4087	4222	4496	4543	4856	5000	4,828	5,122	4,904	5,094
Greenwich	3210	3345	3446	3721	3963	4236	4471	4361	4,480	4,674	4,561	4,624
Harrow	2581	2564	2848	2870	2872	2924	3088	3230	3,265	3,503	3,466	3,585
Havering	2382	2257	2366	2559	2474	2426	2575	2787	2,697	2,817	2,895	2,888
Hillingdon	3244	3292	3334	3473	3489	3691	3845	4126	4,207	4,192	4,357	4,536
Hounslow	3134	3253	3306	3638	3674	3828	4082	4209	4,297	4,433	4,561	4,621
Kingston upon Thames	1787	1815	1859	2041	2000	2046	2197	2248	2,321	2,312	2,289	2,328
Merton	2664	2535	2737	2828	2925	3091	3300	3330	3,462	3,523	3,537	3,476
Redbridge	3110	3231	3376	3483	3577	3977	4085	4013	4,253	4,462	4,605	4,792
Richmond upon Thames	2394	2413	2548	2585	2580	2767	2884	2865	2,859	2,992	2,935	2,916
Sutton	2090	2131	2247	2220	2325	2426	2568	2605	2,786	2,675	2,756	2,708
Waltham Forest	3510	3565	3770	3957	3989	4185	4449	4582	4,533	4,823	4,811	4,832

Notes: Figures for 2012 are provisional.

A birth to a mother whose usual residence is outside England and Wales is assigned to the country of residence. These births are included in total figures for England and Wales, but excluded from any sub-division of England and Wales.

To preserve confidentiality, counts for City of London have been combined with those for Hackney LB.

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# STRATEGIC PLANNING AREAS



## Schools by Planning Area with Map Numbers

Planning Area 1	Map no
Alexandra Infants' School	1
Alexandra Junior School	2
Balgowan Primary School	4
Churchfields Primary School	14
Harris Academy Bromley	A
James Dixon Primary School	3
Malcolm Primary School	37
Royston Primary School	55
St Anthony's RC Primary School	58
St John's CE Primary School	61
The Pioneer Academy, Stewart Fleming Primary School	70
Riverside School (Beckenham Site)	S

Planning Area 2	Map no
Bromley Road Infant School	9
Clare House Primary School	15
Harris Academy Beckenham	B
Marian Vian Primary School	39
Langley Park School for Boys	C
Langley Park School for Girls	D
St Mary's Catholic Primary School	65
Unicorn Primary School	74
Worsley Bridge Junior School	78

Planning Area 3	Map no
Glebe School	T
Hawes Down Infant School	27
Hawes Down Junior School	28
Hayes Primary School	29
Hayes School	E
Highfield Infant School	30
Highfield Junior School	31
Oak Lodge Primary School	43
Pickhurst Infant School	48
Pickhurst Junior School	49
St Mark's CE Primary School	63
Wickham Common Primary School	77

Planning Area 4	Map no
Bickley Primary School	5
Bullers Wood School	G
Burnt Ash Primary School	10
Parish CE Primary School	46
Raglan Primary School	53
Scotts Park Primary School	56
St George's, Bickley, CE Primary School	59
St Joseph's RC Primary School	62
The Ravensbourne School	H
Valley Primary School	75

Planning Area 5	Map no
Bishop Justus CE School	J
Crofton Infant School	16
Crofton Junior School	17
Darrick Wood Infant School	19
Darrick Wood Junior School	20
Darrick Wood School	K
Farnborough Primary School	24
Keston CE Primary School	35
Newstead Wood School	L
Princes Plain Primary School	52
Ravens Wood School	I
Southborough Primary School	57
St James' RC Primary School	60
Tubbenden Primary School	72/73

Planning Area 6	Map no
Beaverwood School for Girls	N
Castlecombe Primary School	11
Chislehurst (St Nicholas) CE Aided Primary School	13
Coopers School	M
Dorset Road Infant School	21
Edgebury Primary School	23
Marjorie McClure School	U
Mead Road Infant School	40
Mottingham Primary School	42
Red Hill Primary School	54
St Peter and St Paul Catholic Primary School	67
St Vincent's Catholic Primary School	69

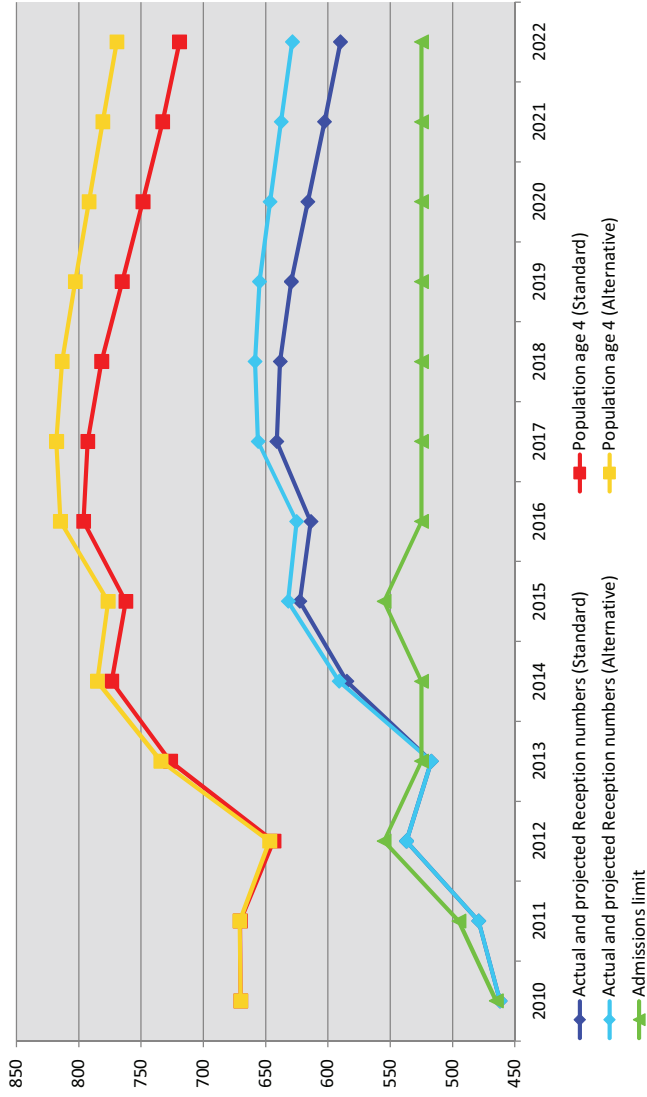
Planning Area 7	Map no
Gray's Farm Primary School	25
Kemnal Technology College	O
Leesons Primary School	36
Manor Oak Primary School	38
Midfield Primary School	41
Perry Hall Primary School	47
Poverest Primary School	50
Riverside School (St Paul's Cray Site)	V
St Mary Cray Primary School	64
St Paul's Cray CE Primary School	66
St Philomena's RC Primary School	68

Planning Area 8	Map no
Blenheim Primary School	8
Burwood School	W
Chelsfield Primary School	12
Green Street Green Primary School	26
Hillside Primary School	32
Holy Innocents Catholic Primary School	33
Pratts Bottom Primary School	51
St Olave's and St Saviour's Grammar School	Q
The Highway Primary School	71
The Priory School	P
Warren Road Primary School	76

Planning Area 9	Map no
Biggin Hill Primary School	6/7
Charles Darwin School	R
Cudham CE Primary School	18
Downe Primary School	22
Oaklands Primary School	44/45

PA	Year	Standard SRP	Standard population 2012	Alternate SRP	Alternate population	PAN
		Actual and projected Reception numbers (Standard)	Population age 4 (Standard)	Actual and projected Reception numbers (Alternative)	Population age 4 (Alternative)	Admissions limit
1	2010	462	670	462	670	465
1	2011	479	670	479	671	495
1	2012	537	643	537	647	555
1	2013	517	726	517	734	525
1	2014	585	774	591	785	525
1	2015	623	762	632	776	555
1	2016	614	796	625	815	525
1	2017	641	793	656	818	525
1	2018	638	782	659	813	525
1	2019	629	765	655	803	525
1	2020	616	749	646	792	525
1	2021	603	733	638	781	525
1	2022	590	719	629	769	525
1	2023	579	709	620	761	525

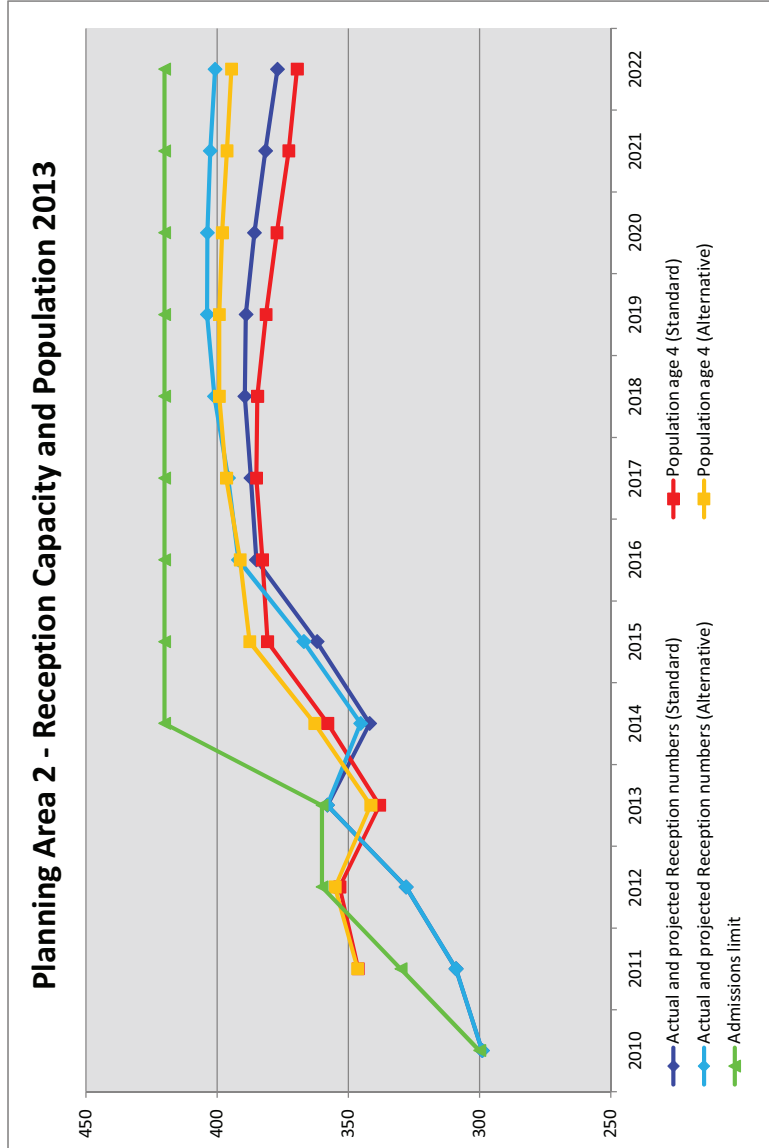
Planning Area 1 - Reception Capacity and Population 2013



Balgowan bulge class for 2014/15

PA	Year	Standard SRP (Standard)	Actual and projected Reception numbers (Standard)	Standard population 2012 (Standard)	Alternate SRP (Alternative)	Actual and projected Reception numbers (Alternative)	Alternate population (Alternative)	PAN
2	2010	299	299		299	300		
2	2011	309	309	346	309	330	346	
2	2012	328	328	353	328	360	355	
2	2013	358	358	338	358	360	341	
2	2014	342	345	358	345	420	363	
2	2015	362	367	381	367	420	388	
2	2016	385	392	383	392	420	391	
2	2017	387	396	385	396	420	396	
2	2018	389	401	385	401	420	399	
2	2019	389	404	381	404	420	399	
2	2020	386	404	377	404	420	398	
2	2021	382	403	373	403	420	396	
2	2022	377	401	370	401	420	395	

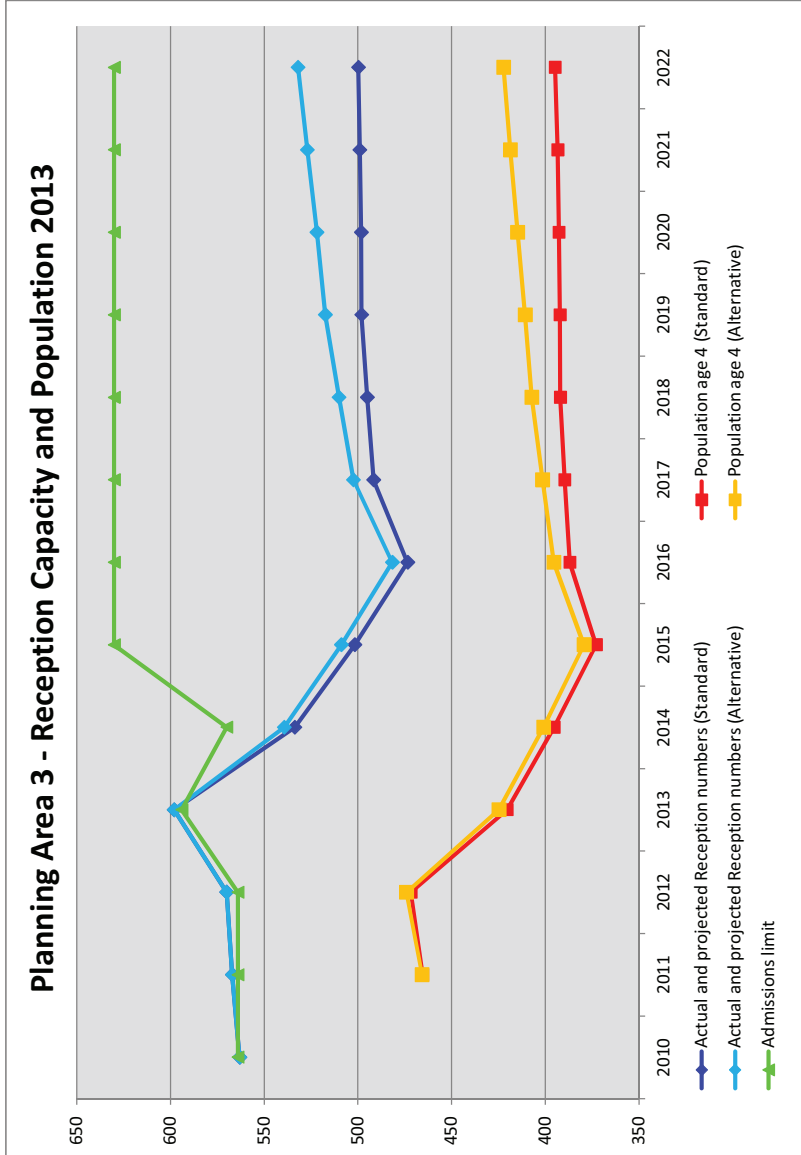
Worsley Bridge 60 2013/14  
Harris 60 2014/15



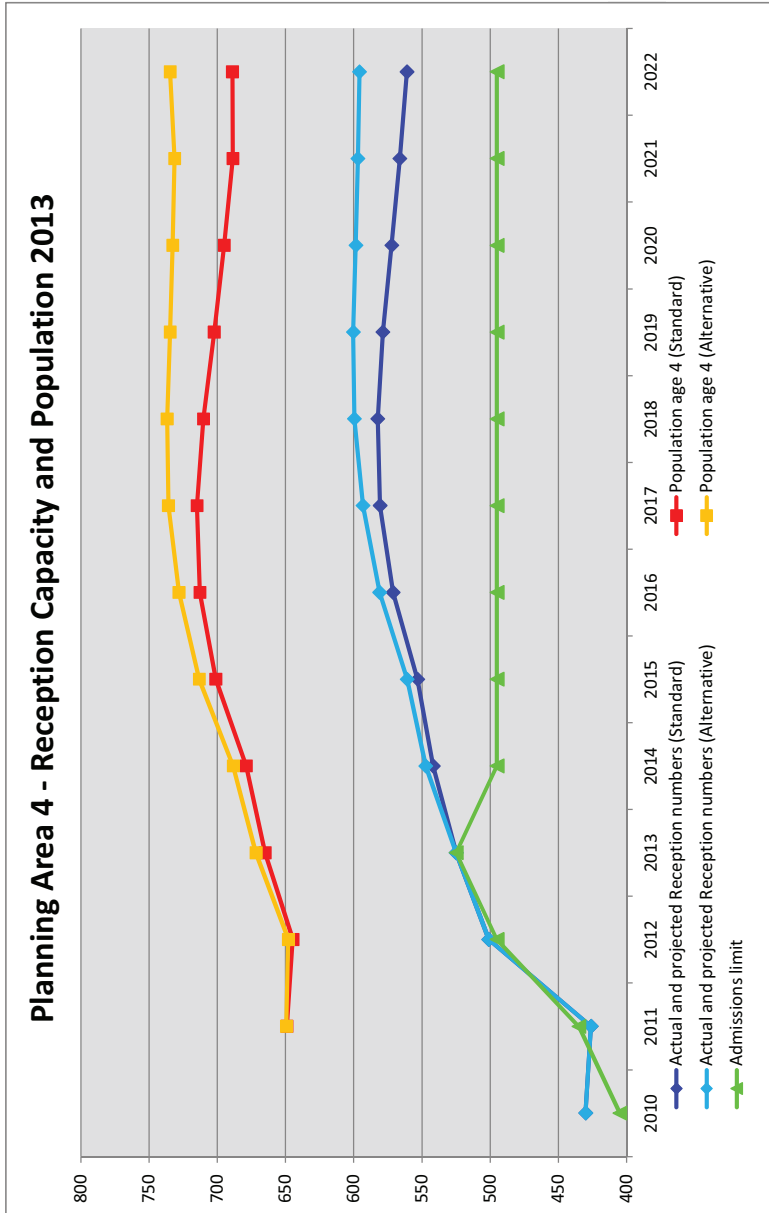


PA	Year	Standard SRP (Standard)	Actual and projected Reception numbers (Standard)	Standard population 2012	Alternate SRP (Alternative)	Actual and projected Reception numbers (Alternative)	Alternate population	PAN
3	2010	563	563		563			564
3	2011	567	567		567			564
3	2012	570	570	465	570	466	466	564
3	2013	598	598	472	598	474	474	564
3	2014	534	534	420	539	425	425	594
3	2015	502	502	395	509	401	401	570
3	2016	473	473	373	482	379	379	630
3	2017	492	492	387	482	395	395	630
3	2018	495	495	390	502	402	402	630
3	2019	498	498	392	510	407	407	630
3	2020	498	498	392	517	411	411	630
3	2021	499	499	393	522	415	415	630
3	2022	500	500	393	527	419	419	630

Harris 60 2014/15

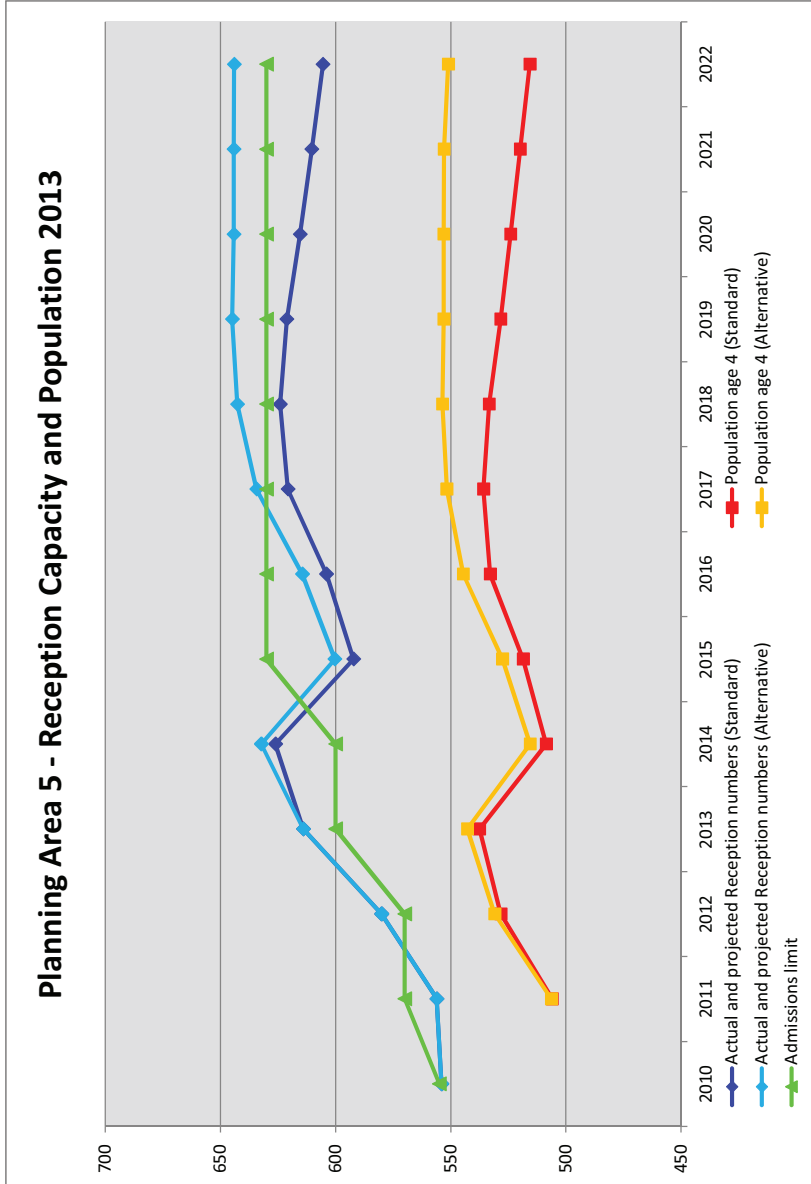


PA	Year	Standard SRP (Standard)	Standard population 2012 (Standard)	Alternate SRP (Alternative)	Alternate population (Alternative)	PAN
4	2010	430	Population age 4 (Standard)	Actual and projected Reception numbers (Alternative)	Population age 4 (Alternative)	Admissions limit
4	2011	426	649	430	649	405
4	2012	501	645	426	648	435
4	2013	525	665	501	672	495
4	2014	542	679	525	688	525
4	2015	553	701	547	713	495
4	2016	571	713	581	728	495
4	2017	581	715	593	736	495
4	2018	582	710	600	737	495
4	2019	579	702	600	735	495
4	2020	572	695	598	733	495
4	2021	566	689	597	731	495
4	2022	561	689	596	735	495



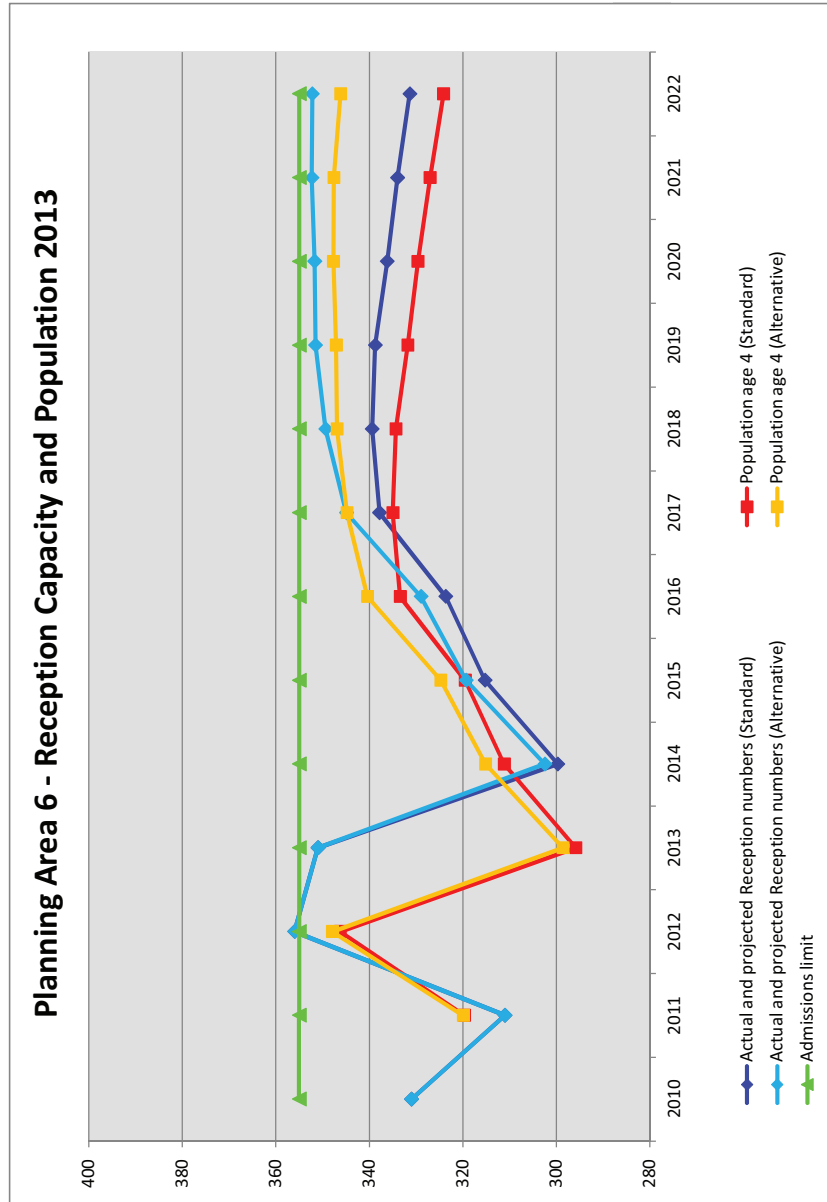


PA	Year	Standard SRP	Standard population 2012	Alternate SRP	Alternate population	PAN
		Actual and projected Reception numbers (Standard)	Population age 4 (Standard)	Actual and projected Reception numbers (Alternative)	Population age 4 (Alternative)	Admissions limit
5	2010	554		554		555
5	2011	556	506	556	506	570
5	2012	580	528	580	531	570
5	2013	614	538	614	543	600
5	2014	626	509	632	516	600
5	2015	592	519	600	528	630
5	2016	604	533	614	545	630
5	2017	621	536	634	552	630
5	2018	624	533	643	554	630
5	2019	621	528	645	553	630
5	2020	615	524	644	553	630
5	2021	610	520	644	553	630
5	2022	605	516	644	551	630

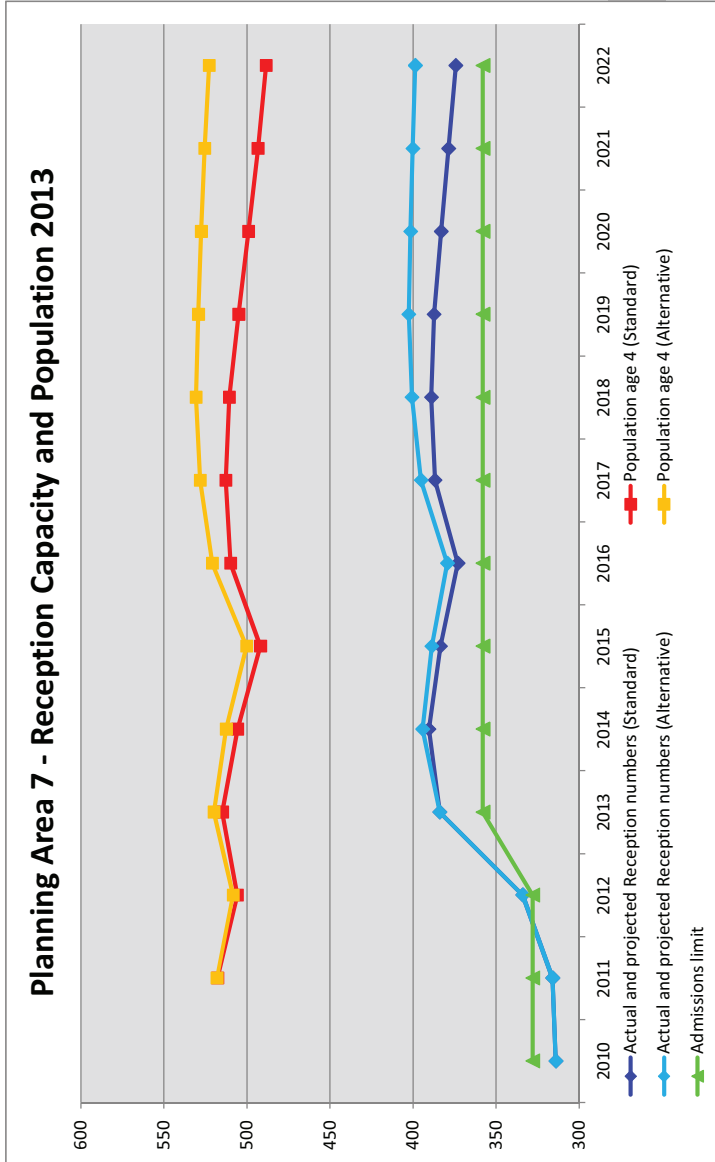


Princes Plain 120 2014/15

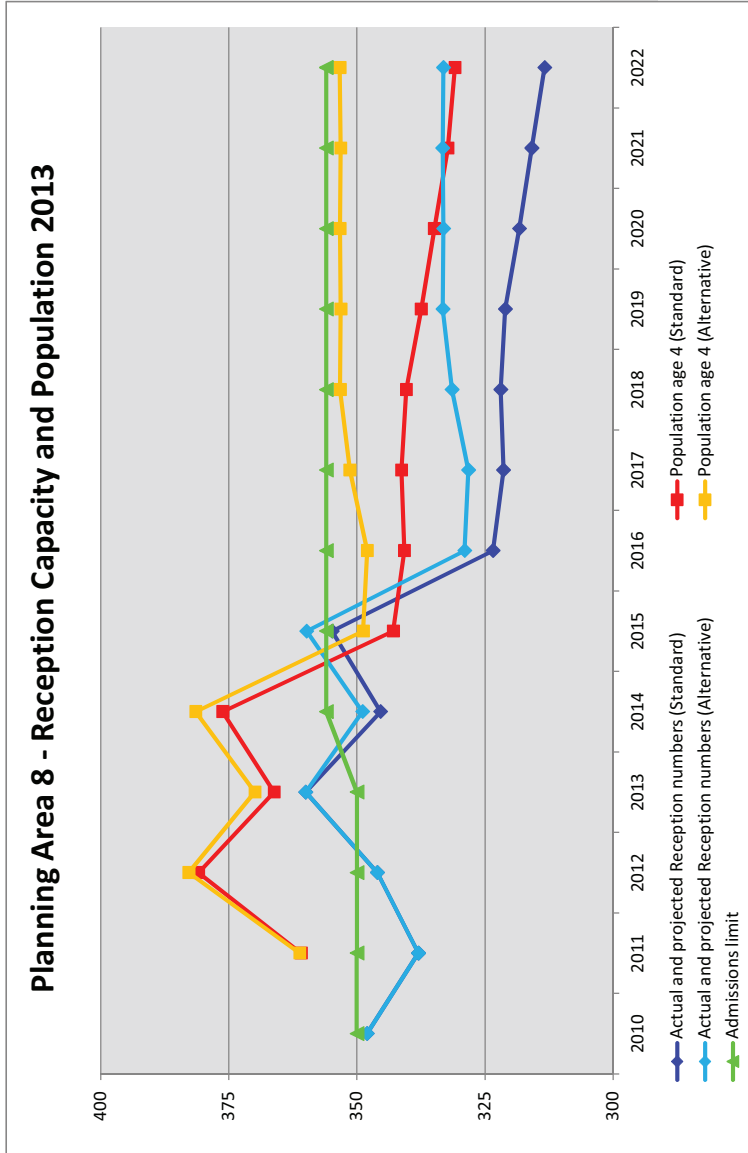
PA	Year	Standard SRP (Standard)	Actual and projected Reception numbers (Standard)	Standard population 2012 (Standard)	Alternate SRP (Alternative)	Actual and projected Reception numbers (Alternative)	Alternate population (Alternative)	PAN
6	2010	331	331		331	331		355
6	2011	311	311	320	311	311	320	355
6	2012	356	356	346	356	356	348	355
6	2013	351	351	296	351	299	299	355
6	2014	300	300	311	302	315	315	355
6	2015	315	315	320	319	325	325	355
6	2016	324	324	333	329	340	340	355
6	2017	338	338	335	345	345	345	355
6	2018	339	339	334	349	347	347	355
6	2019	339	339	332	352	347	347	355
6	2020	336	336	330	352	348	348	355
6	2021	334	334	327	352	348	348	355
6	2022	331	331	324	352	346	346	355



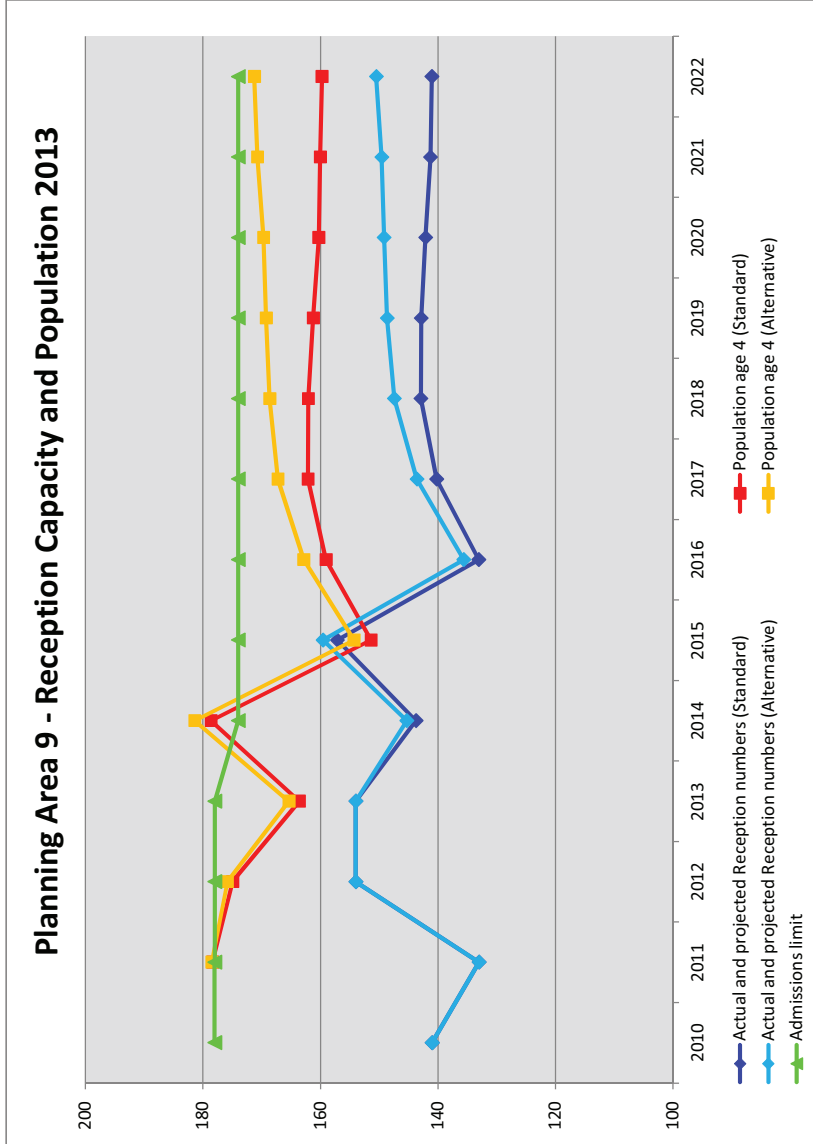
PA	Year	Standard SRP (Standard)	Standard population 2012 (Standard)	Alternate SRP (Alternative)	Alternate population (Alternative)	PAN
7	2010	314		314		328
7	2011	316	518	316	518	328
7	2012	334	506	334	508	328
7	2013	384	515	384	520	358
7	2014	390	506	394	513	358
7	2015	384	492	389	500	358
7	2016	373	510	379	521	358
7	2017	387	513	395	528	358
7	2018	389	511	401	531	358
7	2019	387	505	403	529	358
7	2020	383	499	402	528	358
7	2021	379	493	400	526	358
7	2022	374	489	399	523	358



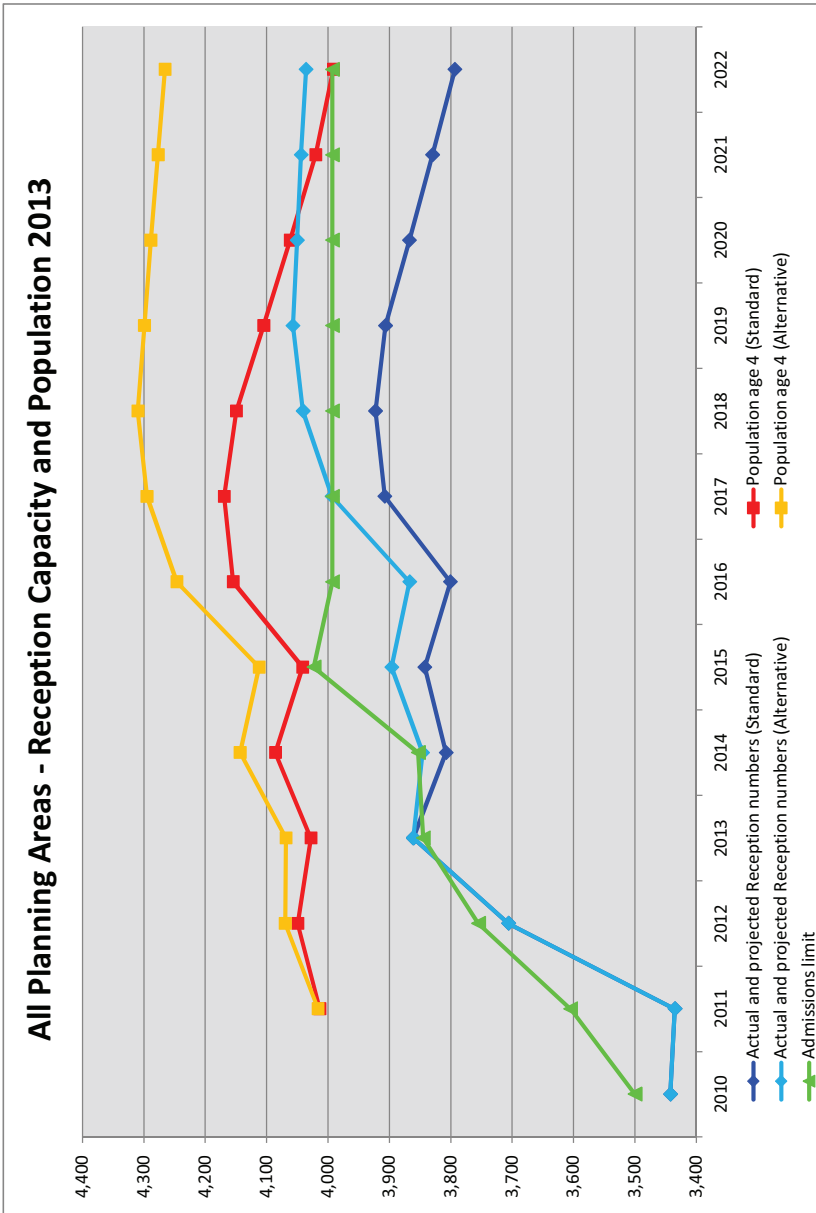
PA	Year	Standard SRP	Standard population 2012	Alternate SRP	Alternate population	PAN
		Actual and projected Reception numbers (Standard)	Population age 4 (Standard)	Actual and projected Reception numbers (Alternative)	Population age 4 (Alternative)	Admissions limit
8	2010	348		348		350
8	2011	338	361	338	361	350
8	2012	346	381	346	383	350
8	2013	360	366	360	370	350
8	2014	345	376	349	381	356
8	2015	355	343	360	349	356
8	2016	323	341	329	348	356
8	2017	321	341	328	351	356
8	2018	322	340	331	353	356
8	2019	321	337	333	353	356
8	2020	318	335	333	353	356
8	2021	316	332	333	353	356
8	2022	313	331	333	353	356



PA	Year	Standard SRP (Standard)	Actual and projected Reception numbers (Standard)	Standard population 2012 (Standard)	Alternate SRP (Alternative)	Actual and projected Reception numbers (Alternative)	Alternate population (Alternative)	PAN
9	2010	141	141	178	141	178	178	178
9	2011	133	133	178	133	178	178	178
9	2012	154	154	175	154	176	176	178
9	2013	154	154	164	154	165	165	178
9	2014	144	145	179	145	181	181	174
9	2015	157	160	151	160	154	154	174
9	2016	133	136	159	136	163	163	174
9	2017	140	144	162	144	167	167	174
9	2018	143	147	162	147	169	169	174
9	2019	143	149	161	149	169	169	174
9	2020	142	149	160	149	170	170	174
9	2021	141	150	160	150	171	171	174
9	2022	141	151	160	151	171	171	174



PA	Year	Standard SRP	Standard population 2012	Alternate SRP	Alternate population	PAN
		Actual and projected Reception numbers (Standard)	Population age 4 (Standard)	Actual and projected Reception numbers (Alternative)	Population age 4 (Alternative)	Admissions limit
All	2010	3,442				3,500
All	2011	3,435	4,014	3,442	4,016	3,605
All	2012	3,706	4,049	3,435	4,070	3,755
All	2013	3,861	4,028	3,706	4,069	3,845
All	2014	3,808	4,086	3,861	4,143	3,853
All	2015	3,842	4,041	3,846	4,112	4,023
All	2016	3,801	4,155	3,896	4,246	3,993
All	2017	3,908	4,169	3,867	4,295	3,993
All	2018	3,923	4,149	3,994	4,310	3,993
All	2019	3,906	4,105	4,041	4,299	3,993
All	2020	3,867	4,062	4,057	4,289	3,993
All	2021	3,830	4,020	4,050	4,277	3,993
All	2022	3,793	3,991	4,044	4,266	3,993



Bilingual Free School - 50 places from September 2014, PA unknown

## Admissions Limits 1993 - 2013

Planning Area	School	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
1	Alexandra Infant (+)	64	64	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	Alexandra Junior																	
1	Anerley Primary (+)(nursery)	39	39	39	39	39	39	39	90	90	90	90	90	90	90	90	90	90
1	Balgowan Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
1	Churchfields Primary (+) (nursery)	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	James Dixon Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
1	Matcolm Primary (+)(nursery)	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
1	Royston Primary (nursery)	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	St Anthony's Roman Catholic Primary	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1	St John's Church of England Primary	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
1	Stewart Fleming Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
1	Planning Area Total	534	534	530	546	546	546	546	537	537	537	537	495	465	495	555	525	525
2	Bromley Road Infant	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
2	Clare House Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
2	Marian Vian Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
2	St Mary's Catholic Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2	Unicorn Primary	0	0	0	0	0	0	0	30	30	30	30	30	30	30	30	30	30
2	Worsley Bridge Junior																	
2	Planning Area Total	270	270	270	270	270	270	300	300	300	300	300	300	300	330	330	360	420
3	Hawes Down Infant (+)	64	64	60	60	60	60	60	60	60	60	60	60	60	60	60	90	60
3	Hawes Down Junior (+)																	
3	Hayes Primary	56	56	56	84	84	84	84	84	84	84	84	84	84	84	84	84	90
3	Highfield Infant	96	96	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
3	Highfield Junior																	
3	Oak Lodge Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
3	Pickhurst Infant	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
3	Pickhurst Junior																	
3	St Mark's Church of England Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
3	Wickham Common Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
3	Planning Area Total	546	546	536	564	564	564	564	564	564	564	564	564	564	564	564	594	570
4	Bickley Primary	0	30	30	30	30	30	30	30	30	30	30	30	30	60	60	60	60
4	Burnt Ash Primary (+)	64	64	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
4	Parish Church of England Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	90	90	90
4	Raglan Primary (+)	62	62	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
4	Scotts Park Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
4	St George's, Bickley, Church of England Primary	47	47	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
4	St Joseph's Roman Catholic Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
4	Valley Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	90	60
4	Planning Area Total	383	413	405	405	405	405	405	405	405	405	405	405	405	435	495	525	495

Planning Area	School	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14			
5	Darrick Wood Junior (+)																				
5	Farnborough Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30		
5	Keston Church of England Primary	35	35	30	30	30	30	30	30	30	30	30	30	30	30	30	60	60	30		
5	Princes Plain Primary (+) (nursery)	43	43	43	43	43	43	43	43	43	43	43	43	45	60	60	60	90	60		
5	Southborough Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
5	St James' Roman Catholic Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
5	Tubbenden Infant (+)	60	60	60	90	90	90	90	90	90	90	90	90	90							
5	Tubbenden Junior (+)																				
5	Tubbenden Primary(+)																				
5	Planning Area Total	528	528	523	553	553	553	553	553	553	553	553	553	555	570	570	600	600	600	600	
6	Castlecombe Primary	31	31	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Chislehurst Church of England Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Dorset Road Infant	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
6	Edgebury Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Mead Road Infant	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Mottingham Primary (+)	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
6	Red Hill Primary	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
6	St Peter & St Paul Catholic Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	St Vincent's Catholic Primary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6	Planning Area Total	356	356	355	355	355	355	355	355	355	355	355	355	355	355	355	355	355	355	355	355
7	Gray's Farm Primary (nursery)	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
7	Leasons Primary	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
7	Manor Oak Primary (+)(nursery)	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
7	Midfield Primary (+) (nursery)	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
7	Perry Hall Primary	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
7	Poverest Primary (+)	47	47	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
7	St Mary Cray Primary	46	46	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
7	St Paul's Cray Church of England Primary (nursery)	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
7	St Philomena's Roman Catholic Primary	32	32	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
7	Planning Area Total	405	405	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400



Planning Area	School	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14		
8	Blenheim Infant	64	64	60	60	60	60													
8	Blenheim Junior																			
8	Blenheim Primary							30	30	30	30	30	30	30	30	30	30	30	30	30
8	Chelsfield Primary	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
8	Green Street Green Primary (+)	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
8	Hillside Primary School (+)	46	46	45	45	45	45	45	45	45	45	54	54	54	54	54	54	54	60	60
8	Holy Innocent's Catholic Primary	60	60	60	60	60	30	30	30	30	30	30	30	30	30	30	30	30	30	30
8	Pratts Bottom Primary	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
8	The Highway Primary	32	32	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
8	Warren Road Primary	96	96	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
8	Planning Area Total	384	384	401	401	401	371	341	341	341	341	350	350	350	350	350	350	350	350	356
9	Biggin Hill Infant	96	96	90	90	90	90	90	90	90	90									
9	Biggin Hill Junior																			
9	Biggin Hill Primary											60	60	60	60	60	60	60	60	60
9	Cucham Church of England Primary	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	15
9	Downe Primary	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
9	Oaklands Infant	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86
9	Oaklands Junior																			
9	Oaklands Primary																			
9	Planning Area Total	210	210	204	204	204	204	204	204	204	204	174	174	178	178	178	178	178	178	174

Admission limits can be higher than school's calculated Admissions number, subject to Infant Class Size legislation restrictions  
 (+) These schools have an SEN Unit attached, which have their own placement numbers separate to the schools' admission number

Totals 3616 3646 3624 3698 3698 3668 3668 3659 3659 3659 3659 3659 3638 3524 3500 3605 3725 3845 3853

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## PRIMARY SCHOOL EXPANSION 2010-13

School	Additional Reception Places	Capital Scheme	Notes	PA
<b>Permanent Expansions (105 places) Total Places: 3605</b>				
Bickley	30	Completed	Expansion into AEC	4
Churchfields	30	Phased works due complete autumn 2014	Internal modifications and external new build	1
Princes Plain	15	Completed		5
Unicorn	30	Completed		2
<b>Temporary Expansions Sept 2011 (120 places) Total places: 3725</b>				
Malcolm	30	Completed	Internal modifications	1
Parish	30	Completed	2 Classroom modular	4
Royston	30	Completed	1 Classroom modular	1
Valley	30	Completed	2 Classroom modular	4
<b>Temporary Expansions Sept 2012 (240 places) Total places: 3845</b>				
Clare House	30	Completed	Internal modifications	2
Hawes Down	30	Completed	Internal modifications	3
Keston	30	Planning permission submitted	Interim classroom available	5
Malcolm	30	Completed	Internal modifications	1
Midfield	30	Complete	Internal modifications	7
Parish	30	Complete	2 Classroom modular	4
Scotts Park	30	Planning permission submitted	Interim classroom available	4
Valley	30	Complete	2 Classroom modular	4
<b>Temporary Expansions Sept 2013 (240 places) Total places: 3845</b>				
Clare House	30	Due September 2013	Temporary 2 Classroom modular	2
Malcolm	30	Due September 2013	Temporary toilet block	1
Midfield	30	Autumn 2013	Internal modifications and new nursery block	7
Parish	30	Completed	Internal modifications	4
Princes Plain	30	Due September 2013	Expansion into EDC	4
Scotts Park	30	Autumn/winter 2013	2 classroom modular	4
Worsley Bridge	60	Due September 2013	2 classroom temporary modular	2

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Summary Form - Pupils in Primary Schools - Spring Term 2013 - Planning Area Breakdown										
Planning Area	National Curriculum Year	Year of Birth (Sept-Aug)	Year 6 (10+)	Year 5 (9+)	Year 4 (8+)	Year 3 (7+)	Year 2 (6+)	Year 1 (5+)	Reception (4+)	Total
			2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
1	Alexandra Infant (+)		0	0	0	0	60	60	60	180
1	Alexandra Junior		52	61	62	63	0	0	0	238
1	Balgowan Primary		91	96	95	97	91	90	90	650
1	Churchfields Primary (+) (nursery)		26	26	30	28	58	59	59	286
1	James Dixon Primary (+) (nursery)		29	28	51	54	55	59	58	334
1	Malcolm Primary (nursery)		26	37	29	27	28	56	60	263
1	Royston Primary (nursery)		50	55	56	53	54	79	57	404
1	St Anthony's Roman Catholic Primary		17	18	32	24	25	29	29	174
1	St John's Church of England Primary		38	43	40	42	43	44	45	295
1	Stewart Fleming Primary		25	49	58	57	57	59	59	364
1	<b>Planning Area Total</b>		<b>354</b>	<b>413</b>	<b>453</b>	<b>445</b>	<b>471</b>	<b>535</b>	<b>517</b>	<b>3188</b>
2	Bromley Road Infant		0	0	0	0	56	89	88	233
2	Clare House Primary		27	32	32	32	29	30	60	242
2	Marian Vian Primary		85	88	89	89	90	90	90	621
2	St Mary's Catholic Primary		61	63	62	63	59	60	60	428
2	The Unicorn Primary		33	33	32	33	60	60	60	311
2	Worsley Bridge Junior		26	36	46	56	0	0	0	164
2	<b>Planning Area Total</b>		<b>232</b>	<b>252</b>	<b>261</b>	<b>273</b>	<b>294</b>	<b>329</b>	<b>358</b>	<b>1999</b>
3	Hawes Down Infant (+)		0	0	0	0	61	60	87	208
3	Hawes Down Junior (+)		54	64	64	63	0	0	0	245
3	Hayes Primary		96	92	96	93	90	90	90	647
3	Highfield Infant		0	0	0	0	90	90	90	270
3	Highfield Junior		93	96	95	96	0	0	0	380
3	Oak Lodge Primary		98	96	92	92	90	88	88	644
3	Pickhurst Infant		0	0	0	0	120	120	120	360
3	Pickhurst Junior		121	119	136	126	0	0	0	502
3	St Mark's Church of England Primary		59	63	62	57	60	60	63	424
3	Wickham Common Primary		66	55	64	59	61	60	60	425
3	<b>Planning Area Total</b>		<b>587</b>	<b>585</b>	<b>609</b>	<b>586</b>	<b>572</b>	<b>568</b>	<b>598</b>	<b>4105</b>

Summary Form - Pupils in Primary Schools - Spring Term 2013 - Planning Area Breakdown										
Planning Area	National Curriculum Year	Year of Birth (Sept-Aug)	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Total
			(10+)	(9+)	(8+)	(7+)	(6+)	(5+)	(4+)	
4			2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
	School									
4	Bickley Primary		30	32	60	60	60	60	59	361
4	Burnt Ash Primary (+)		53	54	57	59	59	58	59	399
4	Parish Church of England Primary		63	61	64	63	60	90	90	491
4	Raglan Primary (+)		60	58	59	60	61	60	60	418
4	Scotts Park Primary		60	57	53	59	59	60	88	436
4	St George's, Bickley, Church of England Primary		32	45	42	42	43	44	49	297
4	St Joseph's Roman Catholic Primary		30	27	31	31	30	30	30	209
4	Valley Primary		59	60	59	60	60	90	90	478
4	<b>Planning Area Total</b>		<b>387</b>	<b>394</b>	<b>425</b>	<b>434</b>	<b>432</b>	<b>492</b>	<b>525</b>	<b>3089</b>
5	Crofton Infant (+)		0	0	0	0	178	180	184	542
5	Crofton Junior		175	175	178	171	0	0	0	699
5	Darrick Wood Infant (+) (nursery)		0	0	0	0	90	89	90	269
5	Darrick Wood Junior (+)		94	93	96	94	0	0	0	377
5	Farnborough Primary		32	33	31	32	30	30	31	219
5	Keston Church of England Primary		29	33	33	30	30	30	60	245
5	Princes Plain Primary (+) (nursery)		49	55	61	59	63	59	69	415
5	Southborough Primary		55	63	63	53	58	76	60	428
5	St James' Roman Catholic Primary		30	29	32	33	30	31	31	216
5	Tubbenden Primary		58	88	89	88	89	88	89	589
5	<b>Planning Area Total</b>		<b>522</b>	<b>569</b>	<b>583</b>	<b>560</b>	<b>568</b>	<b>583</b>	<b>614</b>	<b>3999</b>
6	Castlecombe Primary (nursery)		27	31	32	27	29	30	30	206
6	Chislehurst Church of England Primary		32	31	31	32	30	30	30	216
6	Dorset Road Infant		0	0	0	0	18	25	27	70
6	Edgebury Primary		34	33	34	34	30	30	30	225
6	Mead Road Infant		0	0	0	0	29	29	28	86
6	Mottingham Primary (+)		27	46	31	50	36	59	56	305
6	Red Hill Primary		87	110	111	98	86	92	90	674
6	St Peter & St Paul Catholic Primary		29	31	27	30	31	29	30	207
6	St Vincent's Catholic Primary		34	34	34	34	30	30	30	226
6	<b>Planning Area Total</b>		<b>270</b>	<b>316</b>	<b>300</b>	<b>305</b>	<b>319</b>	<b>354</b>	<b>351</b>	<b>2215</b>

Summary Form - Pupils in Primary Schools - Spring Term 2013 - Planning Area Breakdown										
Planning Area	National Curriculum Year	Year of Birth (Sept-Aug)	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Total
			(10+)	(9+)	(8+)	(7+)	(6+)	(5+)	(4+)	
	School		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
7	Gray's Farm Primary (nursery)		51	55	51	56	59	59	60	391
7	Leesons Primary		29	28	29	30	30	32	30	208
7	Manor Oak Primary (+)(nursery)		16	25	22	26	25	30	32	176
7	Midfield Primary (+) (nursery)		26	24	23	27	30	31	59	220
7	Perry Hall Primary		59	62	61	60	62	60	60	424
7	Poverest Primary (+)		28	24	21	28	30	30	30	191
7	St Mary Cray Primary		11	20	22	28	25	30	53	189
7	St Paul's Cray Church of England Primary (nursery)		25	26	22	29	29	31	30	192
7	St Philomena's Roman Catholic Primary		32	28	30	31	29	30	30	210
7	<b>Planning Area Total</b>		<b>277</b>	<b>292</b>	<b>281</b>	<b>315</b>	<b>319</b>	<b>333</b>	<b>384</b>	<b>2201</b>
8	Blenheim Primary		21	22	28	31	30	29	32	193
8	Chelsfield Primary		12	14	15	12	16	14	15	98
8	Green Street Green Primary (+)		60	57	59	60	60	60	60	416
8	Hillside Primary School (+)		45	41	41	56	47	57	60	347
8	Holy Innocent's Catholic Primary		32	33	31	30	30	30	30	216
8	Pratts Bottom Primary		10	5	10	10	11	11	12	69
8	The Highway Primary		27	31	32	30	31	31	31	213
8	Warren Road Primary		123	121	119	120	120	121	120	844
8	<b>Planning Area Total</b>		<b>330</b>	<b>324</b>	<b>335</b>	<b>349</b>	<b>345</b>	<b>353</b>	<b>360</b>	<b>2396</b>
9	Biggin Hill Primary		68	55	57	62	49	57	59	407
9	Cudham Church of England Primary		7	10	17	13	16	16	15	94
9	Downe Primary		11	11	14	13	15	12	13	89
9	Oaklands Primary		64	63	57	68	51	76	67	446
9	<b>Planning Area Total</b>		<b>150</b>	<b>139</b>	<b>145</b>	<b>156</b>	<b>131</b>	<b>161</b>	<b>154</b>	<b>1036</b>
<b>All</b>	<b>Planning Areas Total</b>		<b>3,109</b>	<b>3,284</b>	<b>3,392</b>	<b>3,423</b>	<b>3,451</b>	<b>3,708</b>	<b>3,861</b>	<b>24,228</b>

The Admission number for a school is arrived at through a series of calculations. Schools are required to admit pupils up to this number if they applied. A school could also admit pupils beyond this number if it so wished, subject to the Infant Class Size legislation restricting class sizes to 30 in Years R to 2.

(+) These schools have an SEN Unit attached that have their own placement number separate to the schools' admission number. Pupils in the Unit are not included here.

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### Independent School Rolls in Bromley : Primary Age Pupils by Year Group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals
1996	346	343	353	350	333	314	272	2311
1997	389	343	342	352	353	320	326	2425
1998	349	377	383	366	370	350	333	2528
1999	328	346	398	375	378	363	350	2538
2000	328	335	380	406	368	373	368	2558
2001	308	339	335	352	397	403	374	2508
2002	332	288	334	369	363	391	404	2481
2003	398	326	265	303	355	323	345	2315
2004	290	310	310	300	330	370	340	2250
2005	280	240	290	330	300	330	380	2150
2006	270	270	280	310	330	310	320	2090
2007	230	280	270	320	320	330	310	2060
2008	230	280	290	340	340	350	280	2110
2009	290	270	230	310	310	340	330	2080
2010	243	270	270	260	330	340	330	2043
2011	280	245	275	310	265	325	340	2040
2012	279	287	250	308	319	280	323	2046
2013	288	289	294	295	320	338	271	2095

Source: DfE Statistical releases  
Some numbers have been rounded to the nearest 10

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		Projections for all planning areas by year and age																				
		All pupils																	Totals			
PA	Year	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	4 to 10	5 to 10	11 to 15	16 to 18	11 to 18
All	2010	3,442	3,423	3,307	3,149	3,194	3,196	3,272	3,498	3,563	3,438	3,491	3,358	2,935	2,310	55	55	22,983	19,541	17,348	5,300	22,648
All	2011	3,435	3,455	3,420	3,318	3,132	3,200	3,174	3,472	3,494	3,525	3,395	3,392	2,931	2,398	86	86	23,134	19,699	17,278	5,415	22,693
All	2012	3,706	3,434	3,521	3,398	3,322	3,109	3,124	3,356	3,437	3,455	3,474	3,286	2,918	2,354	64	64	23,614	19,908	17,008	5,336	22,344
All	2013	3,861	3,708	3,451	3,423	3,392	3,284	3,109	3,320	3,335	3,380	3,391	3,370	2,956	2,405	41	41	24,228	20,367	16,796	5,402	22,198
All	2014	3,808	3,873	3,706	3,451	3,419	3,391	3,284	3,305	3,319	3,332	3,375	3,389	2,972	2,409	53	53	24,932	21,125	16,719	5,435	22,154
All	2015	3,842	3,821	3,872	3,708	3,453	3,421	3,392	3,490	3,303	3,317	3,333	3,375	2,990	2,426	54	54	25,509	21,667	16,818	5,470	22,288
All	2016	3,801	3,858	3,825	3,880	3,711	3,448	3,424	3,608	3,488	3,302	3,318	3,327	2,980	2,441	54	54	25,947	22,146	17,044	5,475	22,518
All	2017	3,908	3,806	3,860	3,827	3,876	3,708	3,448	3,638	3,604	3,486	3,306	3,312	2,938	2,431	54	54	26,431	22,524	17,345	5,423	22,768
All	2018	3,923	3,912	3,802	3,854	3,820	3,871	3,702	3,657	3,632	3,599	3,482	3,296	2,921	2,396	54	54	26,884	22,961	17,667	5,371	23,039
All	2019	3,906	3,925	3,906	3,796	3,850	3,815	3,865	3,934	3,653	3,626	3,593	3,477	2,907	2,381	53	53	27,063	23,157	18,283	5,340	23,623
All	2020	3,867	3,910	3,922	3,902	3,795	3,843	3,807	4,103	3,930	3,646	3,618	3,590	3,063	2,368	52	52	27,046	23,179	18,887	5,483	24,370
All	2021	3,830	3,874	3,905	3,919	3,893	3,787	3,837	4,081	4,098	3,922	3,641	3,611	3,165	2,495	52	52	27,045	23,215	19,353	5,713	25,066
All	2022	3,793	3,837	3,870	3,905	3,910	3,892	3,785	4,135	4,073	4,096	3,919	3,636	3,186	2,583	55	55	26,992	23,199	19,860	5,824	25,684
All	2023	3,768	3,801	3,838	3,876	3,902	3,911	3,894	4,079	4,134	4,077	4,095	3,916	3,210	2,601	57	57	26,990	23,221	20,301	5,867	26,168
All	2024	3,756	3,777	3,805	3,842	3,877	3,909	3,915	4,200	4,083	4,134	4,072	4,090	3,458	2,615	58	58	26,880	23,124	20,580	6,131	26,710
All	2025	3,753	3,767	3,778	3,809	3,844	3,878	3,908	4,223	4,204	4,081	4,135	4,067	3,608	2,818	58	58	26,736	22,983	20,710	6,485	27,195
All	2026	3,749	3,764	3,769	3,782	3,810	3,844	3,877	4,211	4,223	4,195	4,081	4,131	3,591	2,947	62	62	26,596	22,847	20,840	6,600	27,440
All	2027	3,742	3,758	3,767	3,765	3,782	3,811	3,846	4,174	4,209	4,218	4,197	4,077	3,644	2,932	65	65	26,471	22,728	20,876	6,642	27,517
All	2028	3,723	3,743	3,748	3,751	3,759	3,775	3,799	4,128	4,168	4,198	4,210	4,184	3,590	2,968	65	65	26,298	22,575	20,888	6,623	27,511
All	2029	3,701	3,722	3,734	3,738	3,746	3,751	3,765	4,081	4,120	4,157	4,190	4,201	3,685	2,923	66	66	26,159	22,457	20,748	6,674	27,423
All	2030	3,679	3,698	3,714	3,723	3,730	3,737	3,745	4,039	4,071	4,110	4,148	4,185	3,699	3,004	65	65	26,025	22,346	20,553	6,768	27,322

Bromley January 2013

		Alternate variant projections for all planning areas by year and age																				
		All pupils																	Totals			
PA	Year	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	4 to 10	5 to 10	11 to 15	16 to 18	11 to 18
All	2010	3,442	3,423	3,307	3,149	3,194	3,196	3,272	3,498	3,563	3,438	3,491	3,358	2,935	2,310	55	22,983	19,541	17,348	5,300	22,648	
All	2011	3,435	3,455	3,420	3,318	3,132	3,200	3,174	3,472	3,494	3,525	3,395	3,392	2,931	2,398	86	23,134	19,699	17,278	5,415	22,693	
All	2012	3,706	3,434	3,521	3,398	3,322	3,109	3,124	3,356	3,437	3,455	3,474	3,286	2,918	2,354	64	23,614	19,908	17,008	5,336	22,344	
All	2013	3,861	3,708	3,451	3,423	3,392	3,284	3,109	3,320	3,335	3,380	3,391	3,370	2,956	2,405	41	24,228	20,367	16,796	5,402	22,198	
All	2014	3,846	3,904	3,731	3,473	3,441	3,411	3,302	3,323	3,337	3,349	3,393	3,406	2,986	2,422	54	25,108	21,262	16,808	5,462	22,270	
All	2015	3,896	3,866	3,909	3,740	3,481	3,447	3,418	3,515	3,327	3,340	3,356	3,397	3,010	2,442	54	25,758	21,861	16,935	5,506	22,441	
All	2016	3,867	3,917	3,875	3,923	3,748	3,480	3,455	3,640	3,518	3,330	3,346	3,354	3,003	2,461	54	26,266	22,398	17,186	5,518	22,704	
All	2017	3,994	3,882	3,927	3,885	3,928	3,752	3,487	3,678	3,643	3,522	3,340	3,345	2,967	2,454	55	26,856	22,862	17,528	5,476	23,004	
All	2018	4,041	4,012	3,891	3,935	3,890	3,933	3,757	3,709	3,682	3,646	3,528	3,338	2,957	2,426	55	27,459	23,418	17,903	5,437	23,341	
All	2019	4,057	4,058	4,020	3,898	3,943	3,896	3,939	4,003	3,715	3,685	3,650	3,531	2,950	2,416	54	27,812	23,755	18,584	5,420	24,004	
All	2020	4,050	4,077	4,071	4,030	3,910	3,948	3,900	4,193	4,010	3,716	3,688	3,657	3,118	2,410	54	27,986	23,935	19,264	5,581	24,845	
All	2021	4,044	4,073	4,086	4,082	4,035	3,914	3,954	4,192	4,200	4,012	3,723	3,690	3,232	2,547	53	28,187	24,143	19,817	5,832	25,649	
All	2022	4,036	4,066	4,081	4,100	4,085	4,044	3,923	4,272	4,196	4,208	4,021	3,726	3,263	2,644	57	28,335	24,299	20,423	5,963	26,386	
All	2023	4,027	4,047	4,070	4,091	4,100	4,090	4,052	4,233	4,277	4,204	4,214	4,022	3,293	2,668	58	28,477	24,450	20,950	6,019	26,969	
All	2024	4,030	4,039	4,054	4,076	4,096	4,110	4,098	4,375	4,241	4,281	4,206	4,214	3,556	2,687	59	28,502	24,473	21,317	6,302	27,618	
All	2025	4,040	4,043	4,040	4,059	4,081	4,099	4,113	4,424	4,382	4,243	4,288	4,205	3,721	2,902	60	28,475	24,435	21,541	6,682	28,224	
All	2026	4,047	4,052	4,045	4,046	4,061	4,081	4,100	4,434	4,426	4,376	4,247	4,286	3,716	3,042	64	28,434	24,386	21,770	6,821	28,592	
All	2027	4,051	4,058	4,056	4,043	4,047	4,064	4,086	4,418	4,435	4,425	4,383	4,247	3,785	3,037	68	28,405	24,354	21,909	6,889	28,798	
All	2028	4,050	4,063	4,059	4,051	4,047	4,050	4,062	4,397	4,422	4,434	4,428	4,380	3,748	3,089	68	28,380	24,330	22,060	6,904	28,964	
All	2029	4,044	4,060	4,064	4,058	4,055	4,048	4,050	4,373	4,399	4,419	4,437	4,427	3,865	3,058	69	28,378	24,335	22,055	6,992	29,047	
All	2030	4,035	4,050	4,060	4,061	4,059	4,054	4,050	4,354	4,373	4,398	4,421	4,439	3,906	3,158	68	28,369	24,334	21,985	7,132	29,116	

Bromley January 2013

Year	Borough Standard Population Summary																				Totals					
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	0 to 4	5 to 10	11 to 15	16 to 18	11 to 18		
2011	4,015	4,095	4,040	4,045	4,014	3,903	3,719	3,700	3,603	3,439	3,536	3,558	3,734	3,744	3,852	3,801	3,851	4,013	3,742	20,208	24,111	25,913	21,900	18,688	11,606	30,294
2012	4,132	4,021	4,091	4,024	4,049	4,011	3,905	3,717	3,690	3,604	3,422	3,520	3,551	3,722	3,728	3,849	3,803	3,862	3,851	20,318	24,329	26,400	22,351	18,370	11,516	29,886
2013	4,141	4,138	4,027	4,076	4,028	4,051	3,902	3,711	3,692	3,585	3,410	3,512	3,544	3,544	3,707	3,727	3,850	3,816	3,713	20,410	24,460	26,984	22,956	17,899	11,379	29,278
2014	4,128	4,157	4,148	4,025	4,086	4,033	4,060	4,015	3,898	3,720	3,675	3,572	3,407	3,506	3,535	3,708	3,731	3,862	3,676	20,543	24,576	27,487	23,401	17,729	11,270	28,999
2015	4,097	4,149	4,172	4,146	4,041	4,092	4,043	4,064	4,012	3,907	3,707	3,663	3,568	3,404	3,498	3,541	3,713	3,747	3,719	20,606	24,698	27,865	23,824	17,673	11,179	28,852
2016	4,061	4,111	4,158	4,166	4,155	4,046	4,097	4,041	4,059	4,017	3,888	3,694	3,656	3,560	3,395	3,500	3,547	3,726	3,608	20,650	24,696	28,304	24,149	17,805	10,881	28,686
2017	4,018	4,068	4,114	4,146	4,169	4,153	4,050	4,091	4,032	4,063	3,995	3,871	3,687	3,646	3,547	3,397	3,503	3,561	3,583	20,515	24,668	28,554	24,385	18,148	10,648	28,795
2018	3,978	4,024	4,070	4,101	4,149	4,167	4,155	4,047	4,081	4,034	4,041	3,977	3,862	3,678	3,632	3,546	3,402	3,516	3,431	20,323	24,490	28,675	24,526	18,695	10,348	29,043
2019	3,950	3,983	4,026	4,058	4,105	4,147	4,169	4,150	4,038	4,082	4,011	4,024	3,967	3,851	3,665	3,630	3,548	3,416	3,385	20,121	24,269	28,703	24,598	19,137	10,350	29,487
2020	3,932	3,954	3,985	4,014	4,062	4,103	4,150	4,164	4,140	4,042	4,058	3,992	4,014	3,955	3,836	3,665	3,632	3,560	3,292	19,948	24,051	28,720	24,658	19,463	10,484	29,947
2021	3,916	3,939	3,958	3,975	4,020	4,062	4,108	4,147	4,156	4,144	4,021	4,040	3,983	4,004	3,940	3,836	3,669	3,644	3,426	19,807	23,870	28,658	24,638	19,802	10,739	30,542
2022	3,909	3,934	3,954	3,959	3,991	4,031	4,077	4,114	4,147	4,168	4,129	4,011	4,035	3,977	3,994	3,943	3,842	3,687	3,509	19,747	23,778	28,657	24,665	19,961	11,037	30,998
2023	3,900	3,927	3,949	3,955	3,976	4,003	4,046	4,084	4,116	4,160	4,154	4,117	4,009	4,030	3,968	3,999	3,949	3,858	3,554	19,707	23,710	28,539	24,563	20,123	11,361	31,484
2024	3,887	3,918	3,942	3,950	3,972	3,988	4,019	4,054	4,087	4,130	4,147	4,144	4,115	4,006	4,021	3,972	4,006	3,965	3,716	19,670	23,658	28,397	24,425	20,258	11,688	31,946
2025	3,874	3,906	3,934	3,945	3,968	3,985	4,005	4,028	4,058	4,102	4,118	4,139	4,143	4,112	3,999	4,026	3,980	4,024	3,819	19,626	23,611	28,264	24,296	20,419	11,823	32,242
2026	3,856	3,891	3,920	3,934	3,960	3,979	4,000	4,012	4,030	4,072	4,089	4,110	4,138	4,139	4,104	4,006	4,033	3,997	3,876	19,562	23,541	28,143	24,182	20,496	11,906	32,402
2027	3,831	3,863	3,894	3,910	3,939	3,960	3,983	3,997	4,005	4,035	4,052	4,073	4,102	4,128	4,126	4,104	4,009	4,045	3,846	19,437	23,398	27,972	24,033	20,532	11,900	32,432
2028	3,813	3,839	3,867	3,884	3,915	3,939	3,965	3,981	3,991	4,011	4,016	4,036	4,066	4,092	4,115	4,126	4,107	4,023	3,891	19,319	23,259	27,818	23,903	20,435	12,021	32,456
2029	3,801	3,822	3,844	3,858	3,890	3,916	3,944	3,963	3,975	3,996	3,991	4,000	4,029	4,057	4,080	4,115	4,129	4,120	3,873	19,215	23,131	27,676	23,786	20,282	12,123	32,405
2030	3,789	3,810	3,827	3,835	3,865	3,892	3,921	3,943	3,957	3,980	3,977	3,976	3,994	4,021	4,045	4,081	4,119	4,143	3,965	19,126	23,018	27,535	23,670	20,117	12,227	32,344

Standard projections:

These incorporate the GLA's 2012 round standard ward population projections utilising the borough's own choice of development data.

These projections are constrained to development and assume constant household formation rates consistent with data from the 2011 Census

Bromley January 2013

Year	Borough Alternate Population Summary																		Totals							
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	0 to 4	4 to 10	5 to 10	11 to 15	16 to 18	11 to 18	
2011	4,019	4,099	4,044	4,049	4,016	3,905	3,721	3,702	3,605	3,441	3,537	3,559	3,735	3,745	3,854	3,802	3,852	4,015	3,747	20,227	25,927	21,911	18,696	11,613	30,309	
2012	4,162	4,051	4,120	4,050	4,070	4,027	3,919	3,730	3,703	3,616	3,433	3,531	3,561	3,732	3,740	3,859	3,813	3,873	3,880	20,453	24,480	26,499	22,429	18,424	11,566	29,990
2013	4,206	4,192	4,079	4,125	4,069	4,083	4,042	3,927	3,735	3,714	3,605	3,429	3,531	3,562	3,727	3,746	3,868	3,836	3,749	20,670	24,753	27,174	23,105	17,995	11,453	29,448
2014	4,217	4,237	4,217	4,089	4,143	4,080	4,100	4,049	3,930	3,749	3,703	3,598	3,431	3,530	3,560	3,733	3,756	3,888	3,715	20,904	24,984	27,754	23,611	17,852	11,359	29,211
2015	4,205	4,249	4,264	4,225	4,112	4,154	4,095	4,109	4,052	3,943	3,740	3,695	3,598	3,432	3,527	3,569	3,742	3,776	3,761	21,056	25,210	28,207	24,094	17,821	11,279	29,101
2016	4,195	4,238	4,277	4,273	4,246	4,127	4,169	4,103	4,113	4,065	3,933	3,735	3,695	3,597	3,431	3,535	3,581	3,762	3,657	21,229	25,356	28,757	24,511	17,993	11,000	28,993
2017	4,185	4,228	4,266	4,287	4,295	4,260	4,145	4,177	4,106	4,129	4,054	3,926	3,737	3,694	3,593	3,440	3,546	3,605	3,640	21,260	25,520	29,166	24,871	18,391	10,791	29,182
2018	4,176	4,217	4,255	4,276	4,310	4,310	4,277	4,156	4,179	4,120	4,119	4,047	3,927	3,738	3,690	3,601	3,453	3,568	3,495	21,234	25,543	29,470	25,160	19,002	10,516	29,519
2019	4,180	4,207	4,244	4,266	4,299	4,325	4,327	4,286	4,161	4,193	4,109	4,112	4,047	3,926	3,736	3,698	3,612	3,477	3,458	21,196	25,521	29,701	25,402	19,519	10,547	30,066
2020	4,194	4,210	4,234	4,254	4,289	4,314	4,343	4,337	4,291	4,177	4,181	4,102	4,114	4,046	3,922	3,745	3,708	3,634	3,372	21,181	25,495	29,933	25,644	19,929	10,714	30,643
2021	4,205	4,223	4,236	4,243	4,277	4,304	4,333	4,353	4,342	4,306	4,168	4,174	4,103	4,113	4,042	3,930	3,757	3,730	3,520	21,184	25,488	30,084	25,807	20,362	11,007	31,369
2022	4,212	4,233	4,247	4,244	4,266	4,292	4,323	4,343	4,358	4,358	4,296	4,162	4,174	4,102	4,110	4,050	3,941	3,781	3,611	21,201	25,493	30,236	25,970	20,599	11,334	31,932
2023	4,212	4,238	4,256	4,255	4,266	4,280	4,310	4,333	4,349	4,375	4,348	4,289	4,165	4,173	4,098	4,119	4,061	3,964	3,663	21,227	25,508	30,261	25,995	20,844	11,688	32,532
2024	4,208	4,238	4,260	4,262	4,276	4,280	4,298	4,321	4,338	4,365	4,365	4,341	4,290	4,165	4,169	4,106	4,131	4,083	3,837	21,244	25,524	30,243	25,967	21,072	12,050	33,122
2025	4,199	4,232	4,259	4,266	4,283	4,290	4,298	4,308	4,326	4,355	4,355	4,358	4,343	4,290	4,163	4,177	4,118	4,154	3,950	21,239	25,528	30,214	25,931	21,331	12,221	33,552
2026	4,186	4,223	4,253	4,264	4,286	4,296	4,306	4,307	4,313	4,342	4,345	4,349	4,360	4,342	4,286	4,172	4,188	4,140	4,020	21,211	25,507	30,195	25,909	21,511	12,348	33,858
2027	4,174	4,210	4,243	4,258	4,283	4,298	4,312	4,316	4,312	4,329	4,332	4,339	4,351	4,360	4,339	4,296	4,185	4,210	4,006	21,168	25,466	30,182	25,899	21,684	12,401	34,086
2028	4,168	4,198	4,230	4,247	4,276	4,295	4,314	4,321	4,320	4,328	4,319	4,326	4,341	4,351	4,357	4,348	4,308	4,209	4,073	21,119	25,414	30,172	25,896	21,723	12,589	34,312
2029	4,166	4,192	4,218	4,234	4,266	4,288	4,311	4,322	4,324	4,335	4,317	4,313	4,328	4,341	4,348	4,366	4,360	4,330	4,074	21,075	25,363	30,163	25,897	21,695	12,765	34,460
2030	4,163	4,190	4,212	4,222	4,252	4,277	4,303	4,318	4,325	4,339	4,324	4,310	4,314	4,328	4,337	4,357	4,378	4,383	4,190	21,038	25,316	30,139	25,887	21,647	12,951	34,599

Alternate projections

Incorporate GLA's 2012 round trend-based variant ward population projections.

These use development data to distribute population within the borough, but the overall borough population is constrained to the GLA's 2012 round Trend-based projection.

**PRIMARY SCHOOL DEVELOPMENT PLAN WORKING GROUP**

Draft Minutes of the meeting held at 5.00 pm on 2 September 2013

**Present:**

Councillor Sarah Phillips (Chairman)  
Councillor Neil Reddin FCCA

**Also Present:**

Councillor Nicholas Bennett J.P., Chairman, Education PDS Committee  
Councillor Stephen Wells, Portfolio Holder for Education

Robert Bollen, Education Strategic Capital Manager  
Iain Johncock, Head of Strategic Place Planning  
Dr Tessa Moore, Assistant Director: Education  
Gill Slater, Planner (Planning Strategy and Heritage Team)  
Max Winters, Principal Research of Statistics Officer (ECHS)

**1 APPOINTMENT OF CHAIRMAN**

Councillor Sarah Phillips was appointed Chairman of the Working Group for the 2013/14 municipal year.

**2 APOLOGIES FOR ABSENCE**

Apologies for absence had been received from Councillor Peter Fortune.

**3 ANALYSIS BY PLANNING AREA**

Members considered projected demand for primary school places across the Borough. For the school year 2013/14, applicants for reception class places exceeded previous forecasts and it had been necessary to supplement the agreed changes by 90 places, which included bringing forward a reorganisation of Worsley Bridge Community Junior School to become a 2 form of entry (FE) primary school from 2013/14, to ensure that every on-time applicant received a valid offer. The total number of places originally available for 2013/14 was 3733. This was subsequently increased to 3823 places, and 3820 on-time applicants were made an offer in April 2013, of which 76% secured their first choice of school and 89% secured one of their first three choices of school which represented a slight fall on the previous year, reflecting the increasing pressure on places.

Increased demand for primary places was expected to continue in the long term, with the Greater London Authority forecast projecting a rise of total numbers to

4041 which would be sustained to at least 2030. This was due to a higher level of birth rate than expected, as well as through migration to the Borough and increased occupancy levels of existing homes. The Head of Strategic Place Planning advised Members that the proximity distance of many primary schools had shrunk considerably and it was important to encourage parents and carers to apply for a place at their nearest school to ensure as many children as possible secured a school place in their local community.

It was recommended that the higher Greater London Authority (GLA) alternate roll projection methodology be adopted as the basis of primary school planning for 2014/15 and beyond. It was also recommended that a margin of 2% be considered above projection to provide for parental choice and improve the rate of first choice allocations. To support the expected increase in demand for pupil places, there was a need to consider all schools across the Borough to identify which schools could be expanded on a temporary or permanent basis. A review of secondary provision would also follow, taking account of the future demand for secondary places as the increasing number of pupils at Bromley schools moved towards Key Stage 3. The Portfolio Holder for Education underlined the need to increase overall capacity in the Borough by encouraging new free schools and academies, with temporary and permanent expansions of existing schools used more flexibly to support fluctuation in the school population. The Chairman of Education PDS Committee also noted the importance of identifying the increases in demand experienced by neighbouring Boroughs and how this was being managed.

New academies or free schools could be established if sufficient demand could be evidenced, although the Local Authority was no longer able to establish a new maintained school, and it was noted that three new free schools were due to open within the Borough in 2014/15 which would make additional reception class places available. These comprised the Harris Beckenham and Harris Bromley Free Primary Schools, which were each expected to provide 2 FE (60 places) in the north of the Borough, and a Bilingual School located in central Bromley which would offer 50 places and was expected to recruit pupils from across the Borough. Further free school applications were currently being considered by a number of other providers for submission to the Department for Education, and consultation had commenced on a joint application sponsored by Langley Park Boys and Girls Schools to provide a 2 FE primary school on their grounds to serve Planning Areas 2 and 3.

Members went on to analyse the future demand for primary places by planning area.

Planning Area 1 continued to be a volatile area in pupil place planning terms. The number of 4 year olds in this area remained above that of the total admissions numbers for the schools and there was a history of migration to schools in the neighbouring Planning Area 2 and bordering Local Authorities. When the proposed 2% margin was included, the area analysis currently showed a projected shortfall of approximately 3 to 4 FE, falling back to 2 FE by 2030. To meet the demand for additional places, Churchfields Primary School had been permanently expanded from 1 FE to 2 FE, and Harris Crystal Palace would be permanently



expanded to 2FE from 2014/15. Balgowan Primary School would offer a bulge class for 2014-15, taking its total to 4 FE (120 places) for one year. A 2 FE deficit had also been met by neighbouring areas.

Members discussed a range of options and agreed to investigate, with Governors, the feasibility of increasing capacity on a temporary basis by 1 FE to 3 FE at James Dixon Primary School for reception in 2014/15 as well as on a permanent basis. It was agreed to consult with Harris Federation around the feasibility of increasing capacity of Harris Primary Academy Kent House by 1 FE to 3 FE in 2015/16 and beyond. It was also agreed to consider scope for other schools to expand as needed following consultation and feasibility studies.

Planning Area 2 currently had a very close match of places to demand and had seen an increase in projected reception numbers. There were three significant housing developments in the area and when the proposed 2% margin was included, the area analysis currently showed a projected shortfall of approximately 1 FE for 2014/15 across Planning Areas 1 and 2. The opening of Harris Beckenham Free Primary School in 2014/15 would provide more places and therefore more choice for parents in the area. The permanent expansion of Unicorn Primary School to 2 FE and the additional form of entry at Clare House Primary School in 2012/13 and 2013/14 had ensured sufficient places to meet the current increased demand, as well as making a contribution to the needs in Planning Area 1. Following consultation it had been agreed to extend the age range of Bromley Road Infant School to become a 1 FE Primary School from 2014/15, and Worsley Bridge Junior School to become a 2 FE Primary School from 2013/14 with the potential to expand to 3 FE in future. Bromley Road Infant School would have two classrooms available from 2014/15 which might be utilised to support future bulge classes where needed.

Members discussed a range of options and agreed to investigate, with Governors, the feasibility of increasing capacity on a permanent basis by 1 FE to 2 FE at Clare House Primary School. It was also agreed to await the outcome of the free school submission proposed by Langley Park Boys and Girls Schools. Members also agreed to investigate, with Governors, the feasibility of increasing capacity on a permanent basis by 1 FE to 3 FE at Worsley Bridge Community Primary School in the medium term.

Planning Area 3 currently had a close match of places to demand, with a forecast margin of 111 places in 2014/15 and a 2 FE capacity remaining in the area to 2030. The opening of Harris Bromley Free Primary School in 2014/15 would offer an additional 60 places (2 FE), which would ensure more than sufficient provision to meet the needs of the area, however it was recognised that the school would also draw pupils from Planning Area 2 and 4. There was scope for enlargement at St Mark's C.E. Primary School to reduce the pressure for pupil places on neighbouring planning areas because of its location, and discussions with the school were in progress.

Members discussed a range of options and agreed to keep school organisation and size in the area under review. It was also agreed to investigate, with Governors, the feasibility of increasing capacity on either a temporary or

permanent basis by 1 FE to 2 FE at St Mark's C.E. Primary School if future demand was sufficient.

Planning Area 4 capacity had been closely matched to need for several years. However, when the proposed 2% margin was included, the area analysis currently showed a projected shortfall of approximately 77 places for 2014/15 rising to 137 places by 2030. Both Valley and Parish C.E. Primary Schools had accepted an extra form of entry in 2011/12 and 2012/13, and it had been agreed to consult on the permanent expansion of Parish Primary School from 2 FE to 3 FE. Scotts Park Primary School had admitted an additional form of entry in 2012/13 and would repeat this in 2013/14 with a view to permanent expansion, although Members noted that highways issues had been identified around access to the school that would need to be addressed. The proposed Bilingual School located in central Bromley was also likely to make a contribution to the choice and availability of pupil placements within the Planning Area.

Members confirmed support for a permanent increase by 30 places at both Scotts Park and Parish Primary Schools. Members agreed to investigate, with Governors, the feasibility of consolidating the PAN (Pupil Admission Number) for St George's C.E. Primary School to 2 FE.

Planning Area 5 was experiencing increased demand for places, in part due to a significant housing development on the 'Blue Circle' site. To meet the demand for additional places, proposals had been made for the temporary expansion of Princes Plain Primary School by 2 FE in 2014/15, making use of the former Education Development Centre campus for which a feasibility study was being undertaken. Any permanent expansion of the school would require capital works to enlarge the school buildings. Keston C.E. Primary School had admitted an additional form of entry in 2012/13 but any further expansion of the school would be subject to planning permission for a small extension to provide accommodation for a bulge class. With the proposed expansion to Princes Plain Primary School, sufficient places would be available to meet local demand for 2014/15 and 2015/16, after which the area analysis currently showed a projected shortfall of approximately 0.5 FE rising to 1 FE.

Members confirmed their support for permanent expansion of Princes Plain Primary School by 2FE and to consider a bulge class at Keston C.E. Primary School, subject to planning permission. Members also agreed to consider other options to meet the ongoing deficit of places in the Planning Area from 2016/17.

Planning Area 6 currently had a projected shortfall of places of approximately 1 FE. There was also a major residential development on the site of the Ravensbourne College of Art and Design which had the potential to further increase demand for places. Members noted that Chislehurst C.E. Primary School and the Diocese of Rochester had been in discussions with the Local Authority concerning the feasibility of relocating the school to a new site in Chislehurst and of expanding it. There were two 'stand alone' infant schools in this planning area and the planning for this area assumed that Red Hill Primary School and Mottingham Primary School would admit additional pupils at Key Stage 2 to accommodate some or all of the pupils moving up from these local infant schools.

Members discussed a range of options and agreed to pursue the feasibility of relocating and expanding Chislehurst C.E. Primary School. Following discussion, it was also agreed to investigate, with Governors, the feasibility of increasing capacity on a temporary or permanent basis by 1 FE to 2 FE at Edgebury Primary School.

Planning Area 7 capacity had been reduced from 400 places to 328 from 2008/09 in response to lower demand for pupil places, with a reduction in the PANs of St. Mary Cray Primary School, Leasons Primary School, Midfield Primary School, Poverest Primary School and St Paul's Cray C.E. Primary School from 1.5 FE to 1 FE. The demand for pupil places was now starting to increase and, with accommodation substantially in place, there was scope to consider expansion of any of these schools by whole forms of entry as required. Midfield Primary School had accepted an additional form of entry in 2012/13, and it had been agreed to consult on the permanent expansion of Midfield Primary School from 1 FE to 2 FE, for which a feasibility study was being undertaken.

Following discussion, it was agreed to investigate, with Governors, the feasibility of increasing capacity on a temporary basis by 1 FE to 2 FE at St Paul's Cray C.E. Primary School for reception in 2014/15. It was agreed to consider scope for other schools to expand as needed following consultation and feasibility studies.

Planning Area 8 had a close match between capacity and current need. Following previous primary school reviews, it might be necessary to consider temporary expansions of other schools in this Planning Area if future demand was sufficient.

Members agreed that there should be no current change to school organisation or size in this planning area.

Planning Area 9 had a close match between capacity and current need and showed a margin of between 0.5 FE and 1 FE capacity remaining to the end of the planning period.

Members agreed that there should be no current change to school organisation or size in this planning area.

#### **4 RECOMMENDATIONS**

Members summarised the Working Party's initial recommendations, the feasibility of which would be considered in partnership with school representatives:

Planning Area 1 To investigate, with Governors, the feasibility of increasing capacity on a temporary basis to 3 FE (from 2 FE) at James Dixon Primary School for reception in 2014/15 as well as on a permanent basis.

To consult with Harris Federation around the feasibility of increasing capacity on a temporary basis to 3 FE (from 2 FE) at

Harris Primary Academy Kent House for reception in 2015/16 as well as on a permanent basis.

To consider the potential for other schools to expand as needed following consultation and feasibility studies.

Planning Area 2 To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 2 FE (from 1 FE) at Clare House Primary School.

To await the outcome of the free school submission proposed by Langley Park Boys and Girls Schools.

To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 3 FE (from 2 FE) at Worsley Bridge Community Primary School in the medium term.

Planning Area 3 To keep school organisation and size in the area under review.

To investigate, with Governors, the feasibility of increasing capacity on either a temporary or permanent basis to 2 FE (from 1 FE) at St Mark's C.E. Primary School if future demand was sufficient.

Planning Area 4 To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 3 FE (from 2 FE) at Scotts Park Primary School.

To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 3 FE (from 2 FE) at Parish C.E. Primary School.

To investigate, with Governors, the feasibility of consolidating the PAN for St George's C.E. Primary School to 2 FE (from 1.5 FE).

Planning Area 5 To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 4 FE (from 2 FE) at Princes Plain Primary School on the Education Development Centre campus.

To consider other options to meet the ongoing deficit of places in the Planning Area from 2016/17.

Planning Area 6 To investigate, with Chislehurst C.E. Primary School and the Diocese of Rochester, the feasibility of relocating and expanding Chislehurst C.E. Primary School.

To investigate, with Governors, the feasibility of increasing capacity on a temporary or permanent basis to 2 FE (from 1 FE) at Edgebury Primary School.

Planning Area 7 To investigate, with Governors, the feasibility of increasing capacity on a permanent basis to 2 FE (from 1 FE) at Midfield Primary School.

To investigate, with Governors, the feasibility of increasing capacity on a temporary basis by 1 FE to 2 FE at St Paul's Cray C.E. Primary School for reception in 2014/15.

To consider scope for other schools in the Planning Area to expand as needed following consultation and feasibility studies.

Planning Area 8 No additional places required.

Planning Area 9 No additional places required.

**RESOLVED that it be recommended that:**

- 1) The higher Greater London Authority (GLA) alternate roll projection methodology be adopted as the basis of primary school planning for 2014/15 and into the future;**
- 2) A margin of 2% be considered above projection to provide for parental choice in order to improve the rate of first choice allocations;**
- 3) That the Primary School Development Plan Working Group be renamed the School Place Working Group to reflect the need to consider Secondary place planning into the future;**
- 4) That discussions be undertaken with schools identified for expansion with a view to reporting the outcome to a future meeting of Education PDS Committee; and**
- 5) That feasibility studies be undertaken in consultation with identified schools to assess the scope and cost of school enlargement.**

## **5 LOCAL PLAN UPDATE**

Members were provided with an update on the development of the Local Plan for Bromley.

The Local Plan would shape the development over the Borough for the next 15-20 years. Consultation on the Options and Preferred Strategy stage of the Local Plan had closed on 15<sup>th</sup> April 2013, and the next stage was to prepare policies and site allocations in line with the strategy and consultation responses which would include education matters. There would be a further consultation later in 2013 regarding draft development policies and site allocations within the emerging Local Plan and Members were asked to contribute to these consultations where appropriate. It was expected that the draft Local Plan would be published in early 2014, and that the final Local Plan would be agreed by Autumn 2014.

The Planner (Planning Strategy and Heritage Team) advised Members that a meeting of the Local Development Framework Advisory Panel would be held on 25<sup>th</sup> September 2013 where some aspects of the Local Plan relating to education would be considered. Policies within the Local Plan would reflect recent changes to the National Planning Policy Framework, which was supportive of necessary development, for example in meeting a community's education needs, whilst still protecting residents from inappropriate or over development in their local area. The use of site allocations would ensure that sites were designated for education use where appropriate to support the availability of land to meet longer term education pressures. This would not replace green belt designation, but would ensure that land designated for education purposes would not be lost to non-education development. It was noted that a number of changes had already been made to permitted development for free schools, and it was important to support free schools to identify the most suitable sites for both primary and secondary education provision across the Borough.

Members were advised that work had also been undertaken to more clearly define school site boundaries in commercial transfer agreements as Local Authority maintained schools moved to academy status. This would ensure that large tracts of land were not automatically transferred to academies and could be utilised for other education purposes in future, such as for free schools where appropriate.

**RESOLVED that the update be noted.**

## **6 DATE OF NEXT MEETING**

A meeting of the School Places Working Group would be held at 5.00pm on Monday 25<sup>th</sup> November 2013.

The Meeting ended at 7.13 pm

Chairman

Report No.  
ED13092

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Education Portfolio Holder

**Date:** For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 17th September 2013

**Decision Type:** Non-Urgent                      Non-Executive                      Non-Key

**Title:** **ECHS DEPARTMENT PAY POLICY FOR CENTRALLY BASED TEACHING STAFF**

**Contact Officer:** Angela Huggett, Human Resources Consultancy Manager (Education Services)  
Tel: 020 8313 4029 E-mail: angela.huggett @bromley.gov.uk

**Chief Officer:** Terry Parkin, Executive Director, Education and Care Services  
Charles Obazuaye Director Human Resources

**Ward:** N/A

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1. Reason for report

- 1.1 From 1 September 2013 revised arrangements come into force in relation to Teachers' Pay and Conditions through the publication of the statutory 2013 School Teachers' Pay and Conditions Document.
- 1.2 This report sets out the main changes and proposes a model pay policy (Appendix 1) for all centrally based teachers.
- 

2. **RECOMMENDATION(S)**

- 2.1 That Members note and comment on the report and the attached model pay policy for all centrally based teachers.
- 2.2 Subject to any comments from the Education PDS Committee, the Education Portfolio Holder agree that the model pay policy be referred on to the General Purposes and Licensing Committee for decision.

### Corporate Policy

1. Policy Status: Existing Policy
  2. BBB Priority: Children and Young People Excellent Council
- 

### Financial

1. Cost of proposal: Not Applicable
  2. Ongoing costs: Not Applicable
  3. Budget head/performance centre: N/A
  4. Total current budget for this head: N/A
  5. Source of funding: N/A
- 

### Staff

1. Number of staff (current and additional): All Teachers and Heads of Service centrally employed in Education Services i.e.
    - Behaviour Service
    - Specialist Support and Disability Services (The Phoenix Centre)
    - Sensory Support Services
    - Primary Pupil Support Advisory Team
  2. If from existing staff resources, number of staff hours: N/A.
- 

### Legal

1. Legal Requirement: Statutory Requirement Sections 122 and 127 Education Act 2002
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): N/A
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A



### 3. COMMENTARY

- 3.1 The Education Act 2002 gives the Secretary of State power to prescribe pay and conditions and to issue guidance on pay and conditions matters, to which those concerned must have regard.
- 3.2 The statutory requirements for teachers' pay and conditions for maintained schools in England and Wales are set out in the School Teachers' Pay and Conditions Document which is published annually, and schools and local authorities (LAs) must abide by these. LAs and governing bodies are also required to have regard to the statutory guidance issued in conjunction with the document, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings.
- 3.3 In accordance with the requirements of the School Teachers' Pay and Conditions Document, the LA as the "relevant body" is required to have in place a pay policy setting out the arrangements for determining pay arrangements for all centrally based teaching staff from the 1<sup>st</sup> September 2013.
- 3.4 Up until now there has been limited flexibility and discretion in relation to the application of the School Teachers' Pay and Conditions Document. However in light of the significant changes this year the current pay policy has been revised incorporating the changes as outlined in the School Teachers' Pay and Conditions Document 2013 and is attached to this report at Appendix 1 for consideration and approval.

#### Background

- 3.5 Each year the School Teachers' Review Body (STRB) is provided with a remit from the Secretary of State to review Teachers' Pay. The remit focuses on specific areas as well as pay trends in general. The school teachers' review body consults with employers and teacher organisations and Unions and reports back to the secretary of state its findings and recommendations. The secretary of state then determines whether or not to accept the proposals put forward by the review body.
- 3.6 The 21<sup>st</sup> Review Body report made the following recommendations which were accepted by the secretary of state:

The retention of a broad based national framework including 4 pay bands

- Upper Pay scale
- Leading Practitioner Pay Scale
- Main Scale
- Unqualified Pay Scale
  
- Abolition of mandatory points (though may be kept as 'reference points')
  
- Differential performance-based progression judged on annual appraisal, assessed against single set of teachers' standards
  
- Reinforcement of responsibility of Head Teachers to manage staff and resources and governing bodies to hold school leaders to account for managing and rewarding the performance of teachers (this would equally apply to LA employed Teaching Staff)
  
- Pay Policy to be clear on how performance will be linked to pay and the use of any appraisal information.

- removing pay progression based on length of service and linking all pay progression to performance. New arrangements for teachers' pay will take effect from September 2013. September 2013 will be the last time that annual pay increments are awarded to teachers based on the length of their service. Thereafter, decisions about teachers' pay progression will be linked to performance, with their first annual performance-related progression pay increases being made in September 2014.
  - giving the option of increasing individual teachers' pay at different rates based on their performance
  - replacing the current threshold test for progression from the main to the upper pay range with new simpler criteria, and a revised process for teachers to apply to be paid on the upper range at least once a year in line with their LA's pay policy.
  - discontinuing the current Advanced Skills Teacher (AST) and Excellent Teacher (ET) designations and creating a new pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills
  - the introduction of a fixed term third TLR (TLR3) to a classroom teacher for a clearly identified time limited period. £500 - £2500
  - the removal of the three-year time limit on recruitment and retention allowances.
  - giving more freedom to determine starting salaries of teachers new to the service
  - removing any obligation on services when recruiting to match a teacher's existing salary ("pay portability").
- 3.7 The DfE carried out extensive consultation with relevant parties and published a draft SCTP&CD. The finalised version was laid before Parliament in August 2013 with implementation on the 1<sup>st</sup> September 2013. This timescale has been very problematic for all those involved with determining pay arrangements not least because of the extensive changes this year but also as there was further consultation on some areas following the 22<sup>nd</sup> STRB report which was not finalised until August.
- 3.8 The new provisions provide greater flexibility for relevant bodies in relation to reward and performance of staff. Each School and LA is required to determine its own specific pay policy tailored to the needs of the individual school/service.
- 3.9 Schools have already been provided with advice and guidance regarding the preparation of a pay policy.

### **DfE and Trade Union Perspectives**

3.10 The LA currently employs Teaching Staff in the following central service areas:

- Behaviour Service
- Specialist Support and Disability Services (The Phoenix Centre)
- Sensory Support Services
- Primary Pupil Support Advisory Team

- 3.11 There is existing provision for each Teacher's salary to be reviewed annually. In addition the LA already has an appraisal policy in place agreed by Members in autumn 2012.
- 3.12 New Teaching Standards were also introduced in 2012.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/208682/Teachers\\_Standards\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf) The expectation is that teachers' objectives will be more closely aligned with the Standards and September 2014 will be the first time that pay progression will be directly linked to performance. Managers/Heads of Service will need to have regard to the Teaching Standards when setting objectives for teaching staff.
- 3.13 Teacher Trade Unions nationally are opposed to several elements of the pay changes particularly around the issue of pay portability and the LA in line with neighbouring LAs has received notification of escalation of industrial action short of strike action from NASUWT and the NUT in response to the changes.
- 3.14 Several of the Trade Unions have issued their own guidance/model pay policies including NAHT & ASCL, NASUWT & NUT.
- 3.15 The NASUWT/NUT has made clear that any policy that does not comply with their checklist regarding pay policies will not be accepted by them. They have stated that acting in any way that is contrary to their policy will put schools at risk of unlawful discrimination. A copy of the check list can be found at the following link  
[http://www.nasuwt.org.uk/consum/groups/public/@journalist/documents/nas\\_download/nasuwt\\_010924.pdf](http://www.nasuwt.org.uk/consum/groups/public/@journalist/documents/nas_download/nasuwt_010924.pdf)
- 3.16 The Secretary of State has sent a letter and advice to schools, and Academies giving the DfE perspective on some of the items in the NUT and NASUWT pay policy checklist. Both documents have been published on the DfE website:  
<http://www.education.gov.uk/schools/careers/payandpensions/a00203870/strb-remit-21st-report>
- 3.17 The Secretary of State has indicated that in his view elements of the checklist are unlawful and adoption of the checklist would significantly limit schools' ability to take advantage of the flexibilities now available to them in terms of managing their budgets and rewarding performance. He has further stated that: "As now, schools need to have regard to how they set objectives and appraise performance and decisions need to be evidence based. However, making differentiated pay decisions is not in itself unlawful."
- 3.18 The proposed pay policy has been prepared using guidance and advice from a variety of sources including DfE, the Trade Unions and other LAs. The policy provides flexibility for managers in determining arrangements for Teachers' Pay and embraces the requirements of the new STP&CD.
- 3.19 Following DMT agreement in principle the LA began a period of consultation with the Trade Unions recognised by the LA. An oral update on the outcome of consultation will be provided at the PDS meeting however it should be noted that it is unlikely that agreement with the Trade Unions will be reached due to the position already outlined by NASUWT/NUT in terms of adhering to its checklist.

#### **4. POLICY IMPLICATIONS**

- 4.1 The model policies are consistent with BBB priorities to provide strategic leadership and support to schools in the Borough to assist and underpin the Government's Education Reform

Programme and ensuring the organisation has a workforce of appropriate skills and experience to meet future challenges in delivering local priorities.

## 5. FINANCIAL IMPLICATIONS

Any cost implications arising from the application of the policy will need to be met from existing resources.

## 6. LEGAL IMPLICATIONS

Part 8 of The Education Act 2002 deals with the legal status of teachers pay and conditions. Section 122 gives the Secretary of State a power to prescribe pay and conditions for teachers and Section 127 recites that the Secretary of State after due consultation may issue guidance which a local authority and a school governing body shall have regard to in respect of teachers pay.

## 7. PERSONNEL IMPLICATIONS

- 7.1 Given the statutory nature of the process and in light of the Secretary of State's firm response to the trade union document; any local consultation with local unions will not affect the core principles, structure and the process of implementing the Pay Policy. Notwithstanding that the local unions have already been provided with a copy of the guidance issued by HR to schools and some of their comments have been addressed; we will continue to reassure unions and staff that the policy will be applied locally consistently and fairly, and monitored in consultations with the unions.

<b>Non-Applicable Sections:</b>	N/A
Background Documents: (Access via Contact Officer)	



THE LONDON BOROUGH  
[www.bromley.gov.uk](http://www.bromley.gov.uk)

**EDUCATION CARE AND HEALTH SERVICES DEPARTMENT PAY POLICY FOR  
CENTRALLY BASED TEACHING STAFF**

**1 SEPTEMBER 2013**

# ECHS DEPARTMENT PAY POLICY FOR CENTRALLY BASED TEACHING STAFF

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# ECHS DEPARTMENT PAY POLICY FOR CENTRALLY BASED TEACHING STAFF

## 1. OPENING STATEMENT

This policy will be applied to the pay of all Teaching staff employed by the Local Authority in centralised services.

The Local Authority seeks to ensure that all staff are recognised and rewarded for the level of responsibility that they carry, and for the individual contribution that they make to the work of the service.

Within the budget available to it, the Local Authority will endeavour to maintain a local pay policy, which will enable it to recruit, retain and motivate sufficient staff of suitable quality to achieve the aims and objectives of Building a Better Bromley.

The Local Authority will act with integrity, objectivity and honesty, will be open about decisions made and actions taken, and will be prepared to explain its decisions and actions.

## 2. AIMS OF THE LOCAL AUTHORITY

The aims of the Local Authority will be consistent with the aims and objectives of Building a Better Bromley.

## 3. AIMS OF THE PAY POLICY

The pay policy set out below is intended to:

- support and promote the LA's ethos, purpose, and development as set out in Building a Better Bromley;
- promote the principle of best value in terms of the LA's management of its resources;
- complement and support the LA's current personnel procedures and frameworks;
- support the aim of ensuring that all LA policies and procedures make a meaningful and sustained contribution to raising levels of achievement at the service;
- demonstrate the LA's commitment to good employment practice by ensuring that all pay-related decisions are made taking full account of the current version of the School Teachers' Pay and Conditions Document, and Building a Better Bromley and all pay related decisions are taken in compliance with the Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999, The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Agency Workers Regulations 2010.
- demonstrate that the LA intends to treat all staff fairly and responsibly.

#### **4. CONSULTATION**

This policy will be reviewed annually or whenever significant changes in the School Teachers' Pay and Conditions Document (STP&CD) necessitate review. Consultation with staff and representatives from recognised teacher trade unions will be planned accordingly. Full information relating to vacant posts and responsibilities will be made available to staff.

#### **5. EQUALITIES**

The LA seeks to use this pay policy to promote equal opportunities within the LA, both in terms of applying to staff and providing an equal and wide curriculum with enriched learning opportunities. The LA will ensure that staff will not be unlawfully discriminated against in matters related to any of the protected characteristics set out in the Equality Act 2010.

The LA intends for Services to make fair and consistent pay decisions having due regard to LA advice and good practice. The LA will also try to provide appropriate support for all staff, for example good working facilities and sufficient non-contact time for teachers. All members of staff will have the opportunity to have their training and development needs reviewed regularly under the LA's performance management arrangements.

The LA will observe the relevant employment law provisions, notably the Equality Act 2010, EU Working Time Provisions, and health and safety requirements.

#### **EQUALITIES AND PERFORMANCE RELATED PAY**

The LA will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the service's circumstances.

#### **6. OTHER LA PROCEDURES**

The LA pay policy will be considered alongside other LA personnel procedures/policies where there is a direct link between them. Procedures/Policies in this category are set out below.

#### **APPRAISAL**

The LA will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the LA's appraisal policy). Although the service will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (i.e. application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.



The Manager/Head of Service will moderate objectives to ensure consistency and fairness; the Manager/Head of Service will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

## **GRIEVANCE**

If a member of staff:

- has a grievance or complaint about their salary; or
- asks for a review of any decision regarding their pay;
- s/he must follow the LA's pay appeals procedure (see Appendix 2).

**STAFF CAPABILITY:** Pay Progression may be withheld if the employee concerned has been subject to formal capability action during the academic year preceding the award and the action is ongoing at the expected date of award. However, Pay Progression may be reinstated retrospectively if the formal capability process is discontinued or if the employee makes sufficient progress to reach a satisfactory level of performance. Reinstatement will occur from when the improvement in performance occurs.

The employee concerned should be formally notified as soon as possible of the possibility of pay progression being withheld. The employee should be offered appropriate support and/or training to help her/him to improve her/his performance within the context of the capability procedure.

**RECRUITMENT AND SELECTION:** when advertising permanent posts, the service will provide job applicants with appropriate salary and remuneration details as set out in this policy and will seek to reflect the LA's attributes and ethos in all advertising and recruitment material. All requests to recruit to a vacant post on either a temporary or permanent basis must be processed through the Budget Holder/Head of Service for approval.

## **7. JOB DESCRIPTIONS**

The LA's policy on job descriptions is as follows:

- (a) all staff should receive a job description (JD) in accordance with the staffing structure agreed by the Service, which should be subject to annual review. Staff will be consulted over the drawing up of the contents. The task of drafting and finalising job descriptions is delegated to the Manager/Head of Service who will have regard to advice and guidance issued by DfE and to any advice offered by the LA.
- (b) job descriptions will identify key areas of responsibility and will, where appropriate, contain tasks consistent with the Portfolio Plan and Building a Better Bromley. Staff job descriptions will clearly state management responsibilities attached to the post and any associated allowances.

- (c) appropriate differentials will be created and maintained between posts recognising accountability, job weight, and the need to recruit, retain, and motivate sufficient employees of the required quality at all levels.
- (d) where there is a clear and substantial change in duties, a member of staff may request a review of her/his existing job description. Any such request will be considered first by the Line Manager and then by the Head of Service should the member of staff request it.
- (e) all teacher job descriptions will make reference to teachers' statutory conditions of service as set out in the STP&CD.

## 8. PERSONNEL RECORDS

The LA holds personnel files for all staff. Staff may have access to their personnel and salary records as long as an HR Advisor is present. Every member of staff is entitled to have access to the pay policy.

## 9. LA OBLIGATIONS

The LA will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (the Document) and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').

The LA will need to consider any updated pay policy and assure itself that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified.

The LA will consult with staff and Teaching Unions representatives on the appraisal and pay policies

The LA will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the LA's spending plan/budgetary commitments.

The LA will monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the LA's continued compliance with equalities legislation.

The LA will determine the annual pay budget, taking into account paragraph 21.2(e) of the Document.

## 10. LINE MANAGER/HEAD OF SERVICE OBLIGATIONS

The Line Manager/Head of Service will:

- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the LA and ensure the LA has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

## **11. TEACHERS' OBLIGATIONS**

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance.

## **12. DIFFERENTIALS**

Appropriate differentials will be created and maintained between posts within the service, recognising accountability and job weight, and the LA's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

## **13. DISCRETIONARY PAY AWARDS**

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

## **14. PAY REVIEWS**

Managers, in consultation with Heads of Service/ Assistant Directors will ensure that every teacher's salary is reviewed following a review of their performance against their appraisal objectives in line with the LA's appraisal policy with effect from 1 September and no later than 31 October (except in the case of the Head Teacher where the deadline is 31 December) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and will give information about the basis on which it was made. Decisions on the pay of the Head of Service will be communicated by the Assistant Director, in writing together with the reasons why decisions have been taken.

## **15. SAFEGUARDING**

Where a pay determination leads or may lead to the start of a period of safeguarding, the LA will give the required notification as soon as possible and no later than one month after the date of the determination.

## **16. PAY APPEALS PROCEDURE**

A member of staff may seek a review of any determination in relation to his/her pay or any other decision taken by the LA (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- (a) incorrectly applied any provision of the Document;
- (b) failed to have proper regard for statutory guidance;
- (c) failed to take proper account of relevant evidence;
- (d) took account of irrelevant or inaccurate evidence;
- (e) was biased; or
- (f) otherwise unlawfully discriminated against the member of staff.

The arrangements for considering appeals is attached at Appendix 2

**The following sections detail the arrangements for pay determinations for all Teaching staff employed at the service. Where appropriate, specific reference is made to the relevant paragraph's of the School Teachers' Pay and Conditions Document (STP&CD).**

The LA will agree the budget to be set for pay, including performance pay, and will make appropriate decisions in the light of the LA's financial circumstances ensuring that appropriate funding is allocated for performance pay progression at all levels.

## **17. LEADERSHIP GROUP SALARIES**

Head Teachers, Deputy Head Teachers, and Assistant Head Teachers are all classed as members of the 'leadership group'. They are paid on a separate 43 point spine known as the leadership pay spine.

The LA will have regard to the provisions of paragraph 11.2.2 and will also take account of any other permanent payments, made to staff within the service to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;

There should be appropriate differentials between staff groups to reflect differences in responsibility levels, that is:

- between the Head and the Deputy Head;
- between the Deputy Head and any Assistant Head;
- between the Assistant Head and/or Deputy Head and the highest paid Classroom Teacher in the Service ;
- Any provisions within the STP&CD that allow the LA to conduct such a review.

When assessing the salary for the appointment of a new head, Deputy Head, or Assistant Head, the LA notes that the postholder may be placed on any of the 4 bottom points (Head Teacher) or 3 bottom points (Deputy or Assistant Head Teacher) of the applicable ISR/pay range.

## **HEAD TEACHER PAY**

### **Pay on appointment**

For appointments on or after 1 September 2013, the LA will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the Head Teacher (Part 9) and in accordance with paragraphs 11 and 6.2(e) and paragraphs 11 to 26 of the section 3 guidance:

- (a) Head Teachers are paid on one of 8 school group ranges within the leadership spine. They are also assigned to a 7-point individual school range (ISR) within their pay group. The ISR can be reviewed in certain circumstances, but must not exceed the maximum of the Head Teacher group range where determined on or after 1 September 2011.
- (b) The LA may determine that discretionary payments be made to the Head Teacher in the following circumstances:
  - the service is causing concern;
  - without such additional payment, the LA considers that the service would have substantial difficulty filling the vacant Head Teacher post;
  - without such additional payment, the LA considers the service would have substantial difficulty retaining the Head Teacher;
  - the Head Teacher is appointed as a temporary Head Teacher of one or more additional schools/services.

Provided in each case that the LA has not previously taken such reason or circumstance into account when determining the ISR under an earlier document.

- The LA will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as

set out in paragraph 11.6.2. However, before agreeing to do so, it will seek external independent advice before providing such agreement.

- The total sum of discretionary payments made to the Head Teacher in any academic year must not exceed 25% of the amount that corresponds to that Head Teachers point on the leadership group pay spine.
- In instances where the LA agrees to the provision of services to other schools/services, it will have due regard to the operating principles and requirements as set out in the 2011 School Teacher Pay and Conditions document and attached to this policy at Appendix 3.
- if the Head Teacher takes on permanent accountability for one or more additional schools/services, the LA will set an ISR in accordance with the provisions of paragraphs 11.2.4 and 6.2(e).
- the LA will consider the need to award any further discretionary payments to a Head Teacher in line with paragraph 11.4.1 to 11.6.2;
- Head Teachers given a temporary ISR in certain circumstances – perhaps because they have been seconded to turn around a failing school– are able to receive any performance award that relates to the temporary ISR as a lump sum when they return to their main post.

### **Serving Head Teachers**

The LA will determine the salary of a serving Head Teacher in accordance with paragraph 6 of the Document.

- the LA will review the Head Teacher's pay in accordance with paragraph 6.2(b) of the Document and award up to two performance points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the Head Teacher's most recent appraisal report.
- the LA may determine the head's ISR, within the group range for the service, as at 1 September or at any time if they consider it is necessary (paragraph 12 of section 3 guidance);
- if the LA makes a determination to change the ISR, it will determine the head's ISR within the group range for the service, in accordance with paragraph 11; and paragraph 13 of the section 3 guidance;
- if the Head Teacher takes on temporary accountability for one or more additional schools/services, the LA will consider awarding a discretionary payment under paragraphs 11.4.2 and 11.5(d).
- the LA will consider the use of discretionary payments, as per the provisions of paragraphs 11.4.1 to 11.6.2.

- The LA will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 11.6.2. However, before agreeing to do so, it will seek external independent advice before providing such agreement.

## **DEPUTY/ASSISTANT HEAD TEACHERS**

- (c) Deputy Heads and Assistant Heads are assigned individual 5-point pay ranges on the leadership spine. Pay ranges can be reset in certain circumstances specified in the STP&CD.

### **Pay on appointment**

The LA will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- the LA will determine a pay range comprising 5 points in accordance with paragraph 12 of the Document, taking account of the role of the deputy/assistant Head Teacher set out at paragraph 55 of the Document;
- the LA will record its reasons for the determination of the deputy/assistant head pay range, in accordance with paragraph 29 of the section 3 guidance;
- the LA will exercise its discretion under paragraph 12.3 of the Document, and pay any of the bottom three points on deputy head pay range, in order to secure the appointment of its preferred candidate.
- the LA will exercise its discretion under paragraph 47 of Document where there are recruitment issues.

### **Serving deputy/assistant Head Teachers**

- the LA will review pay in accordance with paragraphs 12.1 or 12.2 and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report;
- the LA will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant Head Teacher (paragraph 29 of section 3 guidance);
- the LA may determine the deputy head pay range at any time in accordance with paragraph 29 of the section 3 guidance pursuant with the discretionary provisions of that paragraph and to maintain differentials;

## **18. ACTING ALLOWANCES**

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with paragraph 30 of the Document. Except in the case of the Deputy Head, who is contractually obliged to act as the Head in the Head's absence, any member of staff acting up to a higher position should have first agreed to take on the acting duties in question.

The LA will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's ISR, deputy head range or assistant head range, as determined by the LA. Payment will be backdated to the commencement of the duties.

Should the Deputy Head assume the Head's duties temporarily (s)he will do so without payment only when (s)he has assumed duties in the Head's absence and the period of acting duties does not last for more than four weeks. However, if the Head Teacher position is vacant or the Deputy acts up as the Head for more than four weeks the Deputy should be paid accordingly (see B) above).

Acting allowances for any position other than a leadership group member, will be decided by the Head Teacher/Manager/Head of Service taking into account the responsibilities of the post, the salary of the person acting up, and the substantive postholder's salary

Please note that the payment of Honoraria to Teachers including Head Teachers is not permitted within the provisions of the School Teachers Pay and Conditions Document.



## 19. CLASSROOM TEACHERS

### Pay on appointment

The LA will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, such as the LA determines, having regard to:

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider service context.

The LA will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

### Pay determinations for existing mainscale teachers, effective from 1 September 2013

The LA will follow the provisions of the Document **2012** and award a point on the mainscale pay range (paragraph 18.1.1), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The LA will normally exercise this discretion only in the context of a formal capability procedure. The LA will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

### Pay determinations for existing main pay range teachers, effective from 1 September 2014

The LA will use reference points. Therefore the pay scale for main pay range teachers is:

Minimum	£25,369
Reference point 1	£26,941
Reference point 2	£28,609
Reference point 3	£30,381
Reference point 4	£32,957
Maximum	£35,468

### ***Appraisal objectives will become more challenging as the teacher progresses up the main pay range.***

To move up the main pay range, one annual point at a time, teachers will need to have made good progress towards all their objectives meeting most of them and have shown that they are competent in all elements of the Teachers' Standards. Where direct teaching is undertaken this should be

'good', as defined by Ofsted. Assessors will need to consider the spirit of the Teachers' standards when assessing the performance of advisers.

Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the service
- an increasing impact on the effectiveness of staff and colleagues

Further information, including sources of evidence is contained in the LA's appraisal policy.

The LA will be advised by the Head Teacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The LA will be able to justify its decisions.

## **20. THRESHOLD APPLICATIONS**

### **ROUND 13 APPLICATIONS FOR THRESHOLD**

If a teacher reached M6 on 1 September 2012 and applies before the 31 October 2013, under Round 13, their applications will be assessed using the Document **2012** (paragraph 20), i.e. against the Teachers' Standards and the post-threshold standards, having regard to the most recent appraisal reviews.

### **APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE**

From 1 September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. If a teacher is simultaneously employed at another service(s), they may submit separate applications if they wish to apply to be paid on the UPR in that service(s). The LA will not be bound by any pay decision made by another service where it is not the employer.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in the service, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have

been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

### **Process:**

One application may be submitted annually. The closing date for applications is normally 31<sup>st</sup> December each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the service's application form;
- Submit the application form and supporting evidence to the Head Teacher by the cut-off date of 31<sup>st</sup> December.
- The teacher will receive notification of the name of the assessor of their application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Head Teacher or to the LA;
- The application, evidence and recommendation will be passed to the Head Teacher for moderation purposes, if the Head Teacher is not the assessor;
- The LA will make the final decision, advised by the Head Teacher;
- Teachers will receive written notification of the outcome of their application by 31<sup>st</sup> March. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1 September of the following year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

### **Assessment:**

The teacher will be required to meet the criteria set out in paragraph 17 of the Document, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the service are substantial and sustained.

In this LA, this means:

“highly competent”: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

“substantial”: the teacher’s achievements and contribution to the service are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to service improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained”: the teacher must have had two consecutive successful appraisal reports in the service and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Assessors will need to consider the spirit of the Teachers’ standards when assessing the performance of advisers.

Further information, including information on sources of evidence is contained within the LA’s appraisal policy.

## **21. UPPER PAY RANGE**

### **Pay determinations effective from 1 September 2013**

In accordance with paragraphs 19.5 and 19.6 of the Document **2012** the LA will determine that one point be awarded to a teacher on the upper pay spine whose achievements and contribution to the service, throughout the relevant period have been substantial and sustained (paragraphs 19.5.1 and paragraphs 57 to 59 of the section 3 guidance, the Document **2012**).

In reaching its decision, the LA shall have regard to the results of the teacher’s two most recent appraisal reports, including any pay recommendation, when exercising its discretion in accordance with the provisions of paragraph 19.5.1 of the Document **2012**.

### **Pay determinations effective from 1 September 2014**

The LA will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 21 and the criteria set out in paragraph 17.2 of the Document 2013;
- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards all of their objectives meeting most of them;

- evidence that the teacher has maintained the criteria set out in paragraph 17.2, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the service are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, "Applications to be paid on the Upper Pay Range".

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The LA will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and have made good progress towards all of their objectives meeting most of them, the teacher will move to the next point on the Upper Pay Range; or if already on the mid-point, will move to the top of the Upper Pay Range.

Further information, including sources of evidence is contained within the LA's appraisal policy.

The LA will be advised by the Head Teacher in making all such decisions.

## **22. LEADING PRACTITIONER ROLES**

It is not the intention of the LA to create a leading practitioner role at this time but the LA will review its position from time to time.

The LA will take account of paragraph 56 of the Document when determining the role of leading practitioner in the service. Additional duties will be set out in the job description of the leading practitioner and the LA will establish the pay range for each leading practitioner post in accordance with paragraph 18 of the Document; and paragraphs 44 to 47 of the section 3 guidance.

## **23. UNQUALIFIED TEACHERS**

### **Pay on appointment**

The LA will pay any unqualified teacher in accordance with paragraph 19 of the Document. The LA will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which it considers to be of value. The LA will consider whether it wishes to pay an additional allowance, in accordance with paragraph 28.

### **Pay determinations effective from 1 September 2013**

The LA will follow the provisions of the Document 2012 and award a point on the unqualified teacher scale (paragraph 35), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The LA will normally exercise this discretion only in the context of a formal capability procedure. The LA will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

### **Pay determinations effective from 1 September 2014**

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards all of their objectives meeting most of them.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the service
- an increasing impact on the effectiveness of staff and colleagues

Information on sources of evidence is contained within the LA's appraisal policy. The LA will be advised by the Head Teacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The LA will be able to objectively justify its decisions.

## **24. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS**

The LA may award a TLR to a classroom teacher in accordance with paragraph 23 - 25 of the Document and paragraphs 31 to 37 of the section 3 guidance. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the service's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out below and at paragraph 23 – 25 of the document.

The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

### **Factors**

Before awarding a TLR, the LA must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that -

- (a) is focused on teaching and learning;

- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- (e) involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR1, the LA must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a **significant** number of people.

The values of TLRs must fall within the ranges set out in the STP&CD. If the LA awards TLRs of different values to two or more teachers, the minimum difference in value between each award of a TLR1 is £1,500 and between each award of a TLR2 is £1,500.

A teacher may not hold more than one TLR of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

A TLR is a payment integral to a post in the service's staffing structure and therefore may only be held by two or more people when job-sharing that post.

TLRs awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract.

TLRs will be awarded to the holders of the posts indicated in the service's staffing structure.

The values of the TLRs to be awarded are set out below:

TLR2s will be awarded to the following values:

TLR 2 (a) £2,561

TLR 2 (b) £4,061

TLR 2 (c) £6,259

TLR1s will be awarded to the following value:

TLR 1 (a) £7,397

TLR 1 (b) £8,897

TLR 1 (c) £12,517

The LA may award a TLR3 of between £505 to £2525 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 25.1. The LA will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

## **25. SPECIAL EDUCATIONAL NEEDS ALLOWANCE**

The LA will award an SEN spot value allowance on a range of between £2,022 and £3,994 to any classroom teacher who meets the criteria as set out in paragraph 27 of the Document.

When deciding on the amount of the allowance to be paid, the LA will take into account the structure of the service's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (paragraph 27.3 of the Document). The LA will also establish differential values in relation to SEN roles in the service in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The LA will take account of paragraphs 38 to 43 of the section 3 guidance.

The LA has agreed the following Spot Payment levels for SEN duties:

£2,002  
£3,994

## **26. PART-TIME EMPLOYEES**

Teachers employed on an ongoing basis at the service but who work less than a full working week are deemed to be part-time.

The LA will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraph 43 and 58, and paragraphs 57-66 and 83-91 of the section 3 guidance.

The LA is responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work. The LA will ensure that all teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the service, and the part-time teacher, regarding the deployment of directed time both within and beyond the school day in accordance with the professional duties as stated in the STP&CD.

### Calculation of Salary

Part-time teachers will be paid the pro rata percentage of the appropriate full-time equivalent salary. The same percentage will be applied to any allowances awarded to a part-time teacher.

Any additional hours such a teacher may agree to work from time to time at the request of the Head Teacher (or in the case where the part-time teacher is a Head Teacher, the relevant body), will also be paid at the same rate.

The LA will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.



## **27. TEACHERS EMPLOYED ON A SHORT NOTICE BASIS**

Teachers employed on a day-to-day or other short notice basis will be paid in accordance with paragraph 44 of the Document on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

Teachers who work less than a full day will be hourly paid and will have their salary calculated as an annual amount which will then be divided by 195, then divided again by 6 to arrive at the hourly rate.

Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.

A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than he would have received had he been in regular employment throughout the period.

## **28. ADDITIONAL PAYMENTS**

In accordance with paragraph 46 of the Document and paragraphs 67-77 of the section 3 guidance, the LA may make payments as they see fit to a teacher, including a Head Teacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the service;
- participation in out-of-school hours learning activity agreed between the teacher and the Head Teacher or, in the case of the Head Teacher, between the Head Teacher and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Head Teacher relating to the raising of educational standards to one or more additional services/schools.

The LA will make additional payments to teachers in accordance with the provisions of paragraph 46 of the Document where advised by the head.

Payment will be calculated on a daily basis at 1/195<sup>th</sup> of the teacher's actual salary.

## **29. RECRUITMENT AND RETENTION INCENTIVE BENEFITS**

The LA can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 47 of the Document and paragraphs 78 -81 of the section 3 guidance).

The LA will consider exercising its powers under paragraph 47 of the Document where it considers it is appropriate to do so in order to recruit or

retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The LA will, nevertheless, conduct an annual formal review of all such awards and keep clear records of decisions made including any justification for extension of such an award.

In relation to a Head Teacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the LA chooses to use the 'wholly exceptional circumstances' discretion. The LA will not award a recruitment or retention payment under paragraph 47 if it has already made an award under paragraph 11.5(c) or have taken such reason (recruitment or retention) into account when determining the ISR under an earlier Document (paragraph 11.4.1 of the Document).

## **PAY POLICY APPENDICES**

**Appendix 1 (Insert a link to the Department's or Service's staffing structure)**

**Appendix 2 Model Pay Appeals Procedure**

**Appendix 3 Provision of Services to Other Services/Schools – Operating Principles and Requirements'**

The Local Authority approved this policy on the date below.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **MODEL PAY APPEALS PROCEDURE**

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the LA. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

## **APPEAL HEARING PROCEDURE**

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

## **PAY APPEALS PROCEDURE**

### **Appeals**

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the LA that affects his pay.

The following list includes the usual reasons for seeking a review of a pay determination;

That the LA or person by whom the decision was made:

- (a) incorrectly applied any provision of the Document;
- (b) failed to have proper regard for statutory guidance;
- (c) failed to take proper account of relevant evidence;

- (d) took account of irrelevant or inaccurate evidence;
- (e) was biased; or
- (f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the appropriate Assistant Director, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

5. The LA or the person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by the Executive Director of Education Care and Health Services or his/her representative normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the Executive Director of Education Care and Health Services or his/her representative will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

## Guidance

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Teachers / Head Teachers should put their appeal in writing to either the Head Teacher or the LA; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.

- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

### **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the service.

Where a teacher has, whilst employed at the service, lodged an appeal against a pay decision but has then subsequently left the service's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Director of Education Care and Health Services. The Director of Education Care and Health Services will consult with relevant service personnel and provide the teacher with an appropriate written response on behalf of the LA.

DRAFT

**PROVISION OF SERVICES TO OTHER SERVICES/SCHOOLS –  
OPERATING PRINCIPLES AND REQUIREMENTS**

- a. Any services provided by the Head Teacher of one service/school to another service/school must be authorised formally by the LA and where the work extends over more than a 12 month period, the agreement of the LA must be formally reviewed annually, or sooner if appropriate. The LA should also agree arrangements for terminating such work.
- b. Before such work is undertaken, the LA and the Head Teacher must take into account:
  - the needs of the service and its pupils;
  - the benefits that the activity would bring to the service;
  - the impact of any absence on other staff, including their workload; and
  - the workload and work-life balance of all the individuals concerned.
- c. In particular, before reaching a view the LA should satisfy itself that these matters have been fully considered within the service's leadership team.
- d. Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the LA and decisions duly minuted.
- e. The Head Teacher and LA should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- f. The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the LA. The terms of such an agreement must be set out in a memorandum signed by the LA and the Head Teacher and any other members of staff involved.
- g. Any income derived from external sources for the work of a service's staff should accrue to the service. The LA should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.
- h. The LA should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

# Agenda Item 9

Report No.  
ED13086

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

**Date:** Tuesday 17 September 2013

**Decision Type:** Non-Urgent Non-Executive Non-Key

**Title:** UPDATE ON ONLINE APPLICATION SYSTEMS - CHANGES

**Contact Officer:** Dr Tessa Moore, Assistant Director Education  
E-mail: Tessa.Moore@bromley.gov.uk

**Chief Officer:** Terry Parkin, Executive Director of Education, Care & Health Services

**Ward:** All

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1. Reason for report

The purpose of this report is to update members with the latest progress on moving towards on line applications for school places and free school meals.

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2. **RECOMMENDATION(S)**

**That the Education PDS Committee consider the contents of the report.**

### Corporate Policy

1. Policy Status: Existing Policy: Extending on line applications for Council services
  2. BBB Priority: Children and Young People
- 

### Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: Recurring Costs: as below
  3. Budget head/performance centre: School Access
  4. Total current budget for this head: £446,660
  5. Source of funding: DSG £259,450
- 

### Staff

1. Number of staff (current and additional): Admissions team 8.14 FTE
  2. If from existing staff resources, number of staff hours:
- 

### Legal

1. Legal Requirement: Statutory Requirement: School admissions operates under the Statutory Guidance School Admissions Code 2012 issued under School Standards and Framework Act 1998
  2. Call-in: Not Applicable The report is for information:
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected):  
Primary and secondary applicants: 6985 (2013) rising to 8243 (2020)  
Free schools meals 6000 currently
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:



### 3. COMMENTARY

- 3.1 School admissions for primary and secondary schools are managed through the Pan-London Co-ordinate Admissions System operated by the on behalf of all the London Boroughs using a Common Application Form (CAF). From 2007 on line versions of the CAF have been available and in Bromley, primary on line applications this year reached 64% and secondary 49%. Whilst both were significantly up on previous years, this report described the measures that are being taken to move towards a system that is substantially accessed and delivered on line.
- 3.2 The system for applications for free school meals in Bromley commenced in June 2012 and some 50% of claims are now made by this route. Schools encourage applicants to apply not least because their funding for the Pupil Premium is driven by the numbers receiving free school meals. Applications have to be renewed each school year or when circumstances change.
- 3.3 A Pan-London on line system has been set up to manage applications for 14-19 places mainly at University Technical Colleges such as Royal Greenwich at Woolwich (opening in 2013) and The Leigh at Dartford (opening in 2014).
- 3.4 In the first year of new institutions such as free schools the DfE allow admissions to be managed by the governing body should they so wish, when there still may be some uncertainty about opening dates, staff and premises. This means that applicants may receive more than one offer. In the second year they must become part of the on line co-ordinated system.
- 3.5 Applications for school places require the submission of additional information to prove entitlement, such as for reception admissions a birth certificate, Council Tax payment and child benefit entitlement. Other documents that may be required include proofs of recent change of address, residence, care or custody orders or to support applications made under medical or social need. Places are not normally offered until applicants are resident save for members of the armed forces who can apply with evidence of a confirmed posting.
- 3.6 For free school meals, eligibility is mostly determined with reference to on line systems maintained by the DfE with links to the tax and benefits system. The Harris Federation and Coopers School process their own applications for free school meals.
- 3.6 Parents can submit additional documents where they are required by scanning and attaching them to their application. Facilities are available free of charge in public libraries although many smartphones and tablets have a built in scanner. The quality of scanned documents is very variable and many applicants still find it easier to submit these in paper form.
- 3.7 Applicants for voluntary aided schools also require submission of a Supplementary Information Form (SIF) which has to be returned to the school by the application dates. Some foundation schools and academies also apply additional criteria. These forms are provided by the schools.
- 3.8 Parents are advised of the outcome by e-mail if they have applied on line and in all cases by letter. Written communication is a requirement of the Pan London system and is the most reliable way to ensure that parents are all made aware of the outcome at the same time. It also include information about how to appeal, go on to waiting lists or add preferences should they not obtain their first choice. Parents are asked to return a form accepting or rejecting the place. This is considered essential in order to ensure that places can be freed up for other applicants, whether on the waiting list or coming into the system late. Places are not withdrawn even after the due date until the parents has advised what arrangements are in place for the child to be educated, to ensure the best available offer for all residents.

### 3.9 Reception Class applications for September 2014

For 2014, the information produced for parents has changed. The large A4 colour application booklet hitherto produced with details of all schools will now be available mostly on line although small numbers of reference copies are being printed to distribute to early years settings, schools and public libraries. It is a requirement of the DfE Admissions Code that a hard copy is available for parents who do not have access to the internet. An A5 booklet is being produced for all applicants which will contain the list of schools, a map and an outline of the application process directing the parent to school websites and the on line process. QR (Quick Response) codes (similar to bar codes) will be included to provide direct links to the on line system for smart phones and tablets. Applications have to be made by the deadline of 15 January 2014. Schools and early years providers have been briefed for on line applications and there will be very limited criteria for allowing paper applications, e.g. people with disabilities.

### 3.10 Secondary admissions for September 2014

In the same way the secondary system is being geared towards on line applications. The production of information for parents will follow the same format as the primary above, with A5 booklets replacing the A4 for the most part. Pre-printed forms will no longer be supplied. Most parents are more familiar with the admissions process and have less difficulty than those who are dealing with it for the first time. Again, on line applications will be expected to be the 'norm' with only exceptions allowed for those that meet the criteria outlined above. Schools have been briefed at parent transition meeting regarding the new process.

3.11 **All other applicants:** An A5 booklet is being produced, also available on line, setting out the processes for primary and secondary above but also including details about applying for infant to junior transfer, 14-19 places and in year admissions, directing applicants to on line systems where appropriate.

## 4. POLICY IMPLICATIONS

- 4.1 The extension of on line applications for reception class places is expected to settle as parents become accustomed to the increasing use of computerised systems for public services as well as consumer products. The withdrawal of paper systems is likely to be accepted as parents become aware of the different means to apply on line. In addition to desktop terminals, smartphones and tablets, other electronic devices may be able to access the systems.
- 4.2 However, many parents, perhaps whose first language is not English or who find it challenging to manage an on line process, may have difficulties. As on line applications have to be manually verified and cleared within the system, staff report that many contain uncertainties or inconsistencies which have to be validated manually with the applicant. This remains a time consuming process but without it there could be rejection of the application by the system or dissatisfaction by parents with the outcome if it went forward with incorrect information. The difficulties with attached documentation have been noted.
- 4.3 It is proposed to provide additional help in early years' settings to assist parents who may be applying on line for the first time. Support will be available through nursery providers, pre-schools and day care centres to provide assistance to ensure the submission of valid applications on time and on line. There is an on-line help service within the Pan-London system which should resolve many queries. Admission staff are also on hand by email and phone to support parents and clarify what is required. It is expected that the costs of this additional support in the first year will not exceed £10,000 and this can be contained within existing

budgets. It will be evaluated to determine how and in what form it should continue. Staff in libraries may be available to assist applicants with the application and scanning process.

- 4.3 For secondary admissions, staff give assistance to schools on request and provide information and advice sessions to parents whose children are about to enter the transfer process. These are well attended and help to resolve many of the issues parents may find if they are applying for the first time. The error rate in secondary applications is lower than primary.
- 4.4 The extension of on line applications for free school meals is being encouraged. However, as schools have an interest in ensuring the application is made they will often distribute application forms to parents who may be eligible, and see that they are returned. In many cases eligible parents do not apply for their own reasons and there is overall some 2% difference between those eligible and who apply. Schools are also in a position to advise where fraudulent claims may be suspected. The LA will consult with schools following this year's applications to refine the process for next year.
- 4.5 Other authorities carry out validation checks using a separate IT team. At this stage there is sufficient expertise within the admissions team to carry out this function
- 4.6 Although much of the information is available on the web site, parents do make use of phone services to pursue queries about waiting lists and other concerns. Whilst they are encouraged to use e-mail, many prefer to use the phone or the public counter. Many repeated calls come from relatively small number of applicants, mainly those whose eligibility for places has not been established or who are dissatisfied with the offer they have been made.
- 4.7 The checking of eligibility for places is a significant element of the admissions workload as part of the validation process, whether on line or on paper. Many applications are found to contain errors, misleading or false information which if unchallenged might lead to the incorrect award of a place. In many cases, parents submit the addresses of relatives or temporary accommodation in order to secure a place at a cherished school. The present system of checking Council tax and benefit records enables such applications to be detected. It is considered essential that these are continued to maintain the integrity and fairness of the system. As it is a statutory service, the allocation of places to the application or to others is often challenged either at appeal, letters to elected members, MPs or recourse to law. Whilst the overall number of cases is relatively small (some 50-100 per year) the knowledge that these are discovered is a deterrent to wider misuse. In the wider context, the emphasis being given to the reduction in fraud in public services makes it even more important to ensure the fairness of this system.
- 4.8 The Pan-London system is managed externally by the London Councils and whilst links are available on the Bromley website, is maintained centrally along with the help line. Although there is regular consultation with all the partner authorities and the DfE, changes can only be made by consent of all the participating users.

## **5. FINANCIAL IMPLICATIONS**

- 5.1 The move to on line applications for primary and secondary will generate cost savings in terms of the more limited production of paper booklets and leaflets. The saving on the production of A4 colour booklets is of the order of £5,000 although that is to some extent offset by the increased size of the smaller A5 booklet to contain all the information. At this stage it is considered essential that all parents for reception admissions and secondary transfer are alerted to the need to apply by the issue of a booklet setting out their responsibilities and how these can be met. In time these too may be met in other ways.
- 5.2 There will be further savings in terms of staff time in the data entry of paper forms and reductions in printing costs as the system develops. Already application acknowledgment letters are only issued on request with SAEs. Schools will be encouraged to produce and administer

Supplementary Information Forms on line. The greater use of scanned documentation will reduce the volumes of paper that need to be held.

## 6. LEGAL IMPLICATIONS

- 6.1 The provision of school places is a statutory function and is governed by the DfE School Admissions Code 2012 made under the School Standards and Framework Act 1998. It is the responsibility of school admissions authorities to ensure that they are compliant with the Code. The local authority operates and manages the admissions process in its area. In London this is carried out by the Pan-London Admissions Board managed by the London Councils and its procedures need to be consistent across all authorities.

## 7 PERSONNEL IMPLICATIONS

- 7.1 Numbers of staff in the Admissions Team remain under review and will be reconsidered in the light of changing needs. At present, it is broadly equivalent to other London boroughs and is sufficient to provide an efficient service, manage the process of checking eligibility as required and respond to a continuing high level of queries from applicants throughout the year.
- 7.2 Other authorities have designated IT support staff within the admissions team to validate and process on line applications. In Bromley these functions are carried out by the team members in addition to their other duties.

<b>Non-Applicable Sections:</b>	
Background Documents: (Access via Contact Officer)	26 June 2013: E&R PDS New Technology Working Group: minutes and references to previous papers

Report No.  
ED13095

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

**Date:** Tuesday 17 September 2013

**Decision Type:** Non-Urgent Non-Executive Non-Key

**Title:** SEND PUPILS IN MAINSTREAM EDUCATION

**Contact Officer:** Dr Tessa Moore, Assistant Director Education  
Mary Cava, Head of SEN & Disability Services  
E-mail: Tessa.Moore@bromley.gov.uk Mary.cava@bromley.gov.uk

**Chief Officer:** Executive Director of Education, Care & Health Services

**Ward:** Boroughwide

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1. Reason for report

The purpose of this report is to provide Council Members with information regarding the changes relating to Special Educational Needs, Education Funding Reform and the Academies agenda. It highlights the changes in each area and identifies potential risks for the Council if pupils' special educational needs cannot be met by local mainstream schools. It provides data on officers' progress to reduce the need for costly out-borough placements and the measures put in place to manage spend effectively.

Whilst data does not currently appear to be suggesting an increase in placement of pupils in independent settings it is very difficult to assess the full impact of the Academy agenda on Special Educational Needs (SEN). Data does suggest the need to strategically plan for extra capacity in Bromley schools for pupils with ASD, secondary Speech and Language and Behavioural difficulties to ensure there is cost effective provision for pupils to remain local for their education, within their family unit and within their community.

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2. **RECOMMENDATION(S)**

Council Member to note the report and consider next steps.

### Corporate Policy

1. Policy Status: Existing policy
  2. BBB Priority: Children and Young People:
- 

### Financial

1. Cost of proposal: Information document, further analysis to be undertaken as academy conversions progress.
  2. Ongoing costs: Recurring Cost:
  3. Budget head/performance centre: SEN & Disability Services
  4. Total current budget for this head: £
  5. Source of funding: DSG/RSG
- 

### Staff

1. Number of staff (current and additional): not applicable
  2. If from existing staff resources, number of staff hours:
- 

### Legal

1. Legal Requirement: Statutory Requirement: Education Act 1996
  2. Call-in: Not Applicable:
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 2,500
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### **3. COMMENTARY**

- 3.1 Historically Bromley has been a low funding delegation and high statementing local authority. Whenever delegation has been discussed with schools, the schools have argued to maintain the resource centrally. The National Education Funding Reform was enacted from April 1<sup>st</sup> 2013 for maintained mainstream schools and is enacted for mainstream Academies from September 1<sup>st</sup> 2013 and this has resulted in fluctuation in amounts of resource delegated into schools.
- 3.2 A considerable number of Bromley schools are either converting or have achieved Academy status. Resources will now be situated within the schools to a greater extent to enable schools to make their own decisions about their priorities. The Local Authority has the role of championing special educational needs within the schools in the authority but has limited power in how schools spend their resources.
- 3.3 With the considerable increase in school population in general, both national and local data highlights many more children with SEN and Disability entering the school system over the next five to ten years. Bromley has outstanding specialist provision in the borough. It is of very good quality and it is also very cost effective, both in terms of monetary value and also in ensuring young people live and learn in their home environments with their family and peers surrounding them.
- 3.4 The SEN Reforms will be the most major changes seen in SEN for over forty years. It is envisaged that the most complex children will be in receipt of an Education, Health and Care Plan. Other pupils will access interventions and support in a more flexible manner through local Pupil Resource Agreements.
- 3.5 In summary, the major national changes that have taken place over the last two years are as follows:-
- The Education Funding Reform
  - School conversions to Academy status
  - Increase in school population and of children with complex and enduring special educational needs and disabilities
  - The SEN Reforms

#### **The National Education Funding Reform**

- 3.6 A new national funding formula was introduced from April 2013 for maintained schools and September 2013 for Academies. This results in the funding of SEN school action, action plus and lower level statements (resourced below £6k) and for higher resourced statements in mainstream schools, the first £6k of this resource is now provided within schools budgets. This money is not ring-fenced and schools are expected to identify this resource in their budgets and use accordingly.
- 3.7 This new system, whilst allowing schools to respond more immediately to meeting additional needs also puts the onus on all schools to identify and plan to use SEN monies appropriately. Notional SEN budgets have been formulated and sent out to schools for guidance. Using a different national formula has meant that some schools have gained from this new formula and some have lost. To combat excessive budget change/fluctuation a 1.5% safeguard has been introduced by DfE. Therefore, whilst some schools may have a reduced budget or an increased budget the fluctuation would not be more or less than 1.5% of the total school budget. The SEN element of schools' budgets are based on identified pupils at the yearly census and also adjusted termly to take account of newly identified pupils with SEN.

- 3.8 A risk identified is that some schools may be reluctant to take pupils with a Statement of SEN due to the first £6k being expected to be funded by the school.
- 3.9 The Local Authority has a duty to consult with the (maintained or academy) school of parental preference for a pupil with a statement of SEN. If a maintained mainstream school or an academy decides they cannot meet needs and state this in their response to the Local Authority statutory consultation, the Local Authority has two choices: (1) to name the school against the will of that school, or (2) to explore alternative provision.
- 3.10 If parents seek independent specialist school at this time this can add to the evidence base that local mainstream school cannot meet needs. If LA does not have specialist provision that meets needs, then as the LA has a duty to provide education, it must look at alternatives (sometimes outside the maintained sector).

### **Legal Position - Parents' right to state a preference**

- 3.11 Section 9 of the Education Act 1996 states that LAs *“Shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.”*
- 3.12 If a pupil has a statement of SEN parents can “state a preference” for a maintained or academy school. The Local Authority has a duty to consult with the school for which parents have stated a preference if the school is a maintained school or an academy. The school is sent the consultation papers, the statement and the appendices attached to the statement (these are the professional documents/reports that have informed the writing of the statement) and the school has 15 working days to respond to the consultation.
- 3.13 Paragraph 3(3) of Schedule 27 of the Education Act 1996 requires Local Authorities to name a parent’s preferred school unless:
- (a) The school is unsuitable to the child's age, ability or aptitude or to his special educational needs, or
  - (b) The attendance of the child at the school would be incompatible with the provision of efficient education for the children with whom he would be educated or the efficient use of resources.
- 3.14 So, the only reasons the LA can use to refuse to name the school are:
- The school is unsuitable.
  - The child’s attendance would mean that educating the other children in his/her class would be impossible or very difficult.
  - The child’s attendance would cost the local authority too much.
- 3.15 This would appear to be very robust but often parents become very anxious at transition periods of school for their children. Schools need to be welcoming and inclusive of pupils with SEN and disabilities. When they are not, parents reflect on this and some look elsewhere, sometimes in the independent sector. They gather evidence about suitable schools and may request for the LA to name an alternative. If professional advice is that the pupil moves to specialist provision at this point, if there is space at a Bromley special school and the school can meet needs then this can progress. However all our special schools and most of the



specialist provisions are currently oversubscribed and, in particular, on secondary transfer. This then can set parents on track for exploring independent provision. The local authority then has the option of agreeing a specific school to meet needs or refusing. The parents then have a right to appeal to the SENDIST Tribunal.

- 3.16 The law says: - if the LA has a suitable school that can meet a child's needs the Tribunal would have to name it (unless the difference in cost between the schools is very little). The task, for the parents, is to show that the LA maintained school cannot meet their child's needs. At this point, many parents engage independent professionals (educational psychologists, speech and language therapist, psychiatrists) to put their case forward.
- 3.17 An Academy is a state funded independent school and so the position is similar to when parents want independent school – and the same arguments will apply when parents appeal.
- 3.18 One difference is that parents can appeal to the Special Educational Needs and Disability Tribunal for an Academy even if the Academy has not consented to give their child a place.
- 3.19 Basically if a child has a statement of SEN and, after consultation, a Bromley mainstream school states it cannot meet needs then the local authority can name the school. However, at this stage often parents are very reluctant to accept a school which has stated it cannot meet needs and vis a vis parents consider that other mainstream schools may not be able to meet needs. This can set the track for parents to explore alternative specialist provision.
- 3.20 **Risk:-** As schools convert to academy status they become more independent of local authority and decide on their individual priorities. How does the Local Authority ensure meeting SEN remains a priority and relevant SEN training and appropriately trained and skilled staff are prioritised in all schools and particularly in Academies as independent institutions?

**Children in Independent Out-Borough Provision - Current Situation and Trends**

3.21 The data in the columns below gives numbers of pupils actually placed in independent boarding and independent day placement over the last 4 years on educational grounds.

Table a

Year	Type of Provision	
	Independent Boarding	Independent Day
2010	23	49
2011	12	37
2012	4	31
2013	2	31

3.22 Table a. shows a significant decrease over time in pupils being placed in independent boarding provision, from 23 pupils in 2010 down to 4 pupils in 2012. This has been achieved through robust Officer action, auditing independent specialist schools, making robust arguments internally and at Tribunals when appeals are made by parents, enabling short breaks to be accessed to prevent escalation of requests for boarding provision, etc.. The independent day placement trend is decreasing in numbers but on a much slower trajectory. This is predicted to change as increased local provision opens in Bromley Specialist Schools in September 2013 and September 2014.

3.23 Table b. shows the total number of pupils attending independent day and boarding placements by year group. It shows that peaks in the movement of pupils into higher cost placements are at transition from key stage 2 – 3, from primary to secondary school and later in pupils' secondary school career at year 10 when there is greater emphasis on conformity and academic work. Further data suggests that movement at primary secondary transition is where sufficient provision is not available in borough (such as provision for complex autism, high functioning autism, and specialist speech and language provision). These areas are currently being addressed to expand capacity in future years.

Table b. Pupils in Independent School according to Year Group

National Curriculum Year	Independent Boarding School	Independent Day School	Total
Total Number of Children by year			
Year 0	0	0	0
Year 1	0	0	0
Year 2	0	0	0
Year 3	0	0	0
Year 4	0	0	0
Year 5	0	1	1
Year 6	0	6	6
Year 7	2	15	17
Year 8	3	21	24
Year 9	3	12	15
Year 10	7	36	43
Year 11	15	16	31
Year 12	11	13	24
Year 13	5	5	10
Year 14	10	4	14
	<b>56</b>	<b>129</b>	<b>185</b>

Table c. Primary needs of pupils in out borough independent schools

		Independent Boarding	Independent Day
Primary Needs			
Speech, Language and Communication Needs	SLCN	18	52
Behavioural, Emotional and Social Difficulties	BESD	15	34
Autistic Spectrum Disorder	ASD	7	33
Severe Learning Difficulty	SLD	5	3
Specific Learning Difficulty (Dyslexia)	SPLD	5	3
Physical Disability	PD	0	2

		Independent Boarding	Independent Day
Profound and Multiple Learning Difficulty	PMLD	2	0
Hearing Impairment	HI	3	2
Visual Impairment	VI		0
Other		1	

Table c. highlights the primary needs of pupils who are currently in out-borough provision. The most significant are those pupils with Speech, Language & Communication needs, Autism and those with social, emotional and behavioural difficulties.

### **Activity to Support and include SEN pupils in mainstream provision and in local specialist provision**

- It is essential that strong working relationships continue between the local authority and Bromley schools. Officers are working closely with the Special Educational Needs Co-ordinators, providing regular meetings and offering training opportunities to ensure schools have a comprehensive understanding of the Education Funding Reform implications. Meetings have also been held with the Head Teachers and Head Teacher forum meetings to ensure they have relevant information. Communication will be key in ensuring that roles and responsibilities are clearly established and maintained.
- Robust gatekeeping at every SEN stage ensures that the Local Authority challenges schools to meet needs. A small number of Specialist Teachers currently visit schools where there is disagreement as to whether a school can meet needs and the level of resources required to meet needs. These specialists ensure consistency of thresholds/resource across schools.
- Individualised/personalised packages of support are developed for those children who require very specialised packages to safeguard their learning, health and care. These packages enable the child to remain within the home environment, their surrounding community and enable a more cost efficient package to be planned and implemented. This is aimed at preventing escalation to alternative provision.
- Increase in high quality specialist day provision in borough will enable more pupils to remain in local, high quality and more cost effective provision. Complex Autism specific provision will open in Riverside School in September 2013. This will provide an 8 place class per year group, commencing in year 7. Glebe will expand in September 2014 to take 2 extra classes per year group for complex autism.
- Strategic planning will provide further ASD specific provision, secondary speech and language provision, alternative behaviour support programmes in mainstream primary and secondary to ensure pupils' needs are met within Bromley.

- Robust monitoring of data on a yearly basis will inform the Council of the progress of academies in meeting SEN.

**4. POLICY IMPLICATIONS**

The Children & Families Bill is currently progressing through Parliament. SEN policy and practice will change to deliver the Education, health and Care Plans for the most complex children. Ensure Compact with Academies factor SEN into the agreement.

**5. FINANCIAL IMPLICATIONS**

Potential risk of increase in numbers of parents seeking costly placements if needs are not met. Robust forward monitoring is in place to inform Portfolio Holder on a regular basis.

**6. LEGAL IMPLICATIONS**

The Local Authority has a duty to provide education for children and young people with SEN and Disability.

<b>Non-Applicable Sections:</b>	<b>PERSONNEL IMPLICATIONS</b>
Background Documents: (Access via Contact Officer)	SEN Code of Practice 2001 Education Funding Reforms 2013-14 Education Act 1996

Report No.  
ED13091

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Education Policy Development and Scrutiny Committee

**Date:** 17 September 2013

**Decision Type:** Non-Urgent Non-Executive Non-Key

**Title:** EDUCATION PDS PROGRAMME 2013 - 14

**Contact Officer:** Angela Buchanan, ECHS Planning & Development Manager  
Tel: 020 8313 4199 E-mail: angela.buchanan@bromley.gov.uk

**Chief Officer:** Terry Parkin, Executive Director, Education and Care Services

**Ward:** Boroughwide

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1. Reason for report

- 1.1 The report provides a programme of scheduled reports for the year ahead, based on items scheduled for decision by the Education Portfolio Holder and items for consideration by the Education Policy Development and Scrutiny Committee. It also provides the PDS Committee with an updated programme of visits organised for the Autumn Term.
- 

2. **RECOMMENDATION(S)**

- 2.1 **Members of the Education PDS Committee are invited to comment on the Education Programme at Appendix 1.**
- 2.2 **The Education Portfolio Holder is invited to comment on the Updated Education PDS Programme at Appendix 1 and note its content.**
- 2.3 **Members are asked to note the Attendance Schedule for the autumn 2013 Programme of Council Member Visits at Appendix 2.**

## Corporate Policy

1. Policy Status: Existing Policy: As part of the Excellent Council stream within Building a Better Bromley, PDS Committees should plan and prioritise their workload to achieve the most effective outcomes.
  2. BBB Priority: Children and Young People: 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.
- 

## Financial

1. Cost of proposal: No Cost
  2. Ongoing costs: Not Applicable
  3. Budget head/performance centre: No specific budget head
  4. Total current budget for this head: £N/A
  5. Source of funding: Council's Base Budget
- 

## Staff

1. Number of staff (current and additional): N/A
  2. If from existing staff resources, number of staff hours: N/A
- 

## Legal

1. Legal Requirement: No statutory requirement or Government guidance:
  2. Call-in: Applicable
- 

## Customer Impact

1. Estimated number of users/beneficiaries (current and projected): This report is intended primarily for members of this Committee to use in controlling and reviewing their ongoing work.
- 

## Ward Councillor Views

1. Have Ward Councillors been asked for comments? No
2. Summary of Ward Councillors comments: Not Applicable

### 3. COMMENTARY

#### Work Programme

- 3.1 The Programme at **Appendix 1** provides information on items scheduled for decision by the Education Portfolio Holder, items for consideration by the Education Policy Development and Scrutiny Committee and proposed information briefings for Members on which no decision is required.
- 3.2 The Programme provides a reference on future work and enables it to be amended in the light of future developments and circumstances. The programme also lists the meetings of the Executive and PDS Working Groups with dates (where already scheduled).
- 3.3 The focus of Education PDS Committee work should be on (i) holding the Education Portfolio Holder to account, (ii) pre-decision scrutiny and (iii) policy development.

#### Council Member Visits

- 3.4 The Attendance Schedule for the Autumn Term 2013 Council Member Visits is attached as Appendix 2 to this report for information. All Elected Council Members and Co-opted Members are invited to attend Council Member Visits.

<b>Non-Applicable Sections:</b>	Policy, Financial, Legal and Personnel Implications
Background Documents: (Access via Contact Officer)	<ul style="list-style-type: none"><li>• Review of the Operation of Policy Development and Scrutiny Arrangements in Bromley – April 2005</li><li>• Scrutiny Toolkit – April 2006</li><li>• Report ‘PDS Working Practices’ – 17/5/07 Executive and Resources PDS Committee</li><li>• Minute 5 – Executive and Resources PDS Committee, 17/05/07</li><li>• Minute 58 - CYP PDS 8/10/08</li><li>• Minute – 16/3/09 Full Council (decision regarding changes to Executive Decision Making arrangements, as a result of which there are no longer scheduled Portfolio Holder meetings).</li></ul>

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## EDUCATION PROGRAMME 2013/14

<b>Corporate Parenting &amp; Safeguarding Executive Working Group (10/09/13)</b>	
<b>Schools Forum (26/09/13)</b>	
<b>Education PDS Budget Sub Committee September (02/10/13)</b>	
<b>Behaviour Services PDS Working Party (02/10/13)</b>	
<b>SEN Executive Working Group October (Date TBC)</b>	
<b>SACRE (06/11/2013)</b>	
<b>Education PDS 12<sup>th</sup> November 2013</b>	
<b>Title</b>	<b>Notes</b>
Draft 2014/15 Education Portfolio Plan including Education Commitments	Regular Item
Ofsted Reports and follow up on underperforming schools	Regular Item
Strategic Plan - Development of Secondary School Places 2016 - 22	
Review of Primary School Development Plan Outcomes	
Follow up on actions from Joint Education and Care Service PDS Meeting	May Agenda Planning
Minutes from Budget Sub Committee	
Update from Executive Working Party for SEN	
Update on the Commissioning Plans for BAEC	
Education Outcomes for LBB Children in Care	
Literacy in the Early Years	Annual Update Report
Speech and Language Therapy for Children with SEN (Gateway Review)	Moved from July
ECS Contract Monitoring Report	Information Briefing
Bromley Academy Programme and Free School Update	Information Briefing
Education Policy and Legislative Update	Information Briefing
<b>Schools Forum (21/11/13)</b>	
<b>Education PDS Seminar 27<sup>th</sup> November 2013</b>	
<b>Education PDS Budget Sub Committee September (07/01/14)</b>	
<b>Schools Forum (23/01/14)</b>	
<b>Education PDS 30<sup>th</sup> January 2014</b>	
<b>Title</b>	<b>Notes</b>
Ofsted Reports and follow up on underperforming schools	Regular Item
Raising Participation Age Strategy Update	
Bromley Seed Challenge Fund 2013/14	
Minutes from Budget Sub Committee	
Update from Executive Working Party for SEN	
Annual Report from the Bromley Adult Education College	Information Briefing
ECS Contract Monitoring Report	Information Briefing
Bromley Academy Programme and Free School Update	Information Briefing
Education Policy and Legislative Update	Information Briefing
<b>Schools Forum (13/02/14)</b>	

<b>SACRE (05/02/14)</b>	
<b>Education PDS 18<sup>th</sup> March 2014</b>	
<b>Title</b>	<b>Notes</b>
Update of the 2014/15 Education Portfolio Plan including Education Commitments	
Ofsted Reports and follow up on underperforming schools	Regular Item
Update on the Implementation of the School Governance Working Party Recommendations	
Raising the Participation Age Strategy Process Update	
Standards of Attainment in Bromley Schools 2013	
Annual Report of the Education PDS Committee	
Minutes from Budget Sub Committee	
Update from Executive Working Party for SEN	
ECS Contract Monitoring Report	Information Briefing
Bromley Academy Programme and Free School Update	Information Briefing
Education Policy and Legislative Update	Information Briefing
<b>Education PDS Budget Sub Committee May (08/04/14)</b>	

<b>Items to be programmed</b>	
Pupil Premium to help disadvantaged pupils	Autumn Budget Sub Meeting
Expanding co-operation with Bromley College of Further and Higher Education	

(as at 02/09/13)

**COUNCIL MEMBER VISITS: ATTENDANCE SCHEDULE - AUTUMN TERM 2013**

<b>Establishment Name</b>	<b>Date</b>	<b>Time</b>	<b>Places Available</b>	<b>Comments</b>
Darrick Wood Secondary School	10 October	09:30-11:30	Three places are still available	-
Pickhurst Infant School	17/18 October	09:30-11:00	Three places are still available	Date to be confirmed
St Mark's Primary School	7 November	09:30-11:00	Three places are still available	-
Glebe School	22 November	09:30-11:30	Three places are still available	-
Perry Hall Primary School	6 December	09:30-11:00	Two places are still available	-

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# Agenda Item 13

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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# Agenda Item 14

By virtue of paragraph(s) 6 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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